

Fort Bend Independent School District
Willowridge High School
2024-2025 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

During the 2023-2024 school year, there were approximately 152 teachers and support staff that serve the Willowridge School campus. The demographic breakdown of the staff is approximately 67% African American, 18% Anglo-American, 12% Latino, and 3% Asian. For the 2023-2024 school year, 93% of teachers were deemed as highly qualified according to state and national standards. We hired seven Instructional Apprentices to fill positions in Science, Social Studies and Special Education. Of those seven, one completed their Alternate certification program to receive their intern certificate and was hired as a teacher. Of the remaining six, we are retaining one for Special Education Sails as a second year Instructional Apprentice.

For the 2023-2024 school year WHS had 3 vacancies in Math; 2 in ELA, and 1 in Science. For the vacancies in math and Science, we secured long term substitutes to work with our students. They were supported by instructional coaches, team leaders and other staff. Currently, for the 2024-2025 school year we have the following vacancies: 1 math, 1 social studies, 1 Special Education, 1 EL Specialist, 1 Journalism. We have candidates identified for each of these positions and are working to hire them as fully certified teachers or as instructional apprentices.

The projected enrolment for WHS in the 2024-2025 school year is 1,143. This accounts for transfers in and out as well as students in our PTECH program. P-Tech students represent 13% (166) 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 account for approximately 14.94% of the total student population. There are 13 students identified Gifted and Talented students. LEP students account for 28% (an increase of 4%) of the total student population, and At-Risk students account for 68% of the total student population.

Currently 32.2 % of students in the Class of 2024 have met the CCMR target. In addition to the Dual Credit course we offer in PTECH, we have dual credit courses in English and US History. We offered OnRamps English Rhetoric in the 2023-2024 school year with minimal success. In the 2023-2025 school year we are expanding the On Ramps offerings to include US History, Economics, Algebra II, and Stats as well as English Rhetoric.

Willowridge High had 9 students graduate from HCC in the spring of 2024 who earned their Associates degree through Houston Community College.

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 priority. We had an 89.86% attendance rate for the 2023-2024 school year. This was a 0.54% increase over the previous year. The refined total ADA per OnSuite data shows the attendance rate to be 90% Our goal for the 2024-2025 school year is 92%. Our actions are 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.

Overall Refined ADA

All Students	90.0%
9 th grade	89.3
10 th grade	90.4
11 th grade	90.6
12 th grade	89.9

Our drop out numbers remained around 30 for the school year. The drop out preventionist made multiple attempts to re-engage students in school, shared educational alternatives, and provided families with various resources to support students and their families.



Demographics Strengths

- 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
- Hispanic and EB students continue to show growth and progress in academics.

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.

Spring 2024 EOC Results for First Time testers

	Approaches & Above	Meets and Above	Masters
English I	56%	42%	8%
English II	70%	49%	4%
Algebra I	63%	20%	6%
Biology	80%	34%	7%
US History	90%	39%	8%

These results show a 4% decrease in meets/masters for Algebra; 9% decrease in meets/master for Biology; 1% decrease in English I; 3% gain in English II for meets/masters and a 24% decrease for US History from 2022-2023. We will continue to review our data to determine our individual student growth for Algebra I, English I, and English II.

The focus for instruction on the campus has been to improve overall Tier I instruction with a focus on academic discourse and small group instruction.

Based on T4 data, approximately 12% of our students failed one or more course for the fourth term. Failure rates remain high for 9th grade students.

Students tend to do well in AP and dual credit courses; although students historically do not score 3,4,5 on AP tests or do not take the AP tests all together.

CCMR has been a focus for the class of 2024 to implement more opportunities for students to earn their CCMR point. Based on CCMR data, we will continue to focus on our Advanced Academics program; including adding On Ramps English Rhetoric in 2023-2024 and expanding our offerings of OnRamps to Algebra II, Statistics, US History, Economics, and Geo Sciences in the 2024-2025 school year. Our P-Tech program continues to maintain a strong presence on our campus and boosts our dual credit participation.

We focus on teacher training, level of rigor, and adequately preparing students in all advanced academic courses. This includes providing small group instruction and intervention for students to show gains and increase their level of rigor. Moving forward in the 2024-2025 school year we will continue to build

TIER I instructional systems by partnering with district content experts and Region IV specialists to build teacher capacity around strong academic discourse structures and using small group instruction as a method for intervention, spiraling and corrective instruction. We will also expand our AVID presence on campus as a way to support TIER I instruction and rigor with supports from AVID structures.

