

Waco Independent School District

University High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission of University High School is to work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.

This plan has been developed by the following team members:

Dr. Ricky Edison

Samantha Preece	Demetrius Ellis
Kandace Beckham	Kari Emblem
Amy Brown	Daniel Pflaging
Kelly Cunningham	Haily Rambo
Jeff Cunningham	Belinda Rubio
Renee Jacinto	Derrick Smith
Shannon Dunn	Troy Tinney
Lisa Walker	Leonard Montelongo

Vision

Waco ISD: Pioneering 21st Century Learning

University High School: University High School will be a top rated school in the state of Texas.

Value Statement

Waco ISD believes in building a culture that is conducive to lifelong learners.

Waco ISD believes that everyone is capable and deserves opportunities for a quality education.

Waco ISD believes learning is a lifelong process.

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Comprehensive Needs Assessment

Revised/Approved: September 18, 2018

Demographics

Demographics Summary

(As of enrollment data 9/14/18)

Grade 9 -	458
Grade 10 -	394
Grade 11 -	420
Grade 12 -	387
TOTAL –	1659

Subpopulation	Group	Percentage	Change from Prior Year (Entire School)
African American	309	18.63%	-1.97%
Hispanic	1257	75.77%	+2.77%
White	73	4.4%	-0.5%
American Indian	0	0.0%	0.0%
Asian	3	.18%	-0.12%
Pacific Islander	1	.06%	+0.06%
Two or more races	16	.96%	-0.24%
Non-Economically Disadvantaged			No data

The following data will come after Snapshot Day at the end of October 2018.

Subpopulation	Group	ADA	Percentage Change
Economically Disadvantaged	1368	79.3%	-4.7%
Limited English Proficient	228	13.2%	+1.0%
Ss with Disciplinary Placements	80	4.4%	+0.5%
At-Risk	1052	61.0%	-12.9%
Mobility	303	16.6%	+0.5%
Gifted and Talented	297	16.9%	+0.2%
Special Education	131	7.5%	-0.6%

Demographics Summary (Teachers/Staff)

This information, in full, will be included in the section entitled **Staff Quality, Recruitment, and Retention**. Demographics as they relate to the makeup of the students of the campus are included here for comparison purposes only.

Teachers by Ethnicity and Sex:

Number Percentage Change (in FTE's)

Minority Staff	58	40.0%	(+8)
African American	15.3	13.7%	(+4)
Hispanic	24.6	22.0%	(+2.2)
White	69.9	62.6%	(+2.5)
American Indian	0	0.0%	(-1)
Asian	2	1.8%	(no change)

Teachers by Ethnicity and Sex: (continued)

Males	50.9	45.5%	(+4.3)
Females	60.9	54.5%	(+3.4)

Demographics Strengths

In the area of Students:

For the 2017-2018 school year, the campus earned three (up one from 2016-2017) distinctions in the following areas:

- Mathematics
- Top 25%: Comparable Academic Growth
- Top 25%: Comparable Closing the Gaps

From the 2016=2017 TAPR

The number of students identified as Gifted and Talented continues to increase (16.9% compared to 7.8% for the state). That trend is expected to rise going into the new school year (2018-2019), with the continuation of ATLAS students enrolling and transferring to the campus, coupled with the expansion of the ACCELERATE program. The ACCELERATE program has also begun to draw students from out of district, who may continue to affect data, both demographically and in other indicators that surround EOC/AP testing. Dual Credit enrollment will continue to rise and also influence the school's master schedule.

ACCELERATE will begin to produce students who graduate with both distinguished diplomas and AAS (associates) degrees. The growth of students in the areas of Gifted and Talent and out of district transfers has continued to make University High School a "School of Choice" for area families and students. The hypothesis of a continued rise in GT students (2016-2017 CIP) was correct and has been a precipitating factor in the distinction for Top 25 Percent – Student Progress.

In the area of Staff as noted in the TAPR 2016-2017:

- The percentage of new teachers, which was lower than the state average in 2014-2015, is now reported at 16.8% - higher than the state average by 9%. The rebuilding of the relationship with Baylor and the PDS program is already exhibiting a positive influence in the quality of staff coming to our campus. The influx of teachers from the PDS program has continued over the last five years and those teachers are tending to stay at the school. While there was a rise in the teacher turnover rate following the 2015-2016 school year, consistency in the leadership before and after that single year has correlated to quality staff choosing to remain employed at the campus.
- The average experience of teachers has fallen slightly below than the state average (10.3 years of experience versus 10.9 years of experience). The current school year has seen a focused effort placed on high quality interactions and experiences for interns – translating to the continuation of a cohesive transition between a quality internship and a first year teacher mentoring program. This should develop a strong young corps of teachers who will be more likely to remain in service at the campus.

Outside of the TAPR report:

- First year teachers on the campus, who are new to the profession, have also participated in a book study group, where they study and discuss quality pedagogical practices in the context of their day to day experiences at the school. The participation rate in the group has been consistently high (11 of 12 teachers) and there is direct access to AVID strategies and other supports from a district level Instructional Coach (Jeremy Kidd). The successes seen in the book study group has expanded the discussion for ongoing support into year two. A replication of the work with the first year group, plus a focused professional development plan targeting needs of typical first year teachers, will be a goal for the 2018-2019 CIP.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a continuing need for efficient lines of communication in both English and Spanish. This need becomes more relevant as the number of Hispanic and LEP students continues to rise and/or become dominant factors in our student population. Parents also need equitable access to communication from the campus, as their language proficiency will require communication in Spanish. **Root Cause:** The increase in Spanish language speakers moving into the learning community require support in the form of bilingual oral and written services.

Problem Statement 2: The ELL student population continues to grow and requires more aligned support to assist in instructions surrounding the ELPS.

Root Cause: ELL students who arrive or remain with skills below grade level require supports that occur in class and as a wraparound service.

Problem Statement 3: There is a growing and persistent population of homeless students that require tracking and support from central office. **Root Cause:**

Economics and ever changing family situations for students have created a need for sustainable wraparound services.

Problem Statement 4: Over 1000 students are coded at-risk. They require a variety of supports to assist them with attendance and on-time graduation. **Root**

Cause: Economics and ever changing family situations for students have created a need for sustainable wraparound services.

Student Achievement

Student Achievement Summary

The completion rate for the 2014 cohort (92.5% - 2015 TAPR) was more than sufficient to meet the acceptable rate for state accountability. The 2015 cohort's graduation rate was 93.5 (+1.0% above the 2014 measure). The cohort monitoring system implemented beginning in 2012-2013 has been the primary reason for an improvement in the on-time graduation rate since 2011-2012. The graduation rate for the 2016 rose to 95.3% (+6.2% over the state average). The goal for students on time graduation rate will remain at or above 95%, as this aligns with the purpose of the campus' cohort monitoring system.

The PLC framework, which was reduced to STAAR testable groups, scheduled daily time for PLC groups to work. Their work was done under the oversight of one of the campus' Instruction Specialists. The ability to meet regularly in the core testable content allowed for the groups to work with LEAD4WARD data to align and adjust instruction as needed over the course of the school year. Any expansion of the PLC strategy outside of the testable content areas will be contingent on whether flexibility exists in the master schedule.

The campus will continue to work towards the district goal to meet or exceed the state average in all five testable subjects. The gaps are as follows:

English 1	-14.0%	(3 point gain)
English 2	-9.0%	(no change)
Biology	-8.0%	(3 point loss)
Algebra 1	+2.0%	(16 point gain – gap closed)
US History	-3.0%	(3 point gain)

While, overall, the gaps have closed or remained nearly the same over time (2012 – 2013), the gaps in ELA continue to persist as the largest gaps to close. The introduction of Achieve 3000, which occurred in January, may begin to mitigate student deficits in literacy and reading comprehension. The closing of

gaps over time is still a systemic problem that results in students moving to ninth grade with gaps in tested comprehension that are as large as 3 - 5 grade levels behind expected proficiency.

In 2017-2018, 89 students were sent to the ninth grade via the grade placement committee – meaning that they were deficient in passing EOC tests, attending above 90 percent, passing required core content, or a combination of the three variables. These deficits have been a multi-year issue that have been consistent for multiple years, requiring a multiple approach to meet the varied needs/gaps of students arriving as ninth graders. These strategies have included Grand Central Station, Trojan Den, The U Station, After School U, Saturday School extension, regular before and after school tutorials, and scheduled remedial courses such as Reading, Technical Writing, and Practical Writing.

Student Achievement Strengths

The strengths found, as measured by prior and current EOC tests, are as follows:

- US History continues to be the most consistently strong EOC test result (2017 TAPR), followed by Algebra 1 and Biology.

US History	Passed	Masters
All	88% (+3)	24% (+9)
ED	88% (+3)	23% (+8)
AA	84% (+6)	11% (+4)
Hispanic	89% (+2)	26% (+9)
White	100% (+11)	50% (no prior group)
Two or More Races	100% (no prior group)	(no prior group)
LEP (ELL) 56.0% no group	68% (+12)	(no prior group)

SPED 41.0% no group	45% (+4)	(no prior group)
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- The drop in Biology scores in 2015-2016 was lower than expected as the number of testers rose significantly. The campus strategy in 2014-2015 to remove academically fragile learners (based on 8th grade STAAR failure) from Biology and place them in IPC for their freshman year, plus a decision to end the strategy in 2015-2016, created a large pool of students (645) who took the test. The change in strategy, plus the loss of a strong Biology teacher mid-year (2015-2016) and at the beginning of the year 2016 – 2017, were precipitating factors in a continued decline of scores in 2016 2017. The school fell just outside of the top ten percent of its accountability group and, as a result, the campus lost the distinction it held for two years in the area of science. Even though there was a continuation of the dip, the return of an alternate pathway for academically fragile students in the form of Environmental Science (2017 – 2018) may recover EOC passing scores seen in prior years.

