

# Whitehouse Independent School District

## Whitehouse High School

### 2019-2020 Campus Improvement Plan



**Board Approval Date:** October 14, 2019  
**Public Presentation Date:** October 14, 2019

# Mission Statement

The mission of Whitehouse ISD, the standard of excellence, is to inspire and equip students through innovative and challenging opportunities.

## Vision

Above all, students first!

## Core Beliefs

We believe faith and family are the foundations of our community.

We believe our children's success is our highest priority.

We believe each student's unique gifts and abilities have value.

We believe that supportive relationships are the foundation of learning.

We believe everyone has the right to a safe and caring environment.

# Table of Contents

Comprehensive Needs Assessment .....	4
Student Achievement .....	4
School Culture and Climate .....	5
Staff Quality, Recruitment, and Retention .....	6
Priority Problem Statements .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Goals .....	11
Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. ....	11
Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders. ....	30
Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators. ....	32
Site-Based Decision Making Committee .....	36

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### STAAR Performance:

Course	Approaches	Meets	Masters
All Tests:	85%	66%	28%
ELA/Reading (English I & II)	77%	59%	13%
Mathematics (Algebra I)	88%	59%	33%
Science (Biology)	92%	72%	33%
Social Studies (US History)	94%	80%	52%

**College, Career, and Military Ready Rate:** 66%

**Five-Year Graduation Rate:** 96.6%

### Student Achievement Strengths

Student performance data indicates achievement in Science and Social Studies EOC. Within these subjects students excel, with a high percentage of students achieving the masters level of performance.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The accountability STAAR Performance for the 2019-20 school year in ELAR EOC combined will be approach at 81%, meet at 63% and master at 17%

**Problem Statement 2:** Provide ongoing engaging professional development opportunities for faculty to show a 15 - 20% increase on teacher survey.

# **School Culture and Climate**

## **School Culture and Climate Summary**

As stated in the district's belief statements, students and staff have the right to a safe and caring environment. WHS will work to improve the school climate and culture through training, communication, evaluation of programs, the building of relationships and assessment of such things as attendance, dropout rate, course selection, etc.

## **School Culture and Climate Strengths**

The implementation of Professional Learning Communities has increased collaboration among teachers and created a collegial environment.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

In an effort to attract and retain quality staff, the campus will work to create a healthy school climate, provide quality staff development and training, mentor new staff, and after walkthroughs and observations, provide targeted constructive feedback concerning instruction to help improve student outcomes. The campus is working to improve communication between all stakeholders.

## **Staff Quality, Recruitment, and Retention Strengths**

Having a vertically aligned curriculum and providing the opportunity to meet as a PLC has improved the overall professional climate, resulting in a higher quality teaching staff.



# Priority Problem Statements

**Problem Statement 1:** The accountability STAAR Performance for the 2019-20 school year in ELAR EOC combined will be approach at 81%, meet at 63% and master at 17%

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Provide ongoing engaging professional development opportunities for faculty to show a 15 - 20% increase on teacher survey.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia 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 leadership data
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

## Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 1:** 1) The accountability STAAR Performance for the 2019-20 school year in ELAR EOC combined will be approach at 81%, meet at 63% and master at 17% 2) Meet the target for Growth in ELA/Reading; 3) Decrease the performance gap between Economically Disadvantage and Non-Economically Disadvantage students.