A continued focus in CCMR is bolstering our CTE programs and Industry Based certification results. This year, our Agriculture IBC had an 80% success rate. While Microsoft Word and Excel had more students take the tests, very few met the standard to earn the certification.

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
- EB and Hispanic students are showing gains in success on STAAR compared to all students and other student populations

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: 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.

Problem Statement 5 (Prioritized): Student level progress monitoring and the resulting intervention is not consistently driven by data to support instructional decisions and student growth.

Root Cause: Teachers are continuing to build a strong understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments.

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. In the 2023-2024 school year, we brought on two new assistant principals and a new Dean of Instruction.

In the 2024-2025 school year we will continue working with instructional coaches, department chairs and content team leaders to build instructional leadership capacity for those teacher leaders.

The EOC teams work directly with support from the district Teaching and Learning Department as well as Region IV to continue building their skills in planning and implementing curriculum at the expected level of rigor for 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 2023-2024 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 2024-2025 school year using the student support team process with more focus and intention of identifying students who need intervention at varying levels using the foundation built from our learning this year.

A focus for the administrative team in the 2024-2025 school year will be to continue our learning and to build processes around consistent observation and feedback using the Get Better Faster protocol. The administrative team will work with Texas Instructional Leadership through Region IV for coaching and job embedded learning related to observation and feedback.

A campus wide focus for 2024-2025 is to strengthen our Student Support Team (SST) and RTI systems and processes. We plan to implement a 9th grade foundational cross curricular team to provide additional supports to teachers, students and families as the team works together to identify strengths and weaknesses for our 9th grade students. Additionally, we will identify students who are off cohort, have a pattern of chronic absenteeism, and/or pattern of discipline referrals for targeted watch lists in 10th, 11th, and 12th grades.

Our counselors, registrar, CAC, Dean of Instruction and Associate Principal work together to regularly review student transcripts, off cohort student needs, and credit recovery needs/opportunities for students.

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 lap top assigned to them. This allows students to engage in multiple types of learning.

School Processes & Programs Strengths

PLC structures and practices are in place, expectations are clear and revisited regularly to guide the work of the PLCS. The work in the PLC includes reviewing curriculum, exploring and modeling best practices for various strategies, data driven instruction protocols, and assessment creation.

We have seen teacher growth in the area of student level progress monitoring and will continue that learning and progress monitoring going forward.

Teachers are generally willing and open to professional learning in an effort to improve their craft.

Coordinated effort with counselors and other staff to regularly review student transcripts and provide supports as needed for students to regain credits.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student level progress monitoring and the resulting intervention is not consistently driven by data to support instructional decisions and student growth.

Root Cause: Teachers are continuing to build a strong 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 45% 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: 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. However, this year we increased our number of responses by 25 families. We have a large number of Spanish speaking parents and continue to find better methods to deliver information and resources 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 2024-2025 school year, we implemented a mentorship program reaching 20 students in collaboration with Collaborative Communities. This mentorship effort will continue going forward.

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

During the 2023-2024 school year we used the the core values and profile of a Willowridge student to reinforce expectations for academics, behavior, and student engagement. We used those as grounding ideals when we met with students and families.

Although only about 1/3 of our students completed the student survey, overall their perceptions of school have increased from the 2023-2023 school year. This is encouraging based on the work we have done to set the core values and expectations. Some strengths of the survey show students feel they are motivated to learn, they have a desire to do well, and they are motivated by teachers who encourage them.

Areas to improve upon for the 2024-2025 are students overall emotional engagement with school specifically:

1. building a system where students feel they have at least one adult to connect to
2. creating a culture where students feel good and excited about being in school
3. creating a culture where student care about school

Based on the 2024 Climate Surveys, parents responded:

- 70% feel positive about the overall quality of WHS

- 73% feel WHS has high learning standards for students
- 36% feel they are not regularly kept informed of what their child is learning
- 26% are not informed about the community resources and supports for their child

Overall the staff feels the climate and culture at WHS is positive and supportive.

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.

Parents are supportive of students and staff and generally partner with the administration to support students.

Overall the climate is positive and supportive even in the face of the challenges of school improvement. Students feel safe at school and feel they are in a place to learn and grow.

