WHARTON H S
Campus Improvement Plan
2018/2019

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WHARTON H S

Mission

Wharton High School will maximize each individual's potential through academic and personal growth.

Vision

Committing to Excellence Today....Creating Hope for Tomorrow.

Strategic Priorities

Priority 1.   Recruit, support, and retain teachers and principals

Priority 2.   Build a foundation of reading and math

Priority 3.   Connect high school to career and college

Priority 4.   Improving low-performing schools

WHARTON H S Site Base

Name	Position
Barbee, Covey	Social Studies Department Chair
Bennetsen, Marti	Parent
Daniel, Danni	CTE Department Chair
Grogan, Carole	English Department Chair
Gutierrez, Katherine	Community Member
James, Regina	Assistant Principal
Oduwole, Olantunji	Principal
Pierce, Efrem	Associate Principal
Raybon, Donna	11th and 12th Grade Counselor
Sanders, Anna	Librarian
Scott, Mary Ann	9th and 10th Grade Counselor
Woodworth, Carl	Fine Arts Department Chair

Resources

Resource	Source
CTE Funds - Carl Perkins	Federal
IDEA Special Education	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title VI, Part B Rural/Low Income	Federal
Business Partnerships	Local
Grant	Local
WCJC Tuition Assistance Program	Local
Local Districts	Other
CTE Funds	State
Local Funds	State
State Compensatory	State

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Goal 1. Wharton High School will focus on strengthening all areas of the instructional program that will cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Objective 1. In the 2018-2019 School Year Wharton High School will identify and align professional learning opportunities based on student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All lesson plans will use data to evaluate student performance and will adjust/reteach/enrich instruction by providing systematic instruction for all students (Title I SW: 3) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,4,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, CTE Teachers, Lead Teacher, Mentor Teachers, Principal, Principal(s), Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results
2. Provide supplemental learning experiences and services for special education students to support individual learning needs. (Title I SW: 10) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Lead Teacher, Mentor Teachers, Principal, Principal(s), Response to Intervention Teachers, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.
3. Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. (Title I SW: 9) (Target Group: ECD, ESL, Migrant) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Department Head, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Assessment results TELPAS, STAAR, Benchmarks, Classroom Assessments.
4. Additional technological software will be provided for opportunities in order to support student/staff learning experience. (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,4,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)CTE Funds, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.
5. Technology training sessions to support differentiated instruction, intervention, and innovative practices. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Technology, District Technology Integration Specialist, Principal	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.

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Goal 1. Wharton High School will focus on strengthening all areas of the instructional program that will cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Objective 2. In the 2018-2019 school year Wharton High School students in all students populations will demonstrate progress toward the meet expectations level to close gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students who are economically disadvantaged, will receive year-long targeted and differentiated academic intervention through the Mandatorials block and after school tutoring. (Title I SW: 1,2) (Target Group: All, ECD) (Strategic Priorities: 2,3) (CSFs: 1,2,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Athletic Coaches, Core Subject Teachers, Counselor(s), Principal(s), Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)CTE Funds, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results
2. Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2,4,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), CTE Teachers, Principal(s), Special Ed Teachers	August 2018 - June 2019	(O)Local Districts, (S)CTE Funds, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.
3. Provide supplemental learning experiences and services for special education students to support individual learning needs. (Title I SW: 1) (Title I TA: 1,4) (Target Group: ECD, SPED) (Strategic Priorities: 2,3) (CSFs: 1,2,4,6)	Assistant Principal(s), Principal, Principal(s), Special Ed Teachers, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.
4. Teachers will develop and administer quarterly cumulative grade level assessments and participate in facilitated data reviews. (Title I SW: 1,2,8) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Lead Teacher, Principal, Special Ed Teachers, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.
5. Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. (Title I SW: 1) (Title I TA: 1) (Target Group: ESL) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Progress monitoring, Classroom Assessment, Benchmarks and STAAR results.