Biology	Passed	Masters
All	78% (-4)	9% (no change)
ED	76% (-6)	9% (+1)
AA	72% (-6)	(no comparison group)
Hispanic	79% (-4)	10% (no change)
White	84% (-3)	(no comparison group)
Two or More Races	No group	(no comparison group)
LEP (ELL)	55% (-6)	(no comparison group)
SPED	27% (-15)	(no comparison group)

- There was a significant rise in test scores for Algebra 1 (2017 TAPR). The scores reflected an 11 percentage point gain and surpassed the state average by 2%. All subpopulations saw a rise in passing scores. These results are a carryover from various factors:
 - A strong instructional team
 - Consistent PLC work that was supported by the assigned assistant principal in 2015-2016 (Alison Middleton)
 - A culture that embraced data-based and aligned instruction to meet the needs of the students

Algebra 1	Passed	Masters
All	85% (+16)	10% (+1)
ED	84% (+16)	11% (+2)
AA	81% (+14)	6% (+1)
Hispanic	86% (+17)	11% (+1)
White	74% (+3)	(no comparison group)
Two or More Races	No group	(no comparison group)
LEP (ELL)	79% (+13)	10% (no prior group)
SPED	48% (+6)	(no comparison group)

Other Strengths in This Section

- As a campus, 8.3% of the students who tested scored above criterion on the SAT/ACT test. This was an increase of 1.5%. Even though this represents a move forward, there is still a 14.2% gap between the campus and the state in this measure.
- College level testing participation rose as follows:
 - AP testing .5% to 17.9%, with 31.3 % (+5.9%) scoring at or above criterion.
 - 44.3% of students (+6.7%) took the SAT or ACT
 - Four Year Graduation rates for the class of 2016 increased to 95.3%, an increase of 3.2% and above the state average of 89.1%. This was a continuation of a trend that started with the class of 2014, the first group to be tracked by the cohort monitoring system and the first year that the school passed the state on time graduation rate.
 - On time graduation rates were higher for the following groups
 - African American - +3.2% to 94.3%
 - Hispanic - +1.3% to 96.4%
 - The completion rate for Advanced/Dual Credit courses (15-16/Any Subject)) was measured at 48.4%, 13.5% higher than the state average. This number counts grades 9-12 and serves as evidence for a rising culture in the area of post-secondary readiness, which can be analyzed further in the Culture and Climate section of the assessment document. The rate for grades 11-12 only is 55.1% and still 0.1% higher than the state completion rate.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Gaps in language acquisition for many students, paired with the number of students who remain behind as determined by deficits in Lexile ability, create the need for multiple streams of mediation depending on the student. Over 1000 students at the campus are identified as At-Risk, with the majority being in the area of failed EOC exams. **Root Cause:** 1. One root cause of the number of At-Risk student population continues to hover at approximately 90 students sent to the campus by the Grade Placement Committee from the middle school level. 2. The other root cause is in students coming to the campus with reading proficiency well below grade level, as low as the third grade.

Problem Statement 2: Tiered interventions have not been clearly defined as part of the students transitioning from eighth to ninth grade, interfering with the ability to apply remedies currently existing at the high school campus. **Root Cause:** The high school campus is at the beginning of defining RTI and PBIS structures to provide systemic and wraparound supports to meet academically fragile students at the point of their need.

Problem Statement 3: Differentiation for the high school student, especially those coded gifted and talented, has been difficult to implement with fidelity beyond placement in rigorous courses and offering support for history/science fairs. **Root Cause:** The district offers a significant number of rigorous courses for students, but has yet to define learning opportunities, such as Project Soar, for high school age students.

School Culture and Climate

School Culture and Climate Summary

The new leadership team, led by Dr. Edison, worked to reshape the culture and climate of building by means of the following ideas and supports:

- **Broken Window Theory:** After a review of survey data and reviewing systems and processes at the school, Dr. Edison chose to address the most pressing needs as identified by staff within the building and data points within the TAPR report.
 - **Tardies to Class and School**
 - The past two principals implemented widely varied approaches to reducing the amount of students coming late to school at the beginning of the day and to class throughout the school day. Dr. Shepard worked to implement tardy sweeps, where students would be held in the cafeteria for several minutes, not unlike a detention, where students would be held as a group and spoken to by either himself or an assistant principal. If students were late multiple times during a week, they would be assigned to either ISS or Saturday School. The sweeps were random at first, then conducted every period. Over time, the sweeps were difficult to staff every period and were held randomly in response to rises in tardy levels.
 - Dr. Strange rejected the notion of tardy sweeps, as there was a significant amount of lost instruction minutes for students who were both habitually tardy or the school's most academically fragile students. Her solution was after school detention and Saturday School. In Dr. Shepard's second assignment as principal, he kept lunch detention as an active strategy. Detention, either during or after school, was not successful over the long term. The necessary manpower to collect students and move them to the detention room was difficult to sustain. The end result being uneven enforcement and no mitigation of the tardy issue.
 - Dr. Edison decided to rethink the tardy issue as one of the "broken panes of glass" at our school. He led the administrative team in a reimagined approach to the issue. A determination was made to reinstitute the former system (2012-2013) to set four stations for students to report to when they were either late to class or school. The tardy stations would be staffed by the cohort teams (AP/Counselor) plus another staff member every period of the day. Each station would have security support and teachers (on conference) were asked to step out and move students for one minute after the tardy bell rang.
 - As of Spring 2018, the system has stayed intact, with students being assigned to either ISS or Saturday School as consequences. The computerized bell system allows for the playing of music as a signal over the speaker system. With that, songs that had been used in the past but were largely ineffective were replaced by a new song that aligns with the superintendent's theme of "Hard Work Pays Off". The change in music inspired the students to move quickly to class. The sustained effort of manned tardy stations plus consistently enforced consequences has led to a significant reduction of students in the hallways after the tardy bell.
 - There is still a root issue of students arriving late to school. There are parents and other family members of UHS students who drive their children to school, dropping them off after taking other children to one or more other schools. The majority of students who are late to school persists due to this issue. Saturday School and other consequences have not helped deter late arrivals. Additional problem solving with multiple groups may help raise awareness and develop concrete solutions to this ongoing problem.

- **Daily Attendance/Loss of Course Credits**

- As of April 9, 2018, the attendance rate for the year was 93.26%. This rate is over two percent below the campus goal (CIP) of 95.5%. This rate remains two percent higher than the attendance rate for the 2015-2016 (Dr. Strange) year and near the rate achieved in the wrap around years (2014-2015 and 2061-2017) with a combination of Dr. Shepard and Dr. Edison as the head principal. At an absence rate of 6.74% for the campus, this translates to 16,150 absences at a data check on April 9.
- Depending on the number of days in each semester, students are required to appeal for credit if they miss over 10 percent of class periods for a course. Typically, credit is lost on the 9 day of absence in a semester. If a student misses more than 25 percent, or 22 to 23 days in a semester, they cannot appeal for credit unless there is a special circumstance.
- To process absence appeals, the campus is required to have an attendance appeal committee. With the debut of an At-Risk Coordinator (Ms. Keaster) on staff, the task of appealing for credit has been streamlined by regular committee meetings over the course of the school year. This is an improvement for the campus in terms of systems, where the committees would be run by the cohort APs at the conclusion of a semester and lacked the consistency required for equity and accountability on the campus. Dr. Edison's decision to add this position has created pathways to ensure student credits are properly processed and accounted for.
- The campus is near the end of the expected dip in performance caused by the lack of a Principal's Plan for attendance in 2015-2016 and the continued arrival of 80-90 freshman students each year who were promoted via the grade placement committee.
- The inclusion of systems for RTI and PBIS, which will focus on positive supports in the area of attendance, is a focal point for improvement in student attendance in 2018-2019.

- **Cell Phone Use at School**

- Depending on the lead campus administrator, the campus has seen swings in views concerning the acceptable use of cell phones at school. Cell phones have been an issue for many staff members and been a focus in several administrative team and staff meetings over the last five to six years. The issue raised by administration and staff include:
 - Personal use during class
 - Inappropriate use for academic work (plagiarism)
 - Refusal to put away or give to the teacher
 - Classroom management – Some teachers manage student use well and others struggle with compliance
- During this school year, the following decisions were made (administratively) concerning cell phone usage in the classroom:
 - Teachers were to decide how to manage the devices within the confines of their classroom,
 - Students who refused to comply would be referred to their AP for insubordination.
 - Teachers were not to attempt to physically take the devices or engage in a power struggle with the students.
 - 64% of staff who responded in the annual climate survey feel that cell phone usage is still a disciplinary issue in their classroom. This input will drive any changes that need to be made to procedures at the school for the upcoming year.

- **Campus Processes/Procedures**

- The new organizational structure put in place by Dr. Edison has produced a better sense of efficiency in the areas of At-Risk, Attendance (Credit) Recovery, and Parent Involvement
- As the year progressed, there was a return to the cohort management model that was implemented in 2012-2013. Students have been systematically monitored in attendance, grades, and behavior since the beginning of semester two. Administrative support has come from the

PCL, At-Risk Coordinator, and the Principal of Operations to develop data and deliver needed information to the cohort teams.

- There is an administrative team flow chart that defines roles and the chain of command at the campus. This flow chart has been shared with the faculty, staff, and the CDMC.
- The Dean of Academies position continues to be an effective method of providing services to students in developing career pathways, endorsements, and the management of students who attend the CTE specialty campuses (GWACHA and GWAMA).
- Other workflow charts have been developed and communicated as needed, including responses to negative behavior, a “911” call list for student support, the continuum of Tiered services at the campus, and emergency response.

- **Student Discipline**

- In response to the high level of dissatisfaction with the Trojan Den, the disciplinary function of the service was removed and placed back into the traditional flow through APs and Behavioral Specialists. This has been fundamentally different than the RESET model, which was partially implemented in 2015-2016, and should result in a high level of satisfaction from teachers in the area of enforcement of the student code of conduct and equity on the campus.
- In a snapshot (April 2018) released to principals from central office, the campus is projected to have a drop in assignments to OSS and DAEP by approximately 22.5%. This is just shy of the campus CIP goal of 25%, but still statistically significant. These results have been the result of fidelity by the APs in enforcement in the areas of lesser behaviors (i.e. tardies and dress code) and the proper use of Behavioral Specialists and other wraparound services. As a note, this is the most significant drop in negative behaviors (requiring removals from school) by any campus in Waco ISD.