Overall discipline referrals decreased by 6.5% from the 2022-2023 to the 2023-2024 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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.

Problem Statement 2 (Prioritized): Students do not all feel emotionally engaged or connected with school.

Root Cause: The campus has not been intentional in supporting multiple ways of engaging, recognizing, and celebrating all students.

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: Student level progress monitoring and the resulting intervention is not consistently driven by data to support instructional decisions and student growth.

Root Cause 2: Teachers are continuing to build a strong understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments.

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

Problem Statement 3: 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 3: 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 3 Areas: Demographics

Problem Statement 4: 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 4: Students and families are not made fully aware of the advanced academic and CTE opportunities during the course selection process.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students do not all feel emotionally engaged or connected with school.

Root Cause 5: The campus has not been intentional in supporting multiple ways of engaging, recognizing, and celebrating all students.

Problem Statement 5 Areas: Perceptions

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 2025, 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 2025, an increase in student growth of at least 3% will be shown in all assessed students on the Universal Screener Reading and Math tests based on BOY to MOY results
- * By February 2025, WHS will increase the percentage of students achieving College, Career, and Military Readiness by at least 10%.

Summative IoS:

- * By June 2025, increase performance for first time testers on Approaches in Algebra I STAAR from 63% to 70%.
- * By June 2025, increase performance for first time testers on Approaches in ELA STAAR (English I & English II combined) from 63% to 70%
- * By June 2025, percentage of students passing all classes will increase by 10% from the previous year.
- * By June 2025, increase performance on Meets in Algebra I STAAR to at least 30%; and in ELA at least 55%.
- * From BOY to EOY, at least 5% of students will show growth on the universal screener Reading and Math tests.
- * By June 2025 Willowridge High School will increase the percentage of students achieving College, Career, and Military Readiness by at least 20%.
- * By May 2025, 30% of students enrolled in On Ramps courses will be eligible to earn college credit.
- * By May 2025, 95% of students enrolled in dual credit courses will earn college credit.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will 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>Strategy's Expected Result/Impact: Improved passing rates on assessments Student growth Alignment of rigor of the standard, instruction, model and assessment Evidence of tiered instruction Evidence of Small Group instruction for reteach, remediation, re-engagement, and extension.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Dean of Instruction.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: 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>Strategy 2: We will continue to refine PLC practices with a focus on planning engaging and rigorous instruction for all students to include writing as a processing activity at least one time per week, creating formative and summative assessments aligned to the rigor of the TEKS, analyzing data to target students in need of remediation, and modeling effective instructional strategies with the support of campus instructional coaches during PLC.</p> <p>Strategy's Expected Result/Impact: PLC Agendas and Minutes Data Driven Instruction protocols Lesson Plans CST data with evidence of student engagement and academic discourse</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Deans, Administrative Team,</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Job embedded training on PLC practices and planning - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2025, Willowridge High School will increase student enrollment in advanced academic opportunities by 10%. Possible opportunities include On Ramps, AP courses, Dual Credit Courses, College Prep ELA and Math and/or being a completer in a clearly defined path to earn an Industry Based Certification through CTE.

Indicators of Success: Formative Indicators of Success

- * By January 2025, 60% of students in On Ramps classes will be on target to earn college credit for the course.
- * By January 2025, 90% of students in AP courses and/or Dual Credit will remain in the course for Spring Semester.
- * By August 2025, 100% of identified GT students will be enrolled in at least one advanced academic level class.

Summative Indicators of Success

- *By May 2025, 30% of students in OnRamps courses will be eligible to earn college credit.
- *By May 2025, 95% of students in Dual Credit courses will have earned college credit.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: More students will have the opportunity to earn college credit, be college and career ready, and earn a CCMR accountability point.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, counselors, CCR Advisor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and support students to be completers in CTE pathways and earn industry based certifications by the time they graduate from high school.</p> <p>Strategy's Expected Result/Impact: Increase the number of students in a completer pathway to earn Industry based certifications. Increase the number of students who take industry based certification exams.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, CCR Advisor, Counselors, Admin</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Tutorials and support for IBC testing - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students test prep sessions and classes to prepare for TSIA-2 testing.</p> <p>Strategy's Expected Result/Impact: More students taking and passing the TSIA-2 test for Math and Reading.</p> <p>Staff Responsible for Monitoring: CCRA, Counselors, Admin, Dean of Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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>				

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

Performance Objective 3: By June 2025, Willowridge High School will improve our CCMR rating to a 60% or higher for the class of 2025 as determined by the state accountability system identified targets such as, meeting standards on SAT, ACT, or TSIA-2, earning college credit hours through dual credit, OnRamps, or AP, or earning an identified industry-based certification as a completer.