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Objective 3. All students will meet or exceed the growth expectation on Algebra 1 and English STAAR EOCs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Math and ELA teachers will identify questions that exceed expectations from standardized test to focus instruction. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2)	Associate Principal/Dean of Instruction, Core Subject Teachers, Principal	August 2018 - May 2019	(F)Title I, (S)Local Funds	Noted in daily lesson plans and unit assessments. Evaluated during the teacher's evaluation.
2. Teachers will use software in math and reading computer labs to provide state standardized test assistance to all students. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Response to Intervention Teachers, Teacher(s)	August 2018 - June 2019	(F)Title I, (O)Local Districts, (S)Local Funds	80% of students will pass the STAAR Algebra 1 and English 1 test at the approaches level.
3. Teachers will use the tutorial periods (7:25-7:50, 3:30-4:00) to offer extra tutoring to struggling students. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2,4,6)	Assistant Principal(s), Principal, Teacher(s)	August 2018 - June 2019	(F)Title I, (O)Local Districts, (S)Local Funds	Student test scores across the board will rise by ten percent.
4. Teachers will use STAAR remediation classes to help struggling students through analysis of student data and developing differentiated teaching strategies. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All, ECD) (Strategic Priorities: 2,3,4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Principal	August 2018 - May 2019	(O)Local Districts, (S)Local Funds	Data Analysis and observation
5. Campus will continue to utilize Odyssey-ware and Imagine Math computer software to provide support for EOC preparation. (Title I SW: 1) (Title I TA: 1) (Target Group: ECD, ESL, Migrant, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,2)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Principal	August 2018 - May 2019	(O)Local Districts, (S)Local Funds, (S)State Compensatory	Increase EOC passing rates and those who meet growth measure.
6. Math and CTE instructors will integrate Algebra Skills in the CTE classroom. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2)	Associate Principal/Dean of Instruction, CTE Teachers, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)CTE Funds, (S)Local Funds	Data Analysis and observation.

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Goal 1. Wharton High School will focus on strengthening all areas of the instructional program that will cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Objective 4. Teachers will utilize the TEKS Resource System, in conjunction with daily formative assessments and data analysis, to plan, monitor and adjust instruction for individual learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use DMAC data and common assessments to track and adjust teaching strategies. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 1,2,3)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Director of Student Services, Executive Director of C & I, Principal, Response to Intervention Teachers, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Assessments through DMAC and TEKscore analysis
2. Teachers will utilize a systematic approach to vocabulary development across all content areas. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers	October 8th 2018 - May 2019	(S)Local Funds	Use of structure observed through T-TESS walk-throughs.
3. Teachers will use word walls to increase vocabulary through ACT / SAT Word of the Day. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Principal	August 2018 - June 2019	(S)Local Funds	Increase in ACT / SAT student scores.

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Goal 1.   Wharton High School will focus on strengthening all areas of the instructional program that will cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Objective 5.   Wharton High School will earn distinctions in at least one of the accountability domains.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will study and understand TEA STAAR domains and accompanying criteria for meeting guidelines. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), Principal	July 2018 - October 2018	(O)Local Districts, (S)Local Funds	Accountability results will result in an increased number of students who meet grade level.
2. WHS will ensure that students are prepared for the PSAT, SAT, ACT, and TSI through test preparation classes. (Title I SW: 1) (Title I TA: 1) (Target Group: All, ECD) (Strategic Priorities: 1,2,3) (CSFs: 1,2,7)	Campus Testing Coordinator, Counselor(s), Teacher(s)	August 2018 - June 2019	(S)Local Funds	Increase in number of students meeting college readiness standard
3. The English department will incorporate daily SAT/ACT vocabulary development and writing preparation. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Associate Principal/Dean of Instruction, Campus Testing Coordinator, Teacher(s)	August 2018 - June 2019	(S)Local Funds	2% increase of ACT and SAT test scores in the Domain 1 rating.