- **College Readiness/Advanced Academics**

- This year, the AVID program advanced from the Certified level to Site of Distinction. This designation was only given to 9 schools in Texas and 62 nationwide. This designation requires that the students on campus are qualifying (according to AVID standards) as college ready in at least one of several dimensions. The Distinguished Site certification puts our program ahead of many National Demonstration Schools. The school has also been chosen as the first high school in Texas to host a “Spotlight” event in the spring of 2019, where campuses from our region/state will be invited to visit the AVID classroom and the school in general to see what college readiness look like. At this time, the campus is considering applying to become an AVID National Demonstration School.
- Dual Credit/AP Courses
 - As noted, with the advent of the ACCELERATE program, dual credit enrollment has been on the rise on campus. With the program, students are beginning to take college courses their freshman year, where in the past, dual credit has begun in the junior year. The campus is about to begin the third cohort of students who will have the potential to earn associates degrees by the time they graduate from high school. This means that students in the program will enter college as an 18-year old and be “core complete”, being able to enter a four-year school as a junior.
 - The continuation of Project Link and the position of Advanced Academics Coordinator (Renee Jacinto), along with the AVID program, are foundational to the growing success of our advanced academics program – including the improved completion rate of courses by our students.

- **Supports for Students**

- RTI/PBIS

- The district is launching an initiative to guide campuses through the process of developing systems and procedures for RTI (Response to Intervention) and PBIS (Positive Behavior Interventions and Supports).
 - In the area of RTI the campus has developed a list of supports we offer for Tiers I, II, and III. The various levels of support are all intended to keep the students within Tier I, a level of behavior and performance that keeps them on a successful path to completing high school. The campus has also begun to implement a formalized tracking system that is supported by the district. The purpose of the tracking (and subsequent progress monitoring) is to identify students who are having difficulty with academics, attendance, and/or behavior. Identified students have been discussed and met about in Student Assistance Team (SAT) meeting and are in the district's RTI system to monitor remediation and future progress. The district has purchased a web based software system named Branching Minds that will become a way to collect teacher input and develop RTI plans for students in 2018-2019. The company has not developed support for students at the high school level, so we will be working to build capacity for this system in the upcoming year.
 - An initial PBIS rubric scored by the campus in conjunction with Trudy Bender (PBIS Coordinator) and an outside Baylor monitor gave the campus a score of 32 out of a possible score of 100 for systems in place and functioning. According to the Trudy Bender, schools that score well rank at a score of 70 or higher. The school has begun to plan a course of action where positive behavior can be supported, with the supposition that students who see other students receive positive recognition for actions (such as perfect attendance) will work to achieve the same sort of praise, building intrinsic to be successful in school. The initial campus plan includes the following:
 - Incentives for perfect attendance (by six weeks) – The campus will track attendance and post lists at the end of every six weeks. Students who achieve perfect attendance will receive a ticket for a special lunch or other item as deemed by the school's attendance committee.
 - Trojan PRIDE – Trojan PRIDE is a campus wide expectation of basic behaviors for success on campus. Each letter in PRIDE has a meaning and one or two core behaviors students are asked to follow. PRIDE posters are in every classroom and office in the building, with plans to have larger displays posted in the hallways and common areas for 2018-2019.
 - Communication of data and professional development for staff. Including data points (for attendance, grades, and behavior) for staff and presenting how to teach the expectations for Trojan PRIDE to all students is expected to increase awareness and staff buy-in for the PBIS efforts on campus.
 - Love, Serve, Care – This motto is the principal's core piece of climate for the campus. The motto and its meaning are stated everyday on the announcements (along with Trojan PRIDE).

- Opportunities for growth (campus survey)

- Discipline

- Teachers have continued to respond that the discipline program at school is not equitable. The campus teams will continue to drill down in to the data from this part of the survey to discover root issues and perceptions. The administration understands that the perceptions of the teachers who responded to the survey is their reality and is working to improve systems or communication in response to the issue.
 - There is also dissatisfaction with response time to calls for assistance with negative behaviors in their classroom. There are times of

the day (4th and 8th periods) where response times are slower due to staff being pulled for other assignments (lunch and traffic control). The administration will continue to work on developing ways to help teachers feel more supported in this area.

- Communication
 - While the survey received a very positive response (81.4%) for an open door policy, there were other items that received negative feedback, including
 - My input is sought more often than a survey such as this. (24.4%)
 - Communication has improved on campus this year. (48.8%)
 - When asked about taking advantage of opportunities to participate or give input, the positive response was also lower than expected:
 - I would like to be more involved in the campus decision making processes. (45.3%)
 - I have worked with or attended committee meetings, such as CDMC, A.J. Moore Advisory Board, AVID Site Team, First Year Teacher Book Study, or other groups this year. (41.9%)
- While there appears to be a call for better communication from administration, there is also a corresponding need for other professional staff to engage in campus communication processes, such as the CDMC and other opportunities to give input/feedback. The administration understands that communication can always improve and will seek to develop multiple, more effective, forms of communication in 2018-2019.

School Culture and Climate Strengths

Positive Staff Perceptions

- On April 9, a staff survey was sent to all employees on the campus through Google Forms. The survey was written to align with campus initiatives in the areas of academics, discipline, communication, and building operations. There were 87 responses to the survey. Positive perceptions in the open ended part of the survey included:
 - Tardies
 - 72.1% agrees that the approach to handling tardies has been more effective this year.
 - Communication
 - 81.4% agreed that they feel we have an open door policy on campus.
 - 48.8% thought that communication had improved on campus this year.
 - AVID
 - 86.5% of teachers say they utilize WICOR strategies in the classroom.
 - 68.7% of teachers feel that the AVID program is preparing students for college.
 - School Safety
 - 75.6% say they understand safety procedures for our campus.
 - 79.1% say they feel safe in our workplace.
 - Facilities
 - 83.5% feel our campus is clean and well take care of.

- 87.1% say they know who to contact when something (building or technology) needs repair.
- Culture
 - 91.9% of those surveyed would recommend this school to someone else as a good place to work.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Over one third of the staff indicated (Climate Survey) that the student code of conduct is not equitably enforced. **Root Cause:** Teachers do not receive training over guidelines for consequences and processes related to the Student Code of Conduct. This causes gaps between expectations and actions taken by behavioral specialists and assistant principals.

Problem Statement 2: Attendance rates remain below targets set by campus administration. **Root Cause:** 1. Cohort monitoring through RTI did not occur until the spring semester. 2. The PCL position was open during the second half of the fall semester, causing a gap in monitoring and truancy processing.

Problem Statement 3: Teachers feel that the amount of communication from administration should be greater and more timely. **Root Cause:** An effort to streamline communication reduced the number of channels information moved to the staff, resulting in some teachers feeling out of the loop at times during the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff demographics at UHS as reported in 2016-2017 Texas Academic Performance Report were as follows:

Teachers	111.8
Professional Support	16.2
Campus Administration	8.0
Educational Aides	9.0
Minority Staff	58.0

Teachers by Ethnicity and Sex:

African American	15.3
Hispanic	24.6
White	69.9
American Indian	0
Asian	2.0
Males	50.9
Females	60.9

University High School administration expects a slightly lower turnover rate for teachers as compared to previous years. Actual numbers will be calculated in a similar manner as 2016-2017 and compared after July 1. The percentages of teachers by race has grown for both African American and Hispanic. The campus has surpassed, percentagewise, the state average for African American staff members and remains slightly lower than state average for Hispanic teachers. The campus continues to work on building capacity for new teachers, and teachers new to the campus, by working with Instructional Specialists from the inside the building and central office. In EOC subjects, new teachers work in PLCs, which are tightly monitored to ensure success. Teachers new to

the profession participated in a book study for first year teachers, facilitated by the Principal of Operations and Jeremy Kidd (district Professional Development). There was a tight focus on continuing to rebuild the relationship with Baylor PDS. The efforts culminated in an award for an outstanding partnership with the national PDS organization. Feedback from some respondents to the campus climate survey confirmed that the school is returning the climate to the former environment, where teachers felt supported, administrative expectations were stable, and they would recommend that campus as a good place to work. While there is some turnover of young staff, nearly all related to family commitments, the stability of the climate is recreating a group of staff committed to working long term at UHS.

Staff Quality, Recruitment, and Retention Strengths

As a Baylor Professional Development School (PDS), UHS reaps many benefits in having student interns and teaching assistants assigned to the campus. It also offers UHS a pipeline to new teachers who enter the workforce. After a review of data, the stakeholders related to the Baylor PDS program set forth areas for improvement and increased involvement at the campus level for 2018-2019:

- Strengthen the overall learning community by utilizing the PDS environment to...
 - Promote the PDS Program during the middle and end of the school year. (Rubio and UL)
 - Ask UHS interns to present their Action Research to UHS staff the day after the Action Research Symposium. (Rubio and UL)

- Accountability and Quality assurance: Support quality instructional practice...
 - Provide best practices information to TAs and Interns a minimum of 2Xs per semester. (Rubio)
 - Provide book or article excerpts on classroom management to interns and TAs bi- weekly. (Rubio)

- Collaboration: Continue to develop shared responsibilities...
 - Schedule monthly meeting between principal, site coordinator and UL. (Rubio and UL)
 - Hold Steering Committee meeting with all stakeholders 2 X per semester. (Rubio/UL)

- Equity and Diversity: Support professional development in meeting the needs of diverse learners by:
 - Provide AVID strategies and information to Baylor students on a weekly basis. (Rubio/Harrell)
 - Explore an interest/poverty survey that Baylor students could administer to UHS students to better understand their cultural and economic challenges. (Rubio/UHS staff)

- Structures, Resources and Roles:
 - What PD opportunities to develop leadership, inquiry and content pedagogy?

- One on one training with all first time mentors and Clinical Instructors before their students arrive. (Rubio)
 - What resources are needed to support and improve our PDS work?

- Funding (\$200.00 yearly) to provide PDS shirts to faculty and for advertising. (Dr. Edison/UHS local budget)

Other:

In Dr. Edison's first full year as campus principal, there was a reorganization of staff and duties to align resources to the needs of the instructional staff. Teachers who have spent many years at the campus saw the campus climate begin to turn (favorably) to the culture of the "old" University High School (pre-2004). Teachers who had been at the campus since 2015-2016 needed to adjust to new expectations, which is normal with new administration entering the campus. With the ongoing changes in mission and vision, plus the new supports for teachers and students (Campus Climate and Culture), the expectation is that teaching and learning will continue to improve under the new paradigm. Teachers will also reap the benefits of the new wraparound supports as students should more prepared to learn in 2018-2019. In the vein of continuous improvement, staff quality should improve and turnover will continue to decline in the upcoming school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers still feel they need significant assistance with home communication due to language barriers. **Root Cause:** Past hires did not focus on matching demographics to assist with basic items such as communication with a growing Hispanic population.