**Evaluation Data Source(s) 1:** A-F Accountability Data

**Summative Evaluation 1:**




**Targeted or ESF High Priority**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Align the written, tested, and taught English 1 & 2 curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.	Dean of Instruction Instructional Coordinator English Department Learning Leader English 1 & 2 Teachers English Sped Teacher	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
2) Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in English 1 & 2 classrooms.	Principal Dean of Instruction Instructional Coordinator English 1 & 2 Teachers English Sped Teacher	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			
3) Identify and target English 1 & 2 priority standards for interventions and enrichment.	Dean of Instruction Instructional Coordinator English 1 & 2 Teachers English Sped Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			
4) Analyze data to identify strengths & weaknesses regarding priority standards and progress monitor individual student performance in order to provide appropriate intervention and enrichment.	Dean of Instruction Instructional Coordinator English 1 & 2 Teachers English Sped Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			
5) English 1 & 2 EOC Prep classes and targeted tutorials during power hour lunch for students who are at risk of not passing an English EOC assessment.	Dean of Instruction Assistant Principals Counselors English Department Learning Leader English 1&2 Teachers English Sped Teacher English EOC Remediation Teacher	Higher percent of retesters passing the English 1 & 2 EOC.  Higher student performance on classroom, district and state assessments.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Boot camps offered during the school day for students, including students at AIM, who are at risk of not passing an English EOC assessment.	Principal AIM Director Dean of Instruction Instructional Coordinator English Department Chair English 1 & 2 Teachers English Sped Teacher English EOC Remediation Teacher	Higher percent of retesters passing the English 1 & 2 EOC.  Higher student performance on classroom, district and state assessments.			
7) English Link classes for juniors and seniors who have not passed of not passed an English EOC assessment.	Dean of Instruction Counselors English Link Teacher English EOC Remediation Teacher	Higher percent of retesters passing the English 1 & 2 EOC.			
8) Double-blocked English/Reading instruction for English 1 students who are at risk of not passing the English 1 EOC assessment.	Principal Dean of Instruction Counselors Double Block English 1 Teacher Read 180 Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			
9) English 1&2 co-teach classrooms to effectively serve sped students needing modified curriculum.	Principal Dean of Instruction Counselors Co-Teach English 1 & 2 Teachers English Sped Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
10) Incorporate technology, formative assessments and differentiated instruction in all English classes to meet the needs of all students	Principal Dean of Instruction Instructional Coordinator Media Technology Specialist English Department Learning Leader English Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing English 1 & 2 each 9 weeks and semester.			
11) Regular walk-throughs and teacher feedback to ensure effective teaching practices.	Principal Dean of Instruction Assistant Principals Instructional Coordinator English Department Learning Leader	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			

 = Accomplished
  = No Progress
  = Discontinue

**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 2:** EOC scores in Algebra 1 will Approach 90%, will Meet at 62%, and will Master at 35%; 2) Meet the target for Growth in Mathematics; 3) Decrease the performance gap between Economically Disadvantage and Non-Economically Disadvantage students.




**Evaluation Data Source(s) 2:** A-F Accountability Data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Align the written, tested, and taught Algebra 1 curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.	Dean of Instruction Instructional Coordinator Math Department Learning Leader Algebra 1 Teachers Math Sped Teacher	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Algebra 1 each 9 weeks and semester.			
2) Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in Algebra 1 classrooms.	Principal Dean of Instruction Instructional Coordinator Algebra 1 Teachers Math Sped Teacher	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Algebra 1 each 9 weeks and semester.			
3) Identify and target Algebra 1 priority standards for interventions and enrichments.	Dean of Instruction Instructional Coordinator Algebra 1 Teachers Math Sped Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Algebra 1 each 9 weeks and semester.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) Analyze data to identify strengths & weaknesses regarding priority standards and progress monitor individual student performance in order to provide appropriate intervention and enrichment.	Principal Dean of Instruction Instructional Coordinator Algebra 1 Teachers Math Sped Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Algebra 1 each 9 weeks and semester.			
5) Algebra 1 EOC Prep classes and targeted tutorials during power hour lunch for students who are at risk of not passing the Algebra 1 EOC assessment.	Dean of Instruction Assistant Principals Counselors Math Department Learning Leader Algebra 1 Teachers Math Sped Teachers	Higher percent of retester passing the Algebra 1 EOC.  Higher student performance on classroom, district and state assessments			
6) Boot camps offered during the school day for students, including students at AIM, who are at risk of not passing an Algebra 1 EOC assessment.	Principal AIM Director Dean of Instruction Instructional Coordinator Math Department Learning Leader Algebra 1 Teachers Math Sped Teacher	Higher percent of retester passing the Algebra 1 EOC.  Higher student performance on classroom, district and state assessments.			
7) Algebra 1 co-teach classrooms to effectively serve sped students needing modified curriculum.	Principal Dean of Instruction Counselors Co-Teach Algebra 1 Teacher Math Sped Teacher	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Algebra 1 each 9 weeks and semester.			