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Goal 1.   Wharton High School will focus on strengthening all areas of the instructional program that will cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Objective 6.   Wharton High School will increase the percentage of students who meet masters by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will increase rigor in core classes, through performance based assessments. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Principal, Teacher(s)	August 2018 - June 2019	(S)Local Funds	Lesson Plans, STAAR Data, Accountability Ratings, Walk through.
2. Teachers will use quality questioning to challenge students and encourage the higher order thinking process. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Associate Principal/Dean of Instruction, Core Subject Teachers, Department Head, Principal, Teacher(s)	August 2018 - June 2019	(S)Local Funds	Evaluated through lesson plans and walk-throughs.
3. Teachers will evaluate students' progress through ongoing formative assessments and analysis of data. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Department Head, Principal	August 2018 - June 2019	(S)Local Funds	Campus Based Assessments. Benchmark Assessments.

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Goal 2. Wharton High School students will graduate ready for college and/or the workforce in a four year time period.

Objective 1. Equip WHS CTE program so that our students work with 21st Century technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase WI-FI access in CTE classrooms and have accessible technology (Apple TV, instructor laptops, working projectors, and Apple I-Pads or Chromebooks for student use) (Title I SW: 1) (Title I TA: 1,8) (Target Group: CTE) (Strategic Priorities: 2,3,4) (CSFs: 1,4,7)	Associate Principal/Dean of Instruction, Campus Instructional Technologist, CTE Teachers, Director of Technology, District Technology Integration Specialist	August 2018 - June 2019	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	WI-FI access will be available to CTE classrooms 90% of the time.
2. Provide students the opportunity to earn certificates in welding (AWS), NCCER Core, Construction Technology, Floral Design, Vet Technician, Safe Food Handling, Safe Serve, OSHA and EMT and CNA Certification. (Title I SW: 1) (Title I TA: 1) (Target Group: CTE) (Strategic Priorities: 1,3,4) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, CTE Teachers	August 2018 - May 2019	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	Increase number of students earning Industrial Certifications.
3. Provide students the opportunity to learn basic and intermediate carpentry skills, residential construction, safety, blueprint reading and math review by purchasing and utilizing up-to-date instructional materials. (Title I SW: 1) (Title I TA: 1) (Target Group: CTE) (Strategic Priorities: 1,3) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, CTE Teachers	August 2018 - May 2019	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	90% of students will demonstrate mastery of basic and intermediate carpentry skills, residential construction, safety, blueprint reading and math review as measured by a project based assessment and culminating project.

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Goal 2.   Wharton High School students will graduate ready for college and/or the workforce in a four year time period.

Objective 2.   Improve and grow graduation rates for At Risk students by increasing rigor in curriculum and offering creative scheduling options for WHS students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase computer programs that will allow struggling students to recover credits during the school year. (Title I SW: 1) (Title I TA: 1) (Target Group: ECD, ESL, LEP, SPED, AtRisk, Dys) (Strategic Priorities: 2,3,4) (CSFs: 1,4)	Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Executive Director of C & I, Principal	August 2018 - June 2019	(F)IDEA Special Education, (O)Local Districts, (S)Local Funds	Continuous monitoring of credits earned by students versus hours logged in the classroom. Reviewing students transcripts.
2. Targeted instruction on core content areas when meets standards are not met. Utilize credit recovery software, summer school for mainstream students and Extended year for SPED students. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,4)	Associate Principal/Dean of Instruction, Campus Testing Coordinator, Core Subject Teachers, Teacher(s)	August 2018 - July 2019	(O)Local Districts, (S)Local Funds	Unit Tests, Semester Exams, and Finals. Projects that students will demonstrate the mastery of the content.
3. Target special education students graduation rate to provide intervention/credit recovery to ensure increased graduation rate. (Title I SW: 1) (Title I TA: 1) (Target Group: ECD, ESL, SPED, AtRisk, Dys) (Strategic Priorities: 2,3) (CSFs: 1,4)	Associate Principal/Dean of Instruction, Campus Testing Coordinator, Core Subject Teachers	August 2018 - June 2019	(F)IDEA Special Education, (O)Local Districts, (S)Local Funds	Increase the percentage of Sp. Ed. students graduating on Recommended or Distinguished plans.
4. Provide a Behavior Class to meet the needs of students who need additional levels of support to ensure their success. (Title I SW: 1) (Title I TA: 1) (Target Group: ECD, SPED, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Counselor(s), Response to Intervention Teachers, Special Ed Teachers	August 2018 - June 2019	(F)IDEA Special Education, (S)Local Funds	Continuous monitoring of students' progress, through discipline records. Students will demonstrate significant progress on unit tests and semester exams.