Problem Statement 2: Teacher turnover rates require a heightened focus of training surrounding systems and processes for multiple areas of building operations and reports required by the state/district. **Root Cause:** New teachers lack clear supports in the area of information about processes and routines due to time constraints surrounding professional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus continues to run on an eight period day, with 45 minutes allotted for each class. The campus follows, as budget allows for PLC groups that plan together one period a day. PLC groups continue to be limited to the five courses that are considered "testables", the courses that conclude with EOC test at the end of the curriculum.

The PLCs engage intently on data derived from student outcomes, most notably in past results and checkpoint/DBA assessments. All PLC groups are lead by the newly created Dean of Instruction, Haily Rambo. LEAD4WARD data is regularly reviewed and acted upon by the instructional group in these five content areas. In addition to the five testable subject area, CTE, under the leadership of the new Dean of Academies (Christine Holecek) is implementing structured PLC time around the beginning and end of the school day. All groups are producing common lesson plans that align with the goals of PLC groups and the district's Super Seven initiative.

Focusing on EOC results from 2017-2018, the data confirms that the campus continues to make progress in passing test scores, masters (commended) level scores, and closing gaps with state passing rates. The following charts summarizes this year's EOC results:

2018 EOC Tests	Meets (+/- 2017)	Masters (+/- 2017)	vs. State - Meets	vs. State - Masters
English 1	47 (+6)	28 (+7)	60 (-13)	44 (-12)
English 2	55 (+5)	35 (+3)	66 (-11)	50 (-15)
Algebra 1	83 (+1)	53 (+13)	83 (0)	56 (-3)
Biology	83 (+6)	53 (+9)	87 (-4)	60 (-7)
US History	90 (+3)	63 (+8)	92 (-2)	72 (-9)

This data will form the basis for the state report card for schools is based on the following four metrics:

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

With that in mind, the prediction tool used by the state may indicate (per Haily Rambo - July 2018) that the overall grade for the school (based on academic performance) will move from what would have been a "C" in 2016-2017 to a "B" for 2017-2018. This is a significant improvement, and moves the campus closer to the top performing schools in the accountability group. It also continues to reinforce six years of improvement from the beginning of the 2012-2013

school year, where the campus was on TEA's PEG list and required technical assistance from the state.

The campus continues to maintain its distinction in Postsecondary Readiness (top quartile in the school's comparison group), and has earned a commendation for Top 25% Student Progress. These two distinctions commend both the instruction and related student outcomes at the campus in academic progress and college readiness.

Summary:

- ELA scores continue to display the most significant gaps compared to the state, but also continue to make steady progress. The English I results from the retester group in December 2017 actually surpassed the passing rate for the state, a first for the campus in the STAAR era.
- Biology scores rose 6 percent, a result of the effects of year one of the newly installed Environment Science course. The campus expects to regain the loss from three years ago in scores, when all students were required to test as freshmen, regardless of their readiness. History suggests that students at UHS who are provided proper scaffolding and held until 10th grade to test in Biology achieve at much high levels than the strategy used in 2015-2016 (Strange administration)
- All scores rose in 2017-2018, at both the meets and masters levels. The goal for the campus is to continue the focus on rigorous strategies to bolster all scores. This is true particularly in the number of masters level scores which add value to the school report card and the overall accountability grade assigned to the campus.

Curriculum, Instruction, and Assessment Strengths

The overall academic health of the campus, as shown by outcomes in EOC scores, is continuing to improve. Improving the support system for RTI should give students who are considered academically fragile more strategies and skills to help them move towards on time graduation, the main focus of the cohort system that manages academics, attendance, and behavior.

The school's AVID program, also gives support to the outcomes of the school in the forms of a strong tutorial program and post secondary readiness. The CIP continues to provide a lens for ways to improve and focused strategies to support campus and district goals.

PLCs have become part of the fabric of the school (in the five EOC content areas). As long as those group remain and function as expected, outcomes should continue to improve.

A longitudinal look at the data, particularly in gaps between the state and campus scores, continues to give hope that that the gaps are reachable over the short term - meaning one to two test administrations.

Finally, a continued positive relationship with Advanced Academics and the sharing of data will assist campus planning and implementation for gifted learners as well as regular students. The outcomes in AP scores continue to improve and the enrollment for dual credit has skyrocketed with the advent of

the ACCELERATE program. While there is not a concise data point for review, there is an assumption that the increase of gifted learners at the campus, combined with the positive C and I strategies discussed, also create an environment for increases (like the ones seen) in masters level scores on EOC tests.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Gaps persist in English I and English II scores between the campus and the state average. **Root Cause:** Many students arriving in grade 9 still lack skills or demonstrate readiness for on level work.

Parent and Community Engagement

Parent and Community Engagement Summary

As of May 4, 2018, there was not a parent survey sent by the district (similar to last year). If a survey is forthcoming, it will be distributed, collected, and counted to add to the needs assessment. The Parent Involvement Specialist, in conjunction with the Principal of Operations, will handle any survey that may be distributed.

In 2017-2018, parents have continuously participated, planned, and contributed at the campus level. Over the last year, parents have given their feedback on campus issues. Parents and Baylor PDS staff were key parts of the CDMC. In an effort to communicate what types of activities to provide for increased involvement, students, parents, teachers, and community members offered suggestions in the CDMC and other activities where input was received. It is noted that parents of students involved in extracurricular activities tend to be more involved than parents of students that are not involved in community/extra-curricular activities.

Thanks to these parents, the quality of the CDMC improved and events, such as the community pep rally for fall sports became a reality.

Parent involvement in other events, such as the in-house college fair (45 universities attending), FAFSA/AVID nights, Principal's Lunch Bunch, and Family Fest added to the number and quality of events at the school.

Other ways parents can connect with the campus include Parent Portal is provided to keep parents informed about students' behavior, grades, and attendance. parents can also connect with existing wraparound services such as the Pregnancy Education and Parenting program (PEP) is also available to UHS families confronting teen pregnancy and parenting issues. PEP also coordinates transportation for students in the PEP program as well as provides monthly focus seminars to assist students with issues of child rearing. Communities in Schools (CIS) is heavily utilized to assist with student and family needs that include academic support (grades, attendance, and behavior) and family support (agency referrals such as Workforce, food pantries, and utility assistance.)

Overall, involvement from the parents and community has begun to increase in specific areas and the doors for more involvement have opened. This is an improvement from as far back as 2012-2013, where the CDMC was not a functional group and parents were only invited in once or twice a year for events and experienced mostly one-way communication from the school.

Parent and Community Engagement Strengths

The following strengths have been identified:

- In August of 2016, the campus launched its social media presence on Facebook. The page generates regular updates and communicates on a variety of issues to the community. The page has surpassed 2750 followers, the most followers of any school in McLennan County.
 - There are also options for the community to engage the school in dialogue online and get answers to questions about the campus and its

offerings.

- The campus has added a Twitter page, and is developing a strategy to draw followers who may prefer that platform. As of September 14, 2018, an Instagram page has been launched.
- The Campus Based Decision Making Committee (CDMC) had a full schedule in year two. Participation from the community increased, thanks in part to the new Parent Involvement Specialist.
- Parents and families have been invited to participate in events over the course of the year. The public was (again) invited to an academy showcase in the fall. That event was held in conjunction with the AJ Moore Business Advisory Board. In November, the community was invited to a tailgate "open house" at the football stadium. The event was well attended, as it coincided with the football team playing Waco High. Parents also coordinated a fall sports pep rally that was held at the school after hours.
- Parent Portal continues to keep parents informed about behavior, grades, and attendance. Pregnancy Education and Parenting program (PEP) is also available to UHS families confronting teen pregnancy and parenting issues.
- Special Education, English as a Second Language, Advanced Academics, and AVID are provided to students with various needs. Parents have been a part of numerous ARD meetings this year.
- Many connections with the community exist including:
 - The Business Advisory Board
 - Booster clubs (band, athletics)
 - Waco Education Foundation
 - Communities in Schools
 - Baylor Professional Development program
 - LEAD mentoring program
 - Family Fest event

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement has begun to increase but the campus needs to communicate in multiple ways to reach more parents who will become involved. **Root Cause:** 1. There has not been a specific parent involvement calendar produced by the campus. 2. Communication from the campus still needs to include English and Spanish.

Problem Statement 2: Inconsistent support from previous campus administration has created a gap in opportunities for parents to partner with the campus in the area of PTSO. **Root Cause:** Parents have not been given the proper opportunities or types of supports needed to take on partnership and leadership opportunities that will strengthen the learning community.

School Context and Organization

School Context and Organization Summary

The district conducted a survey through TASB early in the spring semester. As of May 4, results have not been distributed for campus us or inclusion in this document.

The campus will begin the second full year of leadership from Dr. Edison. The structure of the team put in place this year will remain mostly the same in 2018-2019, with minimal changes for staff in key positions. Having expectations carry over from year one is expected to continue building on the positive changes accomplished in year one. Some of those changes include:

- Regular parent and community participation on the CDMC (Campus Based Decision-Making Committee).
- A community wide pep rally for fall sports, in addition to the tailgating event that has been held the last four years for the annual UHS vs WHS football game.
- A campus attendance committee that reviews data at regular intervals and plans events (perfect attendance) as part of PBIS on campus.
- Addition of a Parent Involvement Specialist, who coordinates parent involvement for the principal and attendance at events where parent input is sought.
- Addition of an At-Risk Specialist, who assists with attendance make up, cohort teams, credit recovery, and at-risk identification/management.
- Additional Behavioral Specialists who assist with tiered interventions and intermediate discipline support to improve behavior school wide.

These additional positions help create wraparound supports needed for students considered at-risk within the campus student demographic. The decrease in placements to alternative campus for behavior is on track to decline over 22 percent this school year. The evaluation, plus plans to strengthen, current levels of support should continue to benefit teaching and learning at the campus. As the new positions and systems on continue, opportunities for growth (survey 2018) will be address, as the campus works towards continuous improvement.

As the campus continues to explore ways to properly implement RTI and PBIS, positive outcomes for attendance, academics, and behavior should rise and result in less need to existing attendance recovery programs, referrals to other schools such as Brazos High School, and increased on-time graduation rates.