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
8) Incorporate technology, formative assessments and differentiated instruction in all Algebra 1 classes to meet the needs of all students.	Principal Dean of Instruction Assistant Principals Instructional Coordinator Media Technology Specialist Math Department Learning Leader Algebra 1 Teachers Math Sped Teacher	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Algebra 1 each 9 weeks and semester.			
9) Regular walk-throughs and teacher feedback to ensure effective teaching practices.	Principal Dean of Instruction Assistant Principals Instructional Coordinator Math Department Learning Leader	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			
 = Accomplished  = No Progress  = Discontinue					

**Goal 1:** Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

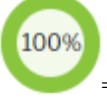


**Performance Objective 3:** EOC scores in Biology 1 will Approach 94%, will Meet at 77%, and will Master at 40%; 2) Decrease the performance gap between Economically Disadvantage and Non-Economically Disadvantage students.

**Evaluation Data Source(s) 3:** A-F Accountability Data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Align the written, tested, and taught Biology curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.	Assigned Assistant Principal Instructional Coordinator Biology Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Biology each 9 weeks and semester.			
2) Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in Biology classrooms.	Principal Dean of Instruction Assigned Assistant Principal Instructional Coordinator Biology Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Biology each 9 weeks and semester.			
3) Identify and target Biology priority standards for interventions and enrichment.	Assigned Assistant Principal Instructional Coordinator Biology Teachers	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Biology each 9 weeks and semester.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) Analyze data to identify strengths & weaknesses regarding priority standards and progress monitor individual student performance in order to provide appropriate intervention and enrichment.	Dean of Instruction Assigned Assistant Principal Instructional Coordinator Biology Teachers	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Biology each 9 weeks and semester.			
5) Biology EOC Prep classes and targeted tutorials during power hour lunch for students who are at risk of not passing the Biology EOC assessment.	Dean of Instruction Assistant Principals Biology Teachers	Higher percent of retester passing the Biology EOC.  Higher student performance on classroom, district and state assessments			
6) Boot camps offered during the school day for students, including students at AIM, who are at risk of not passing an Biology EOC assessment.	Principal AIM Director Dean of Instruction Assigned Assistant Principal Instructional Coordinator Science Department Learning Leader Biology Teachers	Higher percent of retester passing the Biology EOC.  Higher student performance on classroom, district and state assessments.			
7) Incorporate technology, formative assessments and differentiated instruction in all Science classes to meet the needs of all students.	Principal Dean of Instruction Assistant Principals Instructional Coordinator Media Technology Specialist Science Department Learning Leader Biology Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing Biology each 9 weeks and semester.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
8) Regular walk-throughs and teacher feedback to ensure effective teaching practices	Principal Dean of Instruction Assistant Principals Instructional Coordinator Science Department Learning Leader	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			
 = Accomplished  = No Progress  = Discontinue					

**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.




**Performance Objective 4:** EOC scores in US History will Approach 95%, will Meet at 84%, and will Master at 55%; 2) Decrease the performance gap between Economically Disadvantage and Non-Economically Disadvantage students.