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Goal 2.   Wharton High School students will graduate ready for college and/or the workforce in a four year time period.

Objective 3.   Promote a college-focused culture throughout our student body.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop students' focus, on college through campus visits, including ROAR Academy students. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Counselor(s), Principal, Teacher(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Increase in the number of students enrolling in 2 and 4-year Higher Ed. programs after graduation.
2. Sustain the participation in the ROAR Academy program, which offers students the opportunity to receive college credit hours at no cost. (Title I SW: 1) (Title I TA: 1) (Target Group: ECD, M, F) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), Principal	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Number of students graduating from Wharton County Junior College with an Associate Degree and those students who achieve at least 48 hours of credit.
3. Offer test preparation courses for all juniors that align with college readiness standards (TSI, ACT and SAT). (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Associate Principal/Dean of Instruction, Campus Testing Coordinator, Counselor(s)	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Increase in the number of students meeting college readiness standards on exams.
4. Complete ICIA planning year activities as required in the TEA Focus Document. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Associate Principal/Dean of Instruction, Counselor(s), Department Head, Principal	August 2018 - June 2019	(O)Local Districts, (S)Local Funds	Final determination as to whether WHS is able to move forward with implementation of ICIA (Industrial Connections Academy).
5. Increase the percentage of college-bound students by providing college-readiness skills in note-taking, writing, planning, and organization through the AVID class. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2,5,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Counselor(s), Principal, Teacher(s)	August 2018 - June 2019	(S)Local Funds	Increase in number of students meeting college readiness standard in ACT, SAT and TSI.
6. Seek additional partners to help provide Wharton High School students access to college. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,5)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), Principal	August 2018 - June 2019	(S)Local Funds	Increase in number of students getting accepted into college.

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Goal 2. Wharton High School students will graduate ready for college and/or the workforce in a four year time period.

Objective 3. Promote a college-focused culture throughout our student body.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide an additional guidance counselor to help students complete applications and prepare for college entrance exams. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,5)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	Provide an additional guidance counselor to help s	(S)Local Funds	Increase number of students accepted into college.

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Goal 2. Wharton High School students will graduate ready for college and/or the workforce in a four year time period.

Objective 4. Expand our CTE course offerings that will lead to industry recognized certifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain ten welding booths to teach basic and advanced welding techniques that will lead to AWS, NCCER and other welding certifications. (Title I SW: 1) (Title I TA: 1) (Target Group: CTE) (Strategic Priorities: 2,3) (CSFs: 1)	Associate Principal/Dean of Instruction, Counselor(s), CTE Teachers	August 2018 - June 2019	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	Evaluation will be through the growth of the program and the certification of students.
2. Continue developing our partnership with WCJC to provide Dual Credit courses and possible certification. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Associate Principal/Dean of Instruction, CTE Teachers, Principal	August 2018 - May 2019	(S)CTE Funds, (S)Local Funds	Plan created and MOU in place.
3. Take WHS CTE students to TSTC, WCJC, local hospitals and companies for campus and on-site visits to expose student to different career paths. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), CTE Teachers, Principal	November 2018 - May 2019	(S)CTE Funds, (S)Local Funds	End of Year analysis of students who pursue CTE careers. Senior student surveys at the end of the school year.