Other comments germane to this section appear in other sections of this document (Demographics, Student Achievement, Staff Quality).

School Context and Organization Strengths

The campus conducted its own survey in April. There were 30 questions and parts of those data points are shared in the culture and climate section of the needs analysis.

Information in the open ended portion of the document gave some insight about strengths and opportunities to improve for the school.

Strengths:

- Academics
 - AVID Program.
 - PLC has been much better this year.
- Discipline
 - Visibility by administration during passing periods.
 - Consequences for tardies have helped encourage kids to get to class on time.
- Communication
 - I love the communication between the AP's and the teachers. I feel supported and appreciated at this school.
 - The open door policy and administrators in the halls has done a lot to improve moral and made me feel like we are getting back to having a family atmosphere.
 - We have good small group individual relationships.
 - Deadline communication from Rambo (Instructional Specialist).
- (Regular) School Safety Drills
- Attendance and Tardies
 - I thought the tardy process was an improvement. I appreciated that it has been consistent throughout the year with administrators giving passes for each period.
 - Tardy stations have helped with tardies and hallway discipline.
 - More students are getting to class on time.
- Other
 - Safe, happy, supportive workplace.
 - There is solid support for teacher development and supplies. If teachers need anything for their classroom, funds and processes exist to obtain those supplies. This is especially helpful with the population we are working with. Many of them have limited access to supplies.
 - Testing was much smoother this year (so far). The plan was in place and emailed out to teachers a few days in advance rather than the night before.
 - The atmosphere is cordial and happy.
 - Our principal!
 - We continue to address problems on our campus whenever we need to.
 - We have good school spirit.

Generally speaking, the continuity provided by a returning lead administrator and assistants will be a strength going into 2018-2019. Systems will continue to improve as new systems will only be utilized to close existing gaps in performance. The staff will also know what to expect in terms of mission, vision, people, and programs. This will allow teachers to get to the business of teaching and learning without the distraction of wholesale changes in direction and staff. Trojan PRIDE and Love, Serve, Care will begin to be taught to new cohort of students and the new traditions will begin to become more firmly rooted in the culture of the building.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Positive behavior supports have not been developed and implemented campus wide. **Root Cause:** Changes in lead administrators couple with a lack of clear systems from the district have blocked development and implementation of systems at the campus level.

Technology

Technology Summary

The University High campus is now entering its eighth year of operation. When the campus opened, the technology that had been acquired was new for the student population at the time (approximately 1200 students). The campus now houses 1725 students and has an increased need for technological inventory and updates. Rooms that were once labs are being used as classrooms each class period. The campus has 18 COWs (Computers on Wheels, 11 for general education and Advanced Academics and 7 for CTE) that are to be shared within departments. Computers, projectors, and laptops that were new upon the campus's opening, are now under repair and outside of the warranty. This has created a greater need for improving and increasing the types and amount of technology resources needed for the standards our students need to compete in a technologically advancing world.

Carts with iPads have been added to the campus inventory and are in regular use in classrooms.

Teachers have been trained and encouraged to utilize Google classroom and other web based products to enhance instruction and student learning. The needs for increased student achievement has also created a need for additional programs to enhance instructional planning and delivery.

Technology for use in CTE and Academy classrooms continue to be updated through campus funds from grants as they are awarded to the campus.

Technology Strengths

Strengths in technological use at UHS are:

- Willingness of staff to adopt new methods of technology to enhance instructional planning and instruction
- Equipment available for teacher use to enhance instructional planning and instruction
- Ability to tap into network capabilities when computers are available for student use
- Methods of utilizing technology for students to access teacher assignments, websites, etc.
- Strong support from the Technology department for repair and network support

Problem Statements Identifying Technology Needs

Problem Statement 1: Continued enrollment in online dual credit and initiatives for blended learning puts pressure on budgets and ability to innovate. **Root Cause:** While COWS are in regular use, the ability to share/use carts is still an issue for some teachers/programs on campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 21, 2018


Goal 1: University High School will increase the capacity of all stakeholders to support identified student needs.

Performance Objective 1: 100 percent of students who require tiered interventions (RTI) and specialized services (i.e. ELL) will have access to curriculum supports during the day and before or after the school day.

Evaluation Data Source(s) 1: Attendance logs for students in documented programs and extended learning opportunities. SAT meeting records.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) University High School will schedule End of Course (EOC) Academic tutorials on Saturdays, after school, and during summer for all student populations.</p>	2.4, 2.5, 2.6	Principal, Instructional Specialist, Lead Teachers for after school and Saturday program.	Student attendance logs, increase in course credits earned, target EOC scores met.				
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: State Compensatory Education - 27000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Work with vertical campus structure to identify students (and gaps) who are being sent to the high school via grade placement committees.</p>	2.6	Principal, Lead Counselor	Students are identified and assigned to appropriate courses in the master schedule. Students are properly identified for the purposes of RTI.				
<p>Problem Statements: Student Achievement 1, 2</p>							
<p>3) Continue the inclusion of technology strategies by updating equipment needed to deliver instruction to all Tiers of learners.</p>	2.5, 2.6	Edison	Projectors, laptops, and other technology will be evident and in use for all classrooms. Technology will also be provided for homebound students, or as needed to maximize opportunities for each student.				
<p>Problem Statements: Technology 1</p> <p>Funding Sources: Title 1 School Improvement - 50000.00</p>							

Critical Success Factors CSF 1 CSF 4 4) Implement an after-school academics academy, where students can get assistance in core area and Spanish language instruction to master concepts and earn course credits.	2.5, 2.6	Instructional Specialist, Lead Teacher for sessions	Increase in credits earned, reduction in students who need summer school remediation.				
	Problem Statements: Student Achievement 1 Funding Sources: Title 1 School Improvement - 5000.00						
5) Increase ELL student reading levels via targeted small group instruction (with rigorous materials) with existing teacher/paraprofessional support.	2.4, 2.6	Principal, Instructional Specialist, District ELL support staff	Increased proficiency in TELPAS ratings, EOC scores, and DBAs that demonstrate student growth.				
	Problem Statements: Demographics 1 - Student Achievement 1						
6) Utilize Bilingual and ELL aides to supplement instruction to ELL learners, decreasing gaps in all areas of academic performance.	2.4, 2.6	AP for Testing and Special Populations, Principal	EL learners will engage in supplemental instruction designed to increase success in TEKS based courses. Targeted students will also show gains in TELPAS.				
	Problem Statements: Demographics 2 Funding Sources: Title 1 School Improvement - 57000.00						
Critical Success Factors CSF 1 CSF 4 7) Continue (year two) "The U Station", providing parallel supports (pull outs) for classroom instruction during the school day.	2.4, 2.5, 2.6	Instructional Specialist for Student Support, Principal	Increase in number of students earning course credit, and yearly progress made on EOC (Indicator 2 - Accountability)				
	Problem Statements: Student Achievement 2 Funding Sources: Title 1 School Improvement - 75000.00						
Critical Success Factors CSF 1 CSF 4 8) Provide instruction for incoming freshmen who need additional supports to prepare for biology instruction (in the form of Environmental Science)	2.4, 2.5	Ricky Edison, Kyle Chapman	Students will be ready for Biology in grade 10 and ready to score meets or masters on the EOC exam				
	Problem Statements: Student Achievement 1 Funding Sources: State Compensatory Education - 45000.00						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a continuing need for efficient lines of communication in both English and Spanish. This need becomes more relevant as the number of Hispanic and LEP students continues to rise and/or become dominant factors in our student population. Parents also need equitable access to communication from the campus, as their language proficiency will require communication in Spanish. Root Cause 1: The increase in Spanish language speakers moving into the learning community require support in the form of bilingual oral and written services.
Problem Statement 2: The ELL student population continues to grow and requires more aligned support to assist in instructions surrounding the ELPS. Root Cause 2: ELL students who arrive or remain with skills below grade level require supports that occur in class and as a wraparound service.
Student Achievement

Problem Statement 1: Gaps in language acquisition for many students, paired with the number of students who remain behind as determined by deficits in Lexile ability, create the need for multiple streams of mediation depending on the student. Over 1000 students at the campus are identified as At-Risk, with the majority being in the area of failed EOC exams. **Root Cause 1:** 1. One root cause of the number of At-Risk student population continues to hover at approximately 90 students sent to the campus by the Grade Placement Committee from the middle school level. 2. The other root cause is in students coming to the campus with reading proficiency well below grade level, as low as the third grade.

Problem Statement 2: Tiered interventions have not been clearly defined as part of the students transitioning from eighth to ninth grade, interfering with the ability to apply remedies currently existing at the high school campus. **Root Cause 2:** The high school campus is at the beginning of defining RTI and PBIS structures to provide systemic and wraparound supports to meet academically fragile students at the point of their need.

Technology

Problem Statement 1: Continued enrollment in online dual credit and initiatives for blended learning puts pressure on budgets and ability to innovate. **Root Cause 1:** While COWS are in regular use, the ability to share/use carts is still an issue for some teachers/programs on campus.

Goal 1: University High School will increase the capacity of all stakeholders to support identified student needs.

Performance Objective 2: The campus will continue to offer existing opportunities for high achieving and gifted and talented students to maximize differentiation and capacity for individualized learning. Sign in sheets will reflect a 10 percent increase in attendance/participation (compared to sign-ins from 2017-2018).

Evaluation Data Source(s) 2: Sign in sheets, Scheduling of opportunities and events (campus calendar).