**Evaluation Data Source(s) 4:** A-F Accountability Data

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Align the written, tested, and taught US History curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.	Assigned Assistant Principal Instructional Coordinator US History Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing US History each 9 weeks and semester.			
2) Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in US History classrooms.	Principal Dean of Instruction Assigned Assistant Principal Instructional Coordinator US History Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing US History each 9 weeks and semester.			
3) Identify and target US History priority standards for interventions and enrichment.	Dean of Instruction Assigned Assistant Principal Instructional Coordinator US History Teachers	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing US History each 9 weeks and semester.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) Analyze data to identify strengths & weaknesses regarding priority standards and progress monitor individual student performance in order to provide appropriate intervention and enrichment.	Assigned Assistant Principal Instructional Coordinator US History Teachers	Higher student performance on classroom, district and state assessments.  Lower percentage of students failing US History each 9 weeks and semester.			
5) Boot camps offered during the school day for students, including students at AIM, who are at risk of not passing an US History EOC assessment.	Principal AIM Director Dean of Instruction Assigned Assistant Principal Social Studies Department Chair US History Teachers	Higher student performance on classroom, district and state assessments.  Higher percent of retester passing the US History EOC.			
6) US History EOC Prep classes and targeted tutorials during power hour lunch for students who are at risk of not passing an US History EOC assessment.	Dean of Instruction Assistant Principals Counselors Social Studies Department Chair US History Teachers	Higher percent of retester passing the US History EOC.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
7) Incorporate technology, formative assessments and differentiated instruction in all US History classes to meet the needs of all students	Principal Dean of Instruction Assigned Assistant Principal Instructional Coordinator Media Technology Specialist Social Studies Department Chair US History Teachers	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.  Higher student performance on classroom, district and state assessments.  Lower percentage of students failing an English class each 9 weeks and semester.			
8) Regular walk-throughs and teacher feedback to ensure effective teaching practices.	Principal Dean of Instruction Assistant Principals Instructional Coordinator Social Studies Department Chair	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			
 = Accomplished  = No Progress  = Discontinue					

**Goal 1:** Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

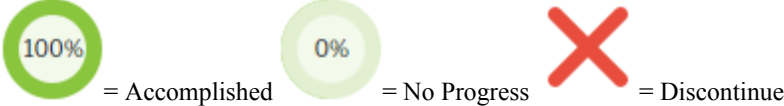
**Performance Objective 5:** Percentage of graduating seniors scored high enough to earn college credit on AP exams will be higher than 14.6%.

**Evaluation Data Source(s) 5:** A-F Accountability Data

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Develop and implement a recruitment plan for Honors and AP courses.	Principal Dean of Instruction Counselors Department Learning Leaders AP Teachers	Increased enrollment.			
2) Align the written, tested, and taught curriculum with AP learning objective and goals, test format, and instructional strategies.	Dean of Instruction Assistant Principals Instructional Coordinator Honors & AP Teachers	Higher student performance on classroom assessments and AP exam.  Lower percentage of students failing a Honors and AP course each 9 weeks and semester.			
3) Offer AP exam prep sessions within and outside of the school day.	Dean of Instruction Assistant Principals AP Teachers	Higher student performance on AP exams.			
4) Regular walk-throughs and teacher feedback to ensure effective teaching practices	Principal Dean of Instruction Assistant Principals Instructional Coordinators Department Chairs	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
					

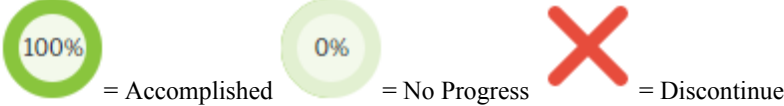
**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 6:** Percentage of graduating seniors completing a College-Level Dual Credit (at least 3 hours in ELA or Mathematics or 9 hours in any subject) will be higher than 31%.

**Evaluation Data Source(s) 6:** A-F Accountability Data

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Develop and implement a recruitment plan for Dual Credit courses.	Principal Dean of Instruction Counselors Department Learning Leaders Dual Credit Course Teachers	Increased enrollment and course completions.			
2) Explore possibilities of expanding the Dual Credit course offerings.	Principal Dean of Instruction Assistant Principals	Increased course offerings and enrollment.			
3) Encourage teachers to obtain the necessary requirements to teach a Dual Credit course.	Principal Dean of Instruction Assistant Principals	Increased number of teachers qualified to teach a Dual Credit course.			
4) Departmental course offering presentations give through prerequisite courses prior to course selections completion.	Dean of Instruction Counselors Department Learning Leaders Dual Credit Course Teachers Classroom teachers	Increased course enrollment and completion.			