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Goal 3. Provide a safe, positive learning environment, that will develop well-rounded students who are prepared to pursue careers of choice and be successful in life.

Objective 1. Continue to build and enhance WHS extra-curricular activities in order to promote necessary life skills such as goal setting, perseverance, communication, collaboration, social skills, and the ability to make good choices during leisure time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and use campus-wide positive behavior strategies to help students with social skills, and improve appropriate behavior. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,3,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Counselor(s), Department Head, Lead Teacher, Special Ed Teachers, Teacher(s)	August 2018 - June 2019	(S)Local Funds	Data review of discipline. Compare and contrast previous years.
2. Continue to develop and enhance our POWER-SET organization so that our female students are exposed to careers in science and technology. (Title I TA: 1) (Target Group: F) (Strategic Priorities: 3) (CSFs: 1,5)	Counselor(s), CTE Teachers, Principal	August 2018 - June 2019	(S)Local Funds	Evaluation through commendations, scholarships, and number of girls pursuing STEM degrees.
3. Continue to develop and enhance our WIT program so that students have the opportunity to see and experience careers in technology. (Title I TA: 1) (Target Group: All, CTE) (Strategic Priorities: 2,3) (CSFs: 1)	Associate Principal/Dean of Instruction, Counselor(s), CTE Teachers, Principal	August 2018 - June 2019	(S)CTE Funds, (S)Local Funds	Evaluation through the growth of the program.
4. Continue our partnership with the Anchor Club and the Boys and Girls Club to develop social skills that will serve our students as they mature. (Title I SW: 1) (Strategic Priorities: 3) (CSFs: 6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s)	August 2018 - June 2019	(S)Local Funds	As a result of these community partnerships, the number of students with discipline referrals will decrease between semester 1 and 2 by 10%.

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Goal 3.   Provide a safe, positive learning environment, that will develop well-rounded students who are prepared to pursue careers of choice and be successful in life.

Objective 2.   Develop in our students a sense of pride in our school and community, as well as a desire to serve their community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue Service Cord Program, where students who have served their community will be honored by receiving an honor cord to wear at graduation. (Title I SW: 1) (Title I TA: 1) (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), Principal	August 2018 - June 2019	(O)Local Districts	Summative - Increase the number of students who are graduating with service cords.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton High School attendance rates remain near 95% and enrollment has remained relatively consistent over the past several years. Parents are notified through the School Messenger Call-out system to let them know that their student is absent. Attendance continues to be monitored, and students and parents are notified in a timely manner of the dates that Saturday school is being held so that the students have an opportunity to make up days.

The Attendance Committee meets and discusses each case individually. Credit Recovery during the day and after school continues to be offered for students to regain credit.

Demographics Summary

Wharton High School has an enrollment of 591 students consisting of: White: 16% (96 students); Hispanic: 50% (293 students); African American: 25% (150 students); Asian 1% (4 students) and Two or more Races 1% (3 students).

Economically Disadvantaged: 67.1% (400 students); Females: 63% (263 students); Males: 37% (137 students); Gifted and Talented: 6.3% (38 students); Special Ed: 10.2% (62 students); ESL: 3.1% (19 students); At-Risk: 35.7% (217 students); CTE: 79.1% (480 students).

Current enrollment for 2018-19 is 591 students. The graduation rate component is 100%. Last year approximately 1% (7) students withdrew to be home schooled; .005% (3) withdrew to attend private schools; and .003% (2) withdrew to pursue a GED.

There are a total of 54 teachers at WHS: 85% are White, 11% are Hispanic, 4%African American.

Student Achievement

Student Achievement Strengths

As we continue to increase the level of rigor in our classes, our standardized test scores are increasing; however, we must continue to improve and push our students to not only approach grade level standard but also meet the grade level standard on the Algebra I, Biology, U.S. History, English I, and English II EOC's.