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Host orientation for ACCELERATE students, offering TSI and completing paperwork for students entering dual credit coursework.	2.5, 2.6, 3.2	Advanced Academics staff, Renee Jacinto	Students will be formally enrolled in the program and scheduled to take dual credit courses in 2018-2019.				
	Problem Statements: Demographics 1						
2) Explore partnership opportunities either through grants or ESC 12 to provide summer camp/PBL opportunities for GT students in the summer of 2019.	2.5, 2.6	Principal, Advanced Academics staff, Dean of Instruction	GT students will undergo rigorous PBL modules designed to challenge high achievers and build real word skills.				
	Problem Statements: Student Achievement 3 Funding Sources: Title 1 School Improvement - 25000.00						
Critical Success Factors CSF 4 CSF 6 3) Continue implementation of AP/PSAT/SAT/ACT/TSI activities, including TSI testing, use of testing vouchers, focus pullout, study sessions, and use of practice materials.	2.5, 2.6	Dean of Instruction, Advanced Academics coordinator, Pre-AP and AP teachers.	Students who engage will be better prepared for testing and score above average campus/district scores (closing the gap between campus and state scores).				
	Funding Sources: State Compensatory Education - 2000.00						
Critical Success Factors CSF 1 4) Continued use of content specific literature across core content areas, increasing achievement (and lexile ability) in reading comprehension for Pre-AP and AP students.	2.6	Dean of Instruction, Advanced Academics Services, core content teachers	Literary selections and related strategies evident in lesson plans and walkthroughs.				
	Problem Statements: Demographics 2, 4						

Critical Success Factors CSF 5 CSF 6 5) Conduct community meetings that communicate specific information for gifted/talented learners and their families to increase knowledge and participation.	2.5, 2.6, 3.2	Principal, Parent Involvement Specialist, Advanced Academics Coordinator, Dean of Academics, Dean of Instruction	Families will receive information in English and Spanish about Advanced Academics programs and offerings provided by the campus/district.				
	Problem Statements: Demographics 1						
Critical Success Factors CSF 1 CSF 2 6) Test all ACCELERATE students in the Freshman cohort, using the PSAT 8/9 exam	2.5, 2.6	Principal, Advanced Academics Specialist	Students will receive baseline data intended to improve performance on the Grade 10 PSAT and other advanced testing (SAT, ACT, ASVAB). This specific test prep will also increase the number of students who qualify as ready for post-secondary education.				
	Funding Sources: Title 1 School Improvement - 750.00						

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: There is a continuing need for efficient lines of communication in both English and Spanish. This need becomes more relevant as the number of Hispanic and LEP students continues to rise and/or become dominant factors in our student population. Parents also need equitable access to communication from the campus, as their language proficiency will require communication in Spanish. Root Cause 1: The increase in Spanish language speakers moving into the learning community require support in the form of bilingual oral and written services.
Problem Statement 2: The ELL student population continues to grow and requires more aligned support to assist in instructions surrounding the ELPS. Root Cause 2: ELL students who arrive or remain with skills below grade level require supports that occur in class and as a wraparound service.
Problem Statement 4: Over 1000 students are coded at-risk. They require a variety of supports to assist them with attendance and on-time graduation. Root Cause 4: Economics and ever changing family situations for students have created a need for sustainable wraparound services.
Student Achievement
Problem Statement 3: Differentiation for the high school student, especially those coded gifted and talented, has been difficult to implement with fidelity beyond placement in rigorous courses and offering support for history/science fairs. Root Cause 3: The district offers a significant number of rigorous courses for students, but has yet to define learning opportunities, such as Project Soar, for high school age students.

Goal 2: University High School will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: By June 2019, University High School will continue to promote a safe, drug free environment that is conducive to learning, consequently reducing disciplinary and drug referrals by 5% per year, reduce truancy by 10% and the dropout rate from 3.8% to 2.8% and reduce students placed at an AEP by 5% as reported by PEIMS.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The school will re-institute a peer mediation program, where students will be trained, and other students will be involved in activities that teach effective communications skills in lieu of discipline.</p>	2.6	Behavioral Specialists, Principal	Training rosters, student contact sheets, disciplinary referrals with aligned coding. Reduction in disciplinary BIRs.				
Problem Statements: School Culture and Climate 1 - School Context and Organization 1							
<p>Critical Success Factors CSF 6</p> <p>2) Build consensus with staff on equity in disciplinary processes through professional development as provided by assistant principals.</p>	2.6	Principal, Cohort APs	Training modules delivered to faculty/staff. Improved results on annual climate surveys in the area of equity in discipline and enforcement.				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 6</p> <p>3) Develop and implement training for positive behavior supports and classroom management for the first six weeks of school (Trojan PRIDE and Love, Serve, Care)</p>	2.5, 2.6	Principal, Cohort APs, Behavioral Specialists	Reduction in BIRs and related disciplinary actions by 5%.				
Problem Statements: Student Achievement 2 - School Culture and Climate 1 Funding Sources: State Compensatory Education - 23000.00							
							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: Tiered interventions have not been clearly defined as part of the students transitioning from eighth to ninth grade, interfering with the ability to apply remedies currently existing at the high school campus. **Root Cause 2:** The high school campus is at the beginning of defining RTI and PBIS structures to provide systemic and wraparound supports to meet academically fragile students at the point of their need.

School Culture and Climate

Problem Statement 1: Over one third of the staff indicated (Climate Survey) that the student code of conduct is not equitably enforced. **Root Cause 1:** Teachers do not receive training over guidelines for consequences and processes related to the Student Code of Conduct. This causes gaps between expectations and actions taken by behavioral specialists and assistant principals.

School Context and Organization

Problem Statement 1: Positive behavior supports have not been developed and implemented campus wide. **Root Cause 1:** Changes in lead administrators couple with a lack of clear systems from the district have blocked development and implementation of systems at the campus level.

Goal 2: University High School will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Cohorts will be tracked in the areas of grades, attendance, and behavior to ensure proactive supports are in place for a 96 percent (increase of .7% from 2016 cohort) on-time graduation rate.

Evaluation Data Source(s) 2: PEIMS, TEAMS, Cohort tracking, and RTI data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) The campus will continue to utilize the cohort tracking system to increase attendance from 93.1% to 95.1% and decrease the longitudinal dropout rate from 3.8% to 2.8% (2016-2017 TAPR data).</p>	2.6	Cohort APs and Counselors, PC, Principal. At-Risk Specialist	Increased attendance towards the target.				
				Problem Statements: School Context and Organization 1			
<p>Critical Success Factors CSF 6</p> <p>2) Pregnancy related services, including social work, nursing, and homebound instruction will be facilitated by the PEP coordinator. The program will deliver specific educational/information as needed to program participants. The coordinator will provide support for cohort teams in the tracking of grades/attendance, as well as behavior.</p>	2.6	PEP coordinator, Cohort Teams (APs and counselors)	Students will receive (documented) services that fill specific gaps and continue moving them towards on-time graduation.				
				Problem Statements: Demographics 4 Funding Sources: Title 1 School Improvement - 60000.00			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) The cohort teams will utilize Communities in Schools (CIS) services to provide a variety of services for under resourced students to improve attendance and participation in the academic program.</p>	2.4, 2.5, 2.6	Cohort teams, CIS staff, Principal	Students will be identified and referred to CIS. Services will be tailored and delivered to meet the needs of individual students.				
				Problem Statements: Demographics 4 Funding Sources: State Compensatory Education - 15500.00			

Critical Success Factors CSF 5 CSF 6 4) The school will coordinate with the school district's homeless services and liaisons to ensure communication and equitable supports for students classified as homeless.	2.6	Cohort APs, Counselors, Homeless Liaison, Principal	Cohort tracking of students (documentation of contact with liaisons), verification of students earning credits and graduating on time.				
	Problem Statements: Demographics 4						
Critical Success Factors CSF 6 CSF 7 5) The campus will continue to develop and implement the strategies aligned with Baylor PDS to build teaching capacity for current and future (potential) staff.	2.6						
	Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: Title 1 School Improvement - 35000.00						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Over 1000 students are coded at-risk. They require a variety of supports to assist them with attendance and on-time graduation. Root Cause 4: Economics and ever changing family situations for students have created a need for sustainable wraparound services.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Teacher turnover rates require a heightened focus of training surrounding systems and processes for multiple areas of building operations and reports required by the state/district. Root Cause 2: New teachers lack clear supports in the area of information about processes and routines due to time constraints surrounding professional development.
School Context and Organization
Problem Statement 1: Positive behavior supports have not been developed and implemented campus wide. Root Cause 1: Changes in lead administrators couple with a lack of clear systems from the district have blocked development and implementation of systems at the campus level.

Goal 2: University High School will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 3: The campus will create and maintain multiple lines of communication with the community. 100 percent of extra curricular events and parent meetings will be communicated online or through Blackboard.

Evaluation Data Source(s) 3: Web based parent calendar, events aimed at parent/family participation and involvement.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Implement a Parent Involvement Specialist to communicate and coordinate parent and community wide events.	3.1, 3.2	Parent Involvement Specialist, Principal	Increased engagement between the school and community. Continue to open lines for communication in English and Spanish for multiple events.				
	Problem Statements: Demographics 1 - Parent and Community Engagement 2 Funding Sources: Title 1 School Improvement - 64404.00						
Critical Success Factors CSF 5 CSF 6 2) Create and host a Community Wide Pep Rally at the beginning of school (Week One Football)	3.2	Principal, Band Director, Campus Athletic Coordinator, Parent Involvement Specialist, Drill Team Sponsor, Cheer Sponsor, PTSA	Create an open door atmosphere for the school. Increase attendance to extra-curricular events.	✔	✔	✔	✔
	Problem Statements: Student Achievement 2 - School Culture and Climate 1						
Critical Success Factors CSF 5 CSF 6 3) Conduct meetings for parents, students, and staff to increase knowledge in college awareness, specifically related to the Texas College Program, financial aid, financial literacy (Tomorrow Promise Fund), FAFSA, MAC Grant, and the college application process.	3.2	Principal, Lead Counselor, Parent Involvement Specialist, Project Link staff, AVID Elective Teacher	The school will continue to have a high percentage (70 percent) of senior students who gain acceptance in the areas of college and scholarships.				
	Problem Statements: Demographics 1 - Parent and Community Engagement 1						
Critical Success Factors CSF 5 CSF 6 4) Create and utilize a parent calendar that is communicated in multiple streams to the community,	3.2	Club/Activity sponsors, Parent Involvement Specialist, Principal of Operations	Calendar items available through the campus website and social media channels. Information communicated in Spanish when possible.				
	Problem Statements: Demographics 1						