Indicators of Success: * We will see an increase in the number of students who earn OnRamps college credit.

* Increase in the number of students earning Industry-based certifications.

* Increase in the number of students earning passing criteria for TSIA-2 Reading and Math in order to be considered college and career ready and earn a CCMR accountability point.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be supported for success through human and material resources to implement and enhance instructional strategies, best practices, and supplemental resources.</p> <p>Strategy's Expected Result/Impact: Students will have the resources they need to be successful on State and National assessments or to earn an industry-based certification</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Counselors, CAC, CCR Advisor, Admin Team, ICs</p> <p>Funding Sources: 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 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 4: By June 2025, Willowridge High School will improve Tier 1 instruction as it relates to supporting Emergent Bilingual students through professional learning on designing Tier 1 instruction that allows access to the content, progress monitoring EB performance on formative and summative assessments, and targeted language development opportunities in order to close the academic achievement gap between Emergent Bilingual and non-Emergent Bilingual students as evidenced through the indicators of success.

- Indicators of Success:**
- * Increases in EB Student Language Proficiency Levels on TELPAS
 - * More students eligible to exit ESL program
 - * Increase in the number of EB students passing and earning class credits

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2025, Willowridge High School staff will have participated in at least one professional learning session per semester focused on academic discourse to support reading, speaking, writing, and listening for all students</p> <p>Strategy's Expected Result/Impact: Increased planning and implementation of student to student academic discourse using linguistic supports</p> <p>Staff Responsible for Monitoring: Dean of Instruction/EB staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
<p>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.</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 2025, Willowridge High School will 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 year's reporting cycle.

Summative IoS:

- * By June 2025, 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 2025, Willowridge High School will see an overall 5% increase in student attendance for the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing Positive Behavioral Intervention and Support and classroom management training for the staff.</p> <p>Strategy's Expected Result/Impact: * Correct Implementation of PBIS System</p> <ul style="list-style-type: none"> * Common use of PBIS language * Decrease in student discipline referrals * Increase in student attendance * Campus and Classroom procedures, routines, and expectations are clear and evident * Students can demonstrate an understanding of campus and classroom expectations <p>Staff Responsible for Monitoring: Campus Administrative Team, Guidance Counselor Facilitators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Student incentives and rewards - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize PBIS strategies and reward system to promote a positive school culture that serves well rounded students.</p> <p>Strategy's Expected Result/Impact: * Correct Implementation of PBIS System</p> <ul style="list-style-type: none"> * Common use of PBIS language * Decrease in student discipline referrals * Increase in student attendances * Students can demonstrate an understanding of campus and classroom expectations <p>Staff Responsible for Monitoring: Campus Faculty and Staff</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture <p>Funding Sources: 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>Strategy 3: 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>Strategy's Expected Result/Impact: * Increase in the number of adult-to-student interactions,</p> <ul style="list-style-type: none"> * Decrease in student infractions * Create a sense of belonging * Build a language and culture of college and career readiness. <p>Staff Responsible for Monitoring: Guidance Counselors</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture <p>Funding Sources: PBIS support materials and documents - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions</p> <p>Staff Responsible for Monitoring: Admin. Team, Counselors, Drop Out Prevention Specialist, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2025, 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 2024, at least 50% of Willowridge teachers will have participated in at least one campus Wellness activity.

Summative IoS:

- * By June 2025, 100% of Willowridge teachers will respond positively to surveys related to campus climate and culture.
- * By June 2025, Willowridge, will have a teacher turnover rate less than 10%.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improved climate and culture as evidenced on surveys Observation data Retention Rates</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement Willowridge Wellness Activities for staff to support physical and social emotional health.</p> <p>Strategy's Expected Result/Impact: Improved climate and culture as evidenced on surveys Increased participation in wellness events Retention Rates</p> <p>Staff Responsible for Monitoring: Health and Wellness Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Surveys, Observations, Participation, Student Achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Master Teachers, Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Professional Learning resources - 199 General Fund SCE, Region IV support - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
	 45%	 55%		
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: * Retention of teachers with 1-3 years experience * Surveys</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Dec	Feb	June
	 35%	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2025, 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 Dropout Prevention systems to ensure parents' and students' social and emotional needs are met.