The percentage of students meeting grade level and masters grade level is improving, but there is still a need for grow

Comprehensive Needs Assessment

Student Achievement Needs

Improve ACT/SAT Participation and ACT/SAT scores. Need to offer Pre-AP/AP courses.

Student Achievement Summary

2018 EOC Assessment Data:

Algebra I: All Students: Approach- 54%; White: Approach - 47%; Hispanic: Approach - 60%; African American: Approach- 45%; Eco.Disadvantaged: Approach - 53%; ESL: Approach - 53%; Special Education: Approach - 23%.

English I : All Students: Approach- 45%; White: Approach - 56%; Hispanic: Approach - 47%; African American: Approach- 36%; Eco.Disadvantaged: Approach - 41%; ESL: Approach - 25%; Special Education: Approach - 7%.

English II: All Students: Approach- 57%; White: Approach - 67%; Hispanic: Approach - 58%; African American: Approach- 49%; Eco.Disadvantaged: Approach - 52%; ESL: Approach - 27%; Special Education: Approach - 0%.

Biology: All Students: Approach- 78%; White: Approach - 90%; Hispanic: Approach - 79%; African American: Approach- 71%; Eco.Disadvantaged: Approach - 73%; ESL: Approach - 100%; Special Education: Approach - 38%.

US History: All Students: Approach- 89%; White: Approach - 86%; Hispanic: Approach - 89%; African American: Approach- 90%; Eco.Disadvantaged: Approach - 92%; ESL: Approach - 60%; Special Education: Approach - 63%.

School Culture and Climate

School Culture and Climate Summary

Students feel safe at Wharton High School, and both teachers and students would describe campus life as pleasant. Efforts are made to ensure that the WHS culture and climate meet the needs of all student groups.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

WHS expectations are to:

Affirm and Encourage Others by providing an environment that encourages trial and error and applauds best efforts and strength in mistakes.

Demonstrate Genuine Caring and deep concern for others and their future.

Demonstrate Professionalism through our dress, conversations, teaching abilities, and people skills.

Master Motivational Skills that reflect a commitment to developing quality individuals and leaders.

Model Public Speaking Skills that enthusiastically and dynamically communicate the concepts taught. Build Teams within the classroom.

Possess basic understanding of group dynamics and how to create an environment for children where they feel safe to share and participate.

Exhibit Ethical Conduct by modeling appropriate behavior and by genuinely caring for young people. We have security cameras, an SRO officer, administrators, faculty, and teachers who are very approachable and willing to assist students. Gangs, weapons and other safe school issues are minimal.

Incidents of bullying are taken seriously and are investigated and documented. Students are given the opportunities to participate in a wide-spread variety of clubs, activities, etc. Grades of students who participate in extra-curricular activities/clubs are generally higher than those who do not participate.

Recruitment to join clubs is ongoing. Most students feel that it is of the utmost importance to Earn and give respect, Commit to excellence, Honor themselves and others, knowing that Success will follow.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Professional Development addressing our campus instructional goals is delivered at the beginning of the year and on professional development days throughout the year. Teachers are offered opportunities to attend professional development in order to increase their effectiveness as a teacher, learn more research-based high-yield instructional strategies, and learn more about the upcoming EOC/TSI/AP/SAT/ACT tests.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

Teachers need more professional development in the area of STEM.

Staff Quality, Recruitment and Retention Summary

Talented and effective personnel are recruited through the WISD website, attending job fairs, and checking references to ensure that questions answered by the applicant during the interview process accurately reflect the effectiveness of the teacher while he/she was teaching and/or student teaching. New teachers are given a district mentor, campus mentor, and support from teachers who teach in the same content area or subject.