5) Continue the implementation of monthly Lunch Bunch events with the building principal.	3.2	Principal, Parent Involvement Specialist	Increased number of events for parent to engage with the principal. Improved communication from the campus to the community.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Title I Parent Involvement - 300.00						
Critical Success Factors CSF 5 CSF 6 6) Continue rebuilding the PTSA by recruiting through multiple streams of communication and at events.	3.2	Principal, Parent Involvement Specialist	Monthly meetings with all stakeholder groups who participate in PTSA (parents, teachers, and students). Increased communication (English and Spanish) from the campus to the community.				
	Problem Statements: Parent and Community Engagement 2 Funding Sources: Title I Parent Involvement - 500.00						
7) The campus will conduct an open house tailgate event at the football game versus Waco High School (week one) to kick off parent and community involvement for 2018-2019.	3.2	Campus Athletic Director, Principal, Parent Involvement Specialist	The community will be introduced to several members of the campus professional community and be invited to engage via the campus calendar of events.	✓	✓	✓	✓
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Title I Parent Involvement - 1500.00						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a continuing need for efficient lines of communication in both English and Spanish. This need becomes more relevant as the number of Hispanic and LEP students continues to rise and/or become dominant factors in our student population. Parents also need equitable access to communication from the campus, as their language proficiency will require communication in Spanish. Root Cause 1: The increase in Spanish language speakers moving into the learning community require support in the form of bilingual oral and written services.
Student Achievement
Problem Statement 2: Tiered interventions have not been clearly defined as part of the students transitioning from eighth to ninth grade, interfering with the ability to apply remedies currently existing at the high school campus. Root Cause 2: The high school campus is at the beginning of defining RTI and PBIS structures to provide systemic and wraparound supports to meet academically fragile students at the point of their need.
School Culture and Climate
Problem Statement 1: Over one third of the staff indicated (Climate Survey) that the student code of conduct is not equitably enforced. Root Cause 1: Teachers do not receive training over guidelines for consequences and processes related to the Student Code of Conduct. This causes gaps between expectations and actions taken by behavioral specialists and assistant principals.
Parent and Community Engagement
Problem Statement 1: Parent involvement has begun to increase but the campus needs to communicate in multiple ways to reach more parents who will become involved. Root Cause 1: 1. There has not been a specific parent involvement calendar produced by the campus. 2. Communication from the campus still needs to include English and Spanish.
Problem Statement 2: Inconsistent support from previous campus administration has created a gap in opportunities for parents to partner with the campus in the area of PTSA. Root Cause 2: Parents have not been given the proper opportunities or types of supports needed to take on partnership and leadership opportunities that will strengthen the learning community.


Goal 3: University High School will increase student achievement for all student populations.

Performance Objective 1: Increase student achievement in TAPR standards in all areas to reflect improved EOC scores in ELA 1 by 10% to 57%, ELA 2 10% to 65%, Algebra 1 5% to 88%, US History 2% to 94% and Biology 7% to 90%.

Evaluation Data Source(s) 1: TAPR, Eduphoria EOC Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Utilize manipulatives, including science models, skeletons, and replica human body parts, classroom performance systems, vernier equipment, calculators, lab equipment to increase math and science performance.	2.4, 2.6	Math and Science PLC teams, PLC administrators, Instructional Specialist	Materials and manipulatives in use during walkthroughs, items, processes articulated in lesson plans, EOC/AP/TSI score data reflective of increases to target levels.				
	Problem Statements: Demographics 4 Funding Sources: State Compensatory Education - 10000.00						
Critical Success Factors CSF 1 2) Implement recommended district writing strategies across the campus curriculum to enhance student performance on EOC/AP courses and exams.	2.4, 2.6	Instructional Specialist, Classroom teachers, District ELA curriculum personnel	Aligned writing assignments incorporated in all content areas (per lesson plans), student writing samples available (pre and post instruction - portfolio).				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 CSF 2 CSF 7 3) PLC teams will keep daily meeting minutes for the purpose of review by the instructional specialist. The minutes will answer the four basic PLC questions and note strengths as well TEKS that will be spiraled/retaught.	2.4, 2.6	Instructional Specialist, PLC Administrators	Weekly reports from PLC teams on file that document analysis and progress towards learning targets.				
	Problem Statements: Student Achievement 1 Funding Sources: Title 1 School Improvement - 80000.00						
Critical Success Factors CSF 1 4) Provide supplemental materials in support of core content instruction, tiered interventions, tutorials and other instructional settings provided by the campus.	2.4, 2.6	Principal	Increase in EOC scores that meet or exceed targets for improvement.				
	Problem Statements: Demographics 4 - Student Achievement 2						

Critical Success Factors CSF 1 5) Materials and supplies for the testing environment will be made available on EOC test days to meet needs of the students who are testing.	2.4, 2.6	Lisa Cain - Principal of Testing and Special Populations	Students will have all materials and supplies available for the testing environment.				
	Problem Statements: Demographics 4						
Critical Success Factors CSF 1 CSF 7 6) Teachers will articulate and incorporate WICOR strategies into lesson plans and classroom instruction.	2.4, 2.5	Instructional Specialist, Dean of Instruction, T-TESS appraisers	High yield strategies will be evident in lesson plans and walkthroughs.				
	Problem Statements: Demographics 4						
Critical Success Factors CSF 1 CSF 4 7) University High School will implement and support a literacy initiative by creating a reading list which students and teachers will choose from and be accountable for reading during the year, enhancing the development of reading comprehension in preparation for state and college preparatory testing programs.	2.4, 2.5, 2.6	ELAR Teachers, Dean of Instruction	Students will increase time on task in reading. EOC scores will continue to rise towards targeted levels.				
	Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
Critical Success Factors CSF 1 CSF 4 8) Evaluate past student academic performance for incoming students and place them in classes that meet them at the point of their need.	2.4, 2.5, 2.6	Lead Counselor, Principal	Students will be placed in courses that allow for extra time on task to prepare for tested TEKS in EOC courses.				
	Problem Statements: Student Achievement 2						
Critical Success Factors CSF 1 CSF 6 9) Continue to utilize AVID tutors to aid and mentor students in relation to TRFs, WICOR strategies, and core content. The campus will add peer tutors in 2018-2019	2.4, 2.6	AVID Elective Teacher, AVID District Coordinator, AVID Site Coordinator	Student learning will move towards mastery in core content. Upperclassmen in AVID will continue to develop as leaders within the program and the campus.				
	Problem Statements: Demographics 4						
Critical Success Factors CSF 1 CSF 4 10) Continue implementation of SIT teachers in the areas of math and English for 1:1 and small group instruction to increase literacy and mathematics skills.	2.4, 2.6	Principal, Instructional Specialist, SIT teachers	Students will continue to build and demonstrate content specific knowledge and skills on informal and formal assessments.				
	Problem Statements: Demographics 4 - Student Achievement 1 Funding Sources: State Compensatory Education - 100000.00						
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The ELL student population continues to grow and requires more aligned support to assist in instructions surrounding the ELPS. **Root Cause 2:** ELL students who arrive or remain with skills below grade level require supports that occur in class and as a wraparound service.

Problem Statement 4: Over 1000 students are coded at-risk. They require a variety of supports to assist them with attendance and on-time graduation. **Root Cause 4:** Economics and ever changing family situations for students have created a need for sustainable wraparound services.

Student Achievement

Problem Statement 1: Gaps in language acquisition for many students, paired with the number of students who remain behind as determined by deficits in Lexile ability, create the need for multiple streams of mediation depending on the student. Over 1000 students at the campus are identified as At-Risk, with the majority being in the area of failed EOC exams. **Root Cause 1:** 1. One root cause of the number of At-Risk student population continues to hover at approximately 90 students sent to the campus by the Grade Placement Committee from the middle school level. 2. The other root cause is in students coming to the campus with reading proficiency well below grade level, as low as the third grade.

Problem Statement 2: Tiered interventions have not been clearly defined as part of the students transitioning from eighth to ninth grade, interfering with the ability to apply remedies currently existing at the high school campus. **Root Cause 2:** The high school campus is at the beginning of defining RTI and PBIS structures to provide systemic and wraparound supports to meet academically fragile students at the point of their need.

Curriculum, Instruction, and Assessment

Problem Statement 1: Gaps persist in English I and English II scores between the campus and the state average. **Root Cause 1:** Many students arriving in grade 9 still lack skills or demonstrate readiness for on level work.







Goal 3: University High School will increase student achievement for all student populations.

Performance Objective 2: Students who are not coded as gifted or talented but participate in enrichment programs, such as the fine and performing arts, will earn excellent or superior ratings (or advance) in other measures, including VASE, TMEA, TSSEC, and UIL.

Evaluation Data Source(s) 2:

Contest enrollment and results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) The performing arts programs (choir, band, orchestra) will continue to maximize the number of groups and individuals performing at adjudicated events to improve personal musicianship within the programs.</p>	2.4	Band Director, Choir Director, Orchestra Director	A rising number of students and groups will earn Excellent or Superior ratings at festivals and contests.				
<p>2) The Visual Arts program will continue to send students to VASE at current or increased levels, preparing students for rigorous content and projects where they will be evaluated or adjudicated by outside officials.</p>	2.4, 2.5, 2.6	Art Teachers, Director of Fine Arts	Students will be prepared for presentations of work at the region and state level. Students will continue to earn scores of 3 or 4 at the region competition.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Theatre arts will prepare students for rigorous event, including ITS and TETA college auditions, UIL Design Fest, and One Act Play.</p>	2.5, 2.6	Theatre Directors, Director of Fine Arts	Students will earn scholarships from auditions, and earn individual group awards that provide evidence of advanced performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 1: 100 percent of University High School students will participate (and be properly coded in) an academy based CTE program that provides project based learning, career path training, and provide certifications for post secondary career pathways.

Evaluation Data Source(s) 1: Students schedules reflecting academy enrollment and completion.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) CTE teachers will be sent to T-STEM or other content specific trainings that will incorporate learning through PBL.	2.5, 2.6	Dean of Academies	Trainings attended and relevant PBL activities evident in lesson plans, walkthroughs, formal evaluations.				
Problem Statements: Student Achievement 3 Funding Sources: Title 1 School Improvement - 3500.00							
Critical Success Factors CSF 6 2) All students will be properly coded for CTE and complete pathways/endorsements for graduation.	2.5, 2.6	Counselors, Dean of Academies	Endorsements coded on student transcripts, Proper CTE coding in place in district computer systems.				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Differentiation for the high school student, especially those coded gifted and talented, has been difficult to implement with fidelity beyond placement in rigorous courses and offering support for history/science fairs. Root Cause 3: The district offers a significant number of rigorous courses for students, but has yet to define learning opportunities, such as Project Soar, for high school age students.

Goal 4: Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 2: 100 percent of University High School staff will engage in professional development in the areas of college readiness (including PSAT, SAT, ACT, and TSI), AVID, and LEAD4WARD.