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

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 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>				

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

RDA Strategies

Goal	Performance Objective	Strategy	Description
2	1	1	Provide ongoing Positive Behavioral Intervention and Support and classroom management training for the staff.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	We will use formative and summative assessment data in Data Driven Instruction protocol to drive instruction, determine intervention and reteach opportunities, and monitor student growth.
1	2	1	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.
1	2	2	Identify and support students to be completers in CTE pathways and earn industry based certifications by the time they graduate from high school.
1	2	3	Provide students test prep sessions and classes to prepare for TSIA-2 testing.
2	1	1	Provide ongoing Positive Behavioral Intervention and Support and classroom management training for the staff.

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
Chantel Reese	ELA Interventionist		1.0
Iesha Harris	Guidance Counselor Facilitator		1.0
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

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Items for rewards for students		\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
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
Sub-Total					\$0.00
211 Title I-A					
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	2	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
Sub-Total					\$0.00

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
WILLOWRIDC002	WILLOWRIDGE HI	00003663	COOR CAMPUS ASSESSMENT	0.5	0	ALI	DALYA	T00900	1	199.31.1000.00.002.2024.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00005021	SPECIALIST INSTRUCTIONAL T1	1	0	SMITHJOHNSON	LAZETTE	01531T	1	211.11.1000.SP.002.2023.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00006224	CASEWORKER DROP OUT PREVENTION	1	0	ROSADO	OMAR	0DOPR	1	199.32.1000.00.002.2024.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00008145	FACILITATOR GUIDANCE CLASS T1	1	0	MAYS	RHYAN	032823	1	211.11.1000.00.002.2023.30	30	A	187SEP
WILLOWRIDC002	WILLOWRIDGE HI	00010562	INSTRUCTIONAL COACH MATH T1 HS	1	0	WATKINS	ARIANNE	015326	1	211.13.1000.IC.002.2023.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00010563	INSTRUCTIONAL COACH LIT T1 HS	1	0	MAYBERRY	MONIQUE	015327	1	211.13.1000.IC.002.2023.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00015518	INSTRUCTIONAL COACH SCI T1 HS	1	0	MOORE	LAWRENCE	015331	1	211.13.1000.IC.002.2023.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00017204	FACILITATOR GUIDANCE CLASS T1	1	0	HARRIS	IESHA	032823	1	211.11.1000.00.002.2023.30	30	A	187SEP
WILLOWRIDC002	WILLOWRIDGE HI	00017595	INSTRUCTIONAL COACH SS T1 SEC	1	0	LEWIS	ADRIAN	015322	1	211.13.1000.IC.002.2023.30	30	A	210AUG
WILLOWRIDC002	WILLOWRIDGE HI	00018583	TEACHER LIT INTRVN SEC T1	1	0	REESE	CHANTEL	010172	1	211.11.1000.SP.002.2023.30	30	A	187SEP
WILLOWRIDC002	WILLOWRIDGE HI	00018658	TEACHER LIT INTRVN SEC T1	1	0	TAYLORSIMON	CARMELLA	010172	1	211.11.1000.SP.002.2023.30	30	A	187SEP

_ ADMIN_PLCY_NB	
P7	####
103	####
101	####
102	####
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P7	####
102	####
P7	####
P7	####
P7	####

November 30, 2023

Dear Willowridge Families,

Fort Bend ISD has students and families who speak many different languages. To ensure all our families stay informed of the great things happening at Willowridge High School and throughout Fort Bend ISD, we have multiple ways for you to access the information in your native language.

- Our parent newsletter sent through Blackboard is sent in English and Spanish. Attachments to the newsletter are also sent in English and Spanish.
- The district website can be translated to many languages.
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translation and telephone calls.
- Translators are offered for ARD's if needed.

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Sincerely,

Jennifer Roberts, EdD
Principal
Willowridge High School

Date 10-02-2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. To ensure that all our families can be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter.
- The district web site can be translated into many languages.
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed.

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,

Ogechi Uwaga-Sanders, Ed.D

Ogechi Uwaga-Sanders

Principal

Thurgood Marshall High School