All teachers are strongly encouraged to obtain their Masters Degree and are empowered as teacher leaders on campus and are also encouraged to obtain additional certifications in ESL, GT, Dyslexia, and Special Education to help ensure that their lessons are differentiated to meet the individual needs of our diverse groups of students. In addition, ongoing professional development is conducted for STAAR/EOC, technology integration, and high yield instructional strategies as well as integrated into teacher's classes.

Instructional rounds monitor instructional strategy implementation and are analyzed by departments to identify areas of concern and then to plan how to address those areas. Areas that still require attention: how to meet the needs of our economically disadvantaged students, special population students, African American students, and Hispanic students. Oftentimes, teachers share what they have learned at a workshop during their group planning periods. We currently use unit tests, common assessments, report card grades, EOCs, and AP/SAT/ACT scores to measure whether or not the professional development has positively impacted instruction.

Teachers will have a 45 minute T-TESS formal appraisal and several walk-through's. Informal, formal, and reflective meetings are held with teachers to discuss their performance data. Teachers whose students perform below district and/or state standards are supported by Instructional facilitators, Dean of Instruction, and "highly effective" master teachers who have diverse groups of students in their classes who continue to experience success. Those teachers deemed "Highly Effective" are willing to allow other teachers to come in their rooms to observe them and/or observe the teachers and give them constructive feedback on their strengths and suggestions on how to improve upon their weaknesses. Time for follow-up conversations can be arranged by the campus administrators.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

TEKS Resource System, our core curriculum, is being fully implemented, and elective teachers follow the TEKS for their subject. Scheduled dates and times are designated for teachers to plan, share strategies, collect and analyze data, and implement change as needed to address the concerns discovered in the data analyses.

The analyses monitor students' achievement through use of aligned lessons with intentional use of high-yield instructional strategies and critical thinking activities.

Inclusion and ESL teachers assist with differentiation based upon each individual student's needs. Report card grades reflect students having passing grades and receiving credit for the semester. We have instituted a Mandatorial period in which our students receive prescriptive interventions on core areas in which they are struggling.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

TEKS Resource System is a research based, viable curriculum that is closely aligned with state standards and 21st Century Learning Skills with a level of rigor that aligns with the new STAAR/EOC assessments. Departmental PLC (Professional Learning Community) meetings are held to ensure that teachers are following the TEKS Resource System Scope and Sequence and fully implementing the curriculum with high-yield instructional strategies and critical thinking in the classrooms.

Unit tests, common assessments, and EOC assessments are used to measure student growth and achievement. 9-week common assessments are developed at the STAAR/EOC level of rigor which forces students to actively engage in learning, in problem solving, and in thinking critically. Assessment results are used to identify strengths and weaknesses in both instructional delivery and instructional strategies, to determine whether or not instructional adjustments are needed to improve teaching, student learning, student engagement, teacher-to-student interaction, and student-to-student interaction.

Data is analyzed based upon All students, student groups, and student special programs. Each teacher has received and/or is strongly encouraged to receive professional development on differentiation to prepare for and meet the needs of struggling learners, 504 students, (English Language Learner) ELL, Special Education students. Teachers are expected to implement basic Tier I interventions in the classroom. Algebra 1 teachers also analyze CBA campus based assessment data to monitor student growth, strengths, and weaknesses. In addition, attendance and discipline are monitored, and students are encouraged to take advantage of the tutorials held before and after school to prevent failure.

Goal setting by teachers and students is strongly encouraged. Students are given a user name and password to check their academic progress in our online grading program, and, in some classes, students can access and submit their assignments electronically. Thus far, the level of students' awareness of their grades and missing/incomplete assignments has positively motivated them to at least attempt to try.

We strongly encourage our students to advocate for themselves and communicate with their teachers about their accommodations and/or their learning styles.

Family and Community Involvement

Family and Community Involvement Weaknesses

Need to get more local business input into the school environment.

Family and Community Involvement Summary

The majority of our parents perceive Wharton High School to be effective, and they feel welcomed when they come to the school. There is still a need to increase the level of parent and community involvement in meaningful ways that support student learning.