Evaluation Data Source(s) 2: Staff sign in sheets, agendas for professional development.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) An in-house professional development calendar of events will be created (and aligned to the district PD calendar) and delivered to faculty at monthly and other meetings as scheduled.</p>	2.6	Principal of Operations	Improved clarity of events and opportunities for teachers in the area of professional development.				
Problem Statements: School Culture and Climate 3							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers and administration will attend the AVID Summer Institute, learning WICOR strategies to utilize and present campus wide as part of professional development in 2018-2019.</p>	2.4, 2.6	Principal, Principal of Operations, AVID Elective Teacher, AVID Site Team	An AVID plan will be developed and implemented by the Site Team. Campus level professional development will include a focus on AVID related high yield strategies.				
Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title 1 School Improvement - 2500.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will work in PLC groups to review LEAD4WARD data to identify strengths and gaps in student performance, then plan to provide scaffolds and increased rigorous instruction.</p>	2.4, 2.6	Dean of Instruction - Haily Rambo, IS for Student Services - TBD	Improved student achievement				
Problem Statements: Student Achievement 1							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Gaps in language acquisition for many students, paired with the number of students who remain behind as determined by deficits in Lexile ability, create the need for multiple streams of mediation depending on the student. Over 1000 students at the campus are identified as At-Risk, with the majority being in the area of failed EOC exams. **Root Cause 1:** 1. One root cause of the number of At-Risk student population continues to hover at approximately 90 students sent to the campus by the Grade Placement Committee from the middle school level. 2. The other root cause is in students coming to the campus with reading proficiency well below grade level, as low as the third grade.

Problem Statement 3: Differentiation for the high school student, especially those coded gifted and talented, has been difficult to implement with fidelity beyond placement in rigorous courses and offering support for history/science fairs. **Root Cause 3:** The district offers a significant number of rigorous courses for students, but has yet to define learning opportunities, such as Project Soar, for high school age students.

School Culture and Climate

Problem Statement 3: Teachers feel that the amount of communication from administration should be greater and more timely. **Root Cause 3:** An effort to streamline communication reduced the number of channels information moved to the staff, resulting in some teachers feeling out of the loop at times during the year.

Curriculum, Instruction, and Assessment

Problem Statement 1: Gaps persist in English I and English II scores between the campus and the state average. **Root Cause 1:** Many students arriving in grade 9 still lack skills or demonstrate readiness for on level work.


Goal 4: Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 3: The campus will provide specific content training for 100 percent of core content teachers and fine arts/CTE staff, differentiating for the specific needs of groups of teachers.

Evaluation Data Source(s) 3: Documented trainings, evidence of high yield instructional strategies evident in walkthroughs and observations, district deadlines met, participation in the new teacher book study.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Send campus testing coordinators to state assessment conference to ensure best practices for test preparation and administration are in place.	2.4	Principal, AP for Testing and Special Populations	Staff will receive necessary training to ensure a proper testing environment for students.				
	Funding Sources: State Compensatory Education - 2500.00						
Critical Success Factors CSF 1 CSF 6 2) Materials and supplies for the testing environment will be made available on test days to meet needs of the students who are testing.	2.4, 2.6	AP for Testing and Special Populations, Principal	Students will have all materials and supplies available for the testing environment.				
	Problem Statements: Demographics 4 Funding Sources: State Compensatory Education - 750.00						
Critical Success Factors CSF 2 CSF 7 3) The AVID Site Team will include CTE teachers to explore best practices that are part of the school-wide effort for AVID.	2.4, 2.5	Dean of Academies, TTESS Appraisers for CTE, AVID Site Coordinator	High yield strategies will be articulated in lesson plans and documented during walkthroughs and appraisals.				
	Problem Statements: Demographics 4 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title 1 School Improvement - 5000.00						
Critical Success Factors CSF 1 CSF 6 CSF 7 4) The campus will continue utilization of the book study/AVID strategies training for new teachers and expand the group by adding teachers who were in the 2018 cohort.	2.4, 2.5	Principal of Operations, Jeremy Kidd (PD Instructional Coach)	Teachers will continue to be trained in AVID and receive supplemental content to refine their growth as a teacher. Teachers in year 2 will continue to bond as a cohort and support new teachers, strengthening the climate and culture of the campus.				
	Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 Funding Sources: Title 1 School Improvement - 500.00						

5) The campus will deliver process training in the areas of grading, progress report timelines, attendance reporting, and campus specific processes.	2.4, 2.6	Principal, Dean of Instruction, At-Risk Coordinator	Teachers will meet timelines and expectations surrounding monitoring of student progress.				
	Problem Statements: Student Achievement 2 - School Culture and Climate 2 - School Context and Organization 1						
Critical Success Factors CSF 6 CSF 7 6) The campus will work to coordinate with the district in the area of mentors and facilitate a "buddy system" of informal mentors for teachers new to the campus and the profession.		Principal, Dean of Instruction	Teachers will have increased resources to have questions answered about processes and the learning community				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Over 1000 students are coded at-risk. They require a variety of supports to assist them with attendance and on-time graduation. Root Cause 4: Economics and ever changing family situations for students have created a need for sustainable wraparound services.
Student Achievement
Problem Statement 1: Gaps in language acquisition for many students, paired with the number of students who remain behind as determined by deficits in Lexile ability, create the need for multiple streams of mediation depending on the student. Over 1000 students at the campus are identified as At-Risk, with the majority being in the area of failed EOC exams. Root Cause 1: 1. One root cause of the number of At-Risk student population continues to hover at approximately 90 students sent to the campus by the Grade Placement Committee from the middle school level. 2. The other root cause is in students coming to the campus with reading proficiency well below grade level, as low as the third grade.
Problem Statement 2: Tiered interventions have not been clearly defined as part of the students transitioning from eighth to ninth grade, interfering with the ability to apply remedies currently existing at the high school campus. Root Cause 2: The high school campus is at the beginning of defining RTI and PBIS structures to provide systemic and wraparound supports to meet academically fragile students at the point of their need.
School Culture and Climate
Problem Statement 2: Attendance rates remain below targets set by campus administration. Root Cause 2: 1. Cohort monitoring through RTI did not occur until the spring semester. 2. The PCL position was open during the second half of the fall semester, causing a gap in monitoring and truancy processing.
Problem Statement 3: Teachers feel that the amount of communication from administration should be greater and more timely. Root Cause 3: An effort to streamline communication reduced the number of channels information moved to the staff, resulting in some teachers feeling out of the loop at times during the year.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Teacher turnover rates require a heightened focus of training surrounding systems and processes for multiple areas of building operations and reports required by the state/district. Root Cause 2: New teachers lack clear supports in the area of information about processes and routines due to time constraints surrounding professional development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Gaps persist in English I and English II scores between the campus and the state average. Root Cause 1: Many students arriving in grade 9 still lack skills or demonstrate readiness for on level work.
School Context and Organization

Problem Statement 1: Positive behavior supports have not been developed and implemented campus wide. **Root Cause 1:** Changes in lead administrators couple with a lack of clear systems from the district have blocked development and implementation of systems at the campus level.

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Troy Tinney	Principal of Operations
Administrator	Ricky Edison	Principal
Classroom Teacher	Dan Pfliging	Social Studies Teacher
Administrator	Ashley Keaster	At-Risk Coordinator
Classroom Teacher	Kelly Cunningham	English Teacher
Administrator	Lisa Walker	Assistant Principal
Classroom Teacher	Samantha Preece	Science Teacher
Classroom Teacher	Glenn Price	Theatre Arts Teacher
Non-classroom Professional	Renee Jacinto	Academic Advising Specialist
Non-classroom Professional	Haily Rambo	Dean of Instruction
Administrator	Kandace Beckham	Dean of Academies
Classroom Teacher	Kari Emblem	Math Teacher
Administrator	Demetrius Ellis	Assistant Principal
Classroom Teacher	Matt Menefee	CTE Teacher
Non-classroom Professional	Shannon Dunn	PEP Coordinator
Administrator	Isabel Lozano	AP for Testing and Special Populations
Classroom Teacher	Jeff Cunningham	CTE Teacher
Administrator	Derrick Smith	Assistant Principal

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials for EOC review, supplemental work		\$2,000.00
1	1	1	Extra Duty pay		\$25,000.00
1	1	8	Salary for teacher - Kyle Chapman		\$45,000.00
1	2	3	Hourly pay for study sessions, supplies		\$2,000.00
2	1	3	Salary for behavioral aide - Juan Carreon		\$23,000.00
2	2	3			\$15,500.00
3	1	1	Supplies for science instruction		\$10,000.00
3	1	10	Salaries for teachers - Vicky Brown and Linda Talley		\$100,000.00
4	3	1	Registration and travel for test coordinators.		\$2,500.00
4	3	2	Nutritional items and other supplies for testing rooms.		\$750.00
Sub-Total					\$225,750.00
Budgeted Fund Source Amount					\$560,000.00
+/- Difference					\$334,250.00
Title 1 School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Hardware to increase access for students.		\$50,000.00
1	1	4	Extra duty pay		\$5,000.00
1	1	6	Salaries for staff - Maria Martinez and TBD		\$57,000.00
1	1	7	Salary for Teacher and IS (Student Services)		\$75,000.00
1	2	2	Salaries and supplies for summer camp.		\$25,000.00
1	2	6	Fee for tests		\$750.00
2	2	2	Salary for PEP Counselor - Shannon Dunn		\$60,000.00
2	2	5	Salary for PDS liaison - Belinda Rubio		\$35,000.00
2	3	1	Salary for Parent Involvement Specialist - Mary Olivares		\$64,404.00

3	1	3	Salary for Dean of Instruction		\$80,000.00
4	1	1	registrations and related travel costs		\$3,500.00
4	2	2	Supplies for Site Team and campus wide professional development.		\$2,500.00
4	3	3	Travel for teachers/admin to mid year AVID training.		\$5,000.00
4	3	4	Books and other supplies for scheduled sessions		\$500.00
Sub-Total					\$463,654.00
Budgeted Fund Source Amount					\$463,914.00
+/- Difference					\$260.00
Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5	Supplies for meetings		\$300.00
2	3	6	Supplies for meetings		\$500.00
2	3	7			\$1,500.00
Sub-Total					\$2,300.00
Budgeted Fund Source Amount					\$5,885.00
+/- Difference					\$3,585.00
Grand Total					\$691,704.00