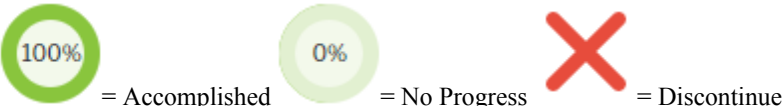
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) Explore possibilities of partnerships with local universities for discounted tuition for teachers pursuing a Master's Degree necessary to teach a Dual Credit course.	Principal Dean of Instruction Assistant Principals	Increased number of teachers qualified to teach a Dual Credit course.			
					

**Goal 1:** Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 7:** Percentage of graduating seniors scoring at or above the college reading level on SAT, ACT, or TSIA will be higher than 41%.

**Evaluation Data Source(s) 7:** A-F Accountability Data

**Summative Evaluation 7:**

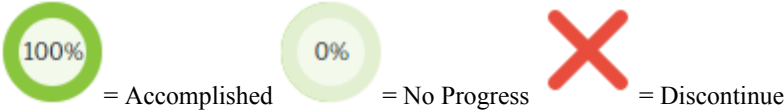
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Develop and implement a recruitment plan for ACT/SAT.	Principal Dean of Instruction Counselors Math/English Department Learning Leaders	Increased participation.			
2) Offer ACT/SAT prep classes within of the school day.	Principal Dean of Instruction Counselors ACT/SAT Math Teacher ACT/SAT English Teacher	Higher student performance on ACT/SAT exams.			
3) Offer College Preparatory Math and English courses were students are to take the TSIA at the conclusion of the course.	Principal Dean of Instruction Counselors Teachers	Increased participation			
4) Develop a plan to use the funds provided through HB 3 to pay for students to take one college readiness assessment (ACT/SAT/TSIA).	Principal Dean of Instruction Counselors	Increased participation			
					

**Goal 1:** Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 8:** Percentage of student graduating within four years will be higher than 92%.

**Evaluation Data Source(s) 8:** A-F Accountability Data

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Enroll students who are at-risk on not graduating in 4-years into Edgenuity classes or REACH program and monitor their progress.	Dean of Instruction Assistant Principals Counselors Edgenuity Teachers	Higher percentage of students recovering credit.			
2) Develop and implement a recruitment plan for Summer School Credit Recovery.	Principal Dean of Instruction Counselors	Increased participation.  Higher percentage of students recovering credit.			
3) Develop and implement a Summer School Now program.	Principal Dean of Instruction Counselors Edgenuity Teachers	Higher percentage of students recovering credit.			
					

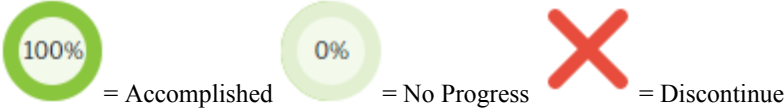
## Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

**Performance Objective 1:** Whitehouse High School will implement programs and initiatives that build and support a safe and drug-free school.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Use the Wildcat Report to communicate with stakeholders regarding relevant programs and initiatives	Principal	Collection of information, Public Awareness			
2) Say Something Anonymous Reporting	Principal Assistant Principals Counselors Student Resource Officer	Student Safety and ability to make quick decisions for student safety.			
3) Recognize Students of the Month in grades 9 - 12.	Lead Counselor Teacher Committee	Teacher nominations, Public Recognition			
4) Provide Discipline Management Training (through EduHero) that includes prevention and education concerning unwanted physical or verbal aggression, and other forms of bullying in schools, on school grounds, and in school vehicles (TEC 37.083(a)).	Assistant Superintendent Principal	Teachers are trained and able to help students identify and work through issues as they come up.			
5) Conduct annual analysis of the DAEP program inclusive of the following data items: demographic representation, attendance rates, pre & post assessments, drop out rates, graduation/completion rates	Principal Assistant Principals	Effectiveness of DAEP. Academic impact.			
6) Provide training for suicide prevention, conflict resolution, dating violence, and violence resolution through Eduhero.	Principal Director of Instructional Programs	Student Morale. Self esteem increase and increased communication.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
7) Conduct monthly character lessons highlighting WISD Portrait of a Graduate characteristics each month.	Principal Counselor Homeroom Teachers	Student's actions showing evidence of POG characteristics.			
8) The use of random drug testing for UIL students.	Principal Secretary Assistant Principal	Student accountability.			
9) Drug dog visits 3-4 times per semester.	Assistant Principals SRO	Student safety and accountability.			
10) Anonymous Bullying Online Form	APs Counselors Principal	To make a way for students to report bullying or other issues that campus administration needs to know about in order to act quickly.			
					

**Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.**

**Performance Objective 1:** Increase student performance by hiring quality personnel with a passion for working with high school students and maintaining an environment where employees are highly motivated and empowered to serve our students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Recognize three staff member each month and have a celebration luncheon.	Principal	Staff morale. Recognition of staff members.			
2) Weekly walkthroughs to provide positive specific feedback for teachers that are demonstrating high quality instruction.	Principal Dean of Instruction CTE Director Assistant Principals Instructional Coordinators Academic Department Chairs	Increase or reinforcements of effective teacher instructional strategies and classroom management.			
3) Weekly walkthroughs to provide constructive feedback for teachers to improve in all areas of instruction and classroom management.	Dean of Instruction Principal Assistant Principals CTE Director Instructional Coordinators Academic Department Chairs	Increase or reinforcements of effective teacher instructional strategies and classroom management.			




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) Meet with new teachers on a three week basis individually or as a group in order to assess needs and support	Principal Dean of Instruction CTE Director Assistant Principals Department Learning Leaders	Build relationships and rapport with new teachers. Increase or reinforcements of effective teacher instructional strategies and classroom management.			
5) Attend multiple job fairs in the spring in order to find top graduating teacher prospects.	Executive Dir. HR Principal	Hiring great teachers.			


  



= Accomplished



= No Progress



= Discontinue

**Goal 3: Staff Quality, Recruitment & Retention:** Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.




**Performance Objective 2:** Provide ongoing engaging professional development opportunities for faculty to show a 15 - 20% increase on teacher survey.

**Evaluation Data Source(s) 2:** This should be reflected on the Campus Survey

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Teachers in tested subjects will receive Professional Development through PLCs at least once a week. PD will focus on campus needs including formative assessments, student intervention needs, high yield strategies, technology implementation, and teacher growth goals.	Principal Dean of Instruction Assistant Principals Instructional Coordinators Media Technology Specialist Department Learning Leaders	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			
2) Teachers will attend highly productive and meaningful workshops throughout the year.	Principal Dean of Instruction CTE Director Assistant Principals Instructional Coordinators Department Learning Leaders	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
3) Staff development days built in the calendar each nine week period. We will use campus PD days to focus on data and intervention strategies.	Principal Dean of Instruction CTE Director Assistant Principals Instructional Coordinators Media Technology Specialist Department Learning Leaders	Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.			
 = Accomplished  = No Progress  = Discontinue					

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Josh Garred	Principal
Administrator	Julie Fowler	Dean of Instruction
Administrator	Randall Speights	Assistant Principal
Administrator	Kristen Williamson	Counselor
Classroom Teacher	Daphne Bolay	Math Department Learning Leader & Teacher
Classroom Teacher	Traci Mayo	Math Teacher
Classroom Teacher	Adam Brown	Social Studies Teacher
Classroom Teacher	Paige Dyer	Journalism Teacher
Classroom Teacher	Charity Etchelecu	Ag Teacher
Classroom Teacher	Scott Eeds	Science Department Learning Leader & Teacher
Classroom Teacher	Lana Hood	Science Teacher
District-level Professional	Denise Martin	ELAR Coordinator
Paraprofessional	Lisa Preddy	Secretary
Paraprofessional	Maggie Theiring	Inclusion Aide
Parent	Stephanie Boozer	
Parent	Rachel Larson	
Parent	Angie Wood	
Classroom Teacher	Julie Cook	English Department Learning Leader & Teacher