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Parent education and other services are available to help develop healthy families and strong parent/school relationships. Communications are sent out through School Messenger, the district and campus websites, letters, in both English and Spanish. Currently, we have community partnerships with HEB, WCJC, Koenig Welding Services, Power Set, and WIT.

These partnerships are recruited, developed, and supported by dedicated teachers/paraprofessionals who make the necessary time to make these partnerships work. We do have a diverse group of parents, community members, and business representatives on our SBDMC.

School Context and Organization

School Context and Organization Strengths

Students, teachers, parents, and community members have a positive perception of Wharton High School. Currently we have 8 periods with 90 minutes per period and two 45 minute lunch periods. During "A" lunch upperclassmen have off-campus lunch, and during "B" lunch 9th graders have closed campus lunch.

On Friday's we have all 8 periods. Teachers are empowered to provide input about the education process here at WHS. Teachers are encouraged to talk to their instructional coach or department head, and/or to talk to an administrator in efforts so that they can be involved in the decision making process and communicate when they have new ideas, when problems occur and/or when new practices are implemented.

School Context and Organization Summary

The majority of the students (80-85%), teachers, and community members view Wharton High School in a positive manner. The administration always has an open door policy whereby parents and community members are welcome to come in and discuss their problems/concerns with Mr. Oduwole or a designated administrator.

Bell to bell instruction, implementation of high-yield instructional strategies, critical thinking activities, writing, and critical reading are expected and are monitored through walk-through and assessment data.

Based on the state assessment system, there is a sense of urgency to protect our core subject student learning time. Each class period is 90 minutes. If students need help with their work or more time to complete their assignments, before/after school tutorials and Mandatorial time is available during the school day. The campus and district goals are completely aligned.

We have a Monday-Thursday schedule and a Friday all day schedule. On-going two-way communications are shared via email, morning announcements, and during department meetings.

The discipline data reveals that the majority of teachers are implementing discipline techniques and writing discipline referrals in a fair and equitable manner. All efforts are

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

made to accommodate parents' needs in the event that meetings/parent conferences need to be held. Students' needs are met on an individual basis.

Section 504 students have Individualized Service Plans and identified Special Education students have IEPs (Individualized Education Plans) that are implemented and monitored to measure student's progress or lack of progress. When problems occur and/or new processes need to be established, the administrators try to obtain feedback from teachers, and in some instances, students.

Technology

Technology Strengths

Technology resources are available for use by teachers and students. Electronic grade-books are available for teacher input, monitoring of student's progress, attendance, tardies, and online professional development. School Messenger Caller system is utilized to keep parents/guardians informed.

Ms. Sanders is available to assist teachers with technological questions and/or concerns. Parent, teacher, and community surveys are continuing to be developed, revised, and released so that the data collected can be analyzed and the findings shared so that necessary improvements can be made.

Technology Weaknesses

Our Wi-FI is not consistent in the classroom. There is a need to get additional technology for our students to be able to take certification and college entrance exams.

Technology Needs

We need a new switch and additional technology for our students on campus. We need more bandwidth and additional hot spots for Wi-FI.

Technology Summary

The classrooms have projectors and ELMO's. We have received a grant from the Donors Choose organization that will help our campus get more technology. There is a

Comprehensive Needs Assessment

Technology Summary (Continued)

great need for additional technology in order to make sure our students will able to take the next step in their development.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

Community Demographics

Community Input

Disaggregated STAAR Data

Discipline Referrals

District Policies

Drop-out Rates

Expulsion/Suspension Records

Failure Lists

Federal Program Guidelines

Graduation Records

Highly Qualified Staff

Homeless Students

Maintenance Records

Multi-Year Trends

Parent Participation

PEIMS Reports

Progress Monitoring Tools

Promotion/Retention Rates

Report Card Grades

Semester Exam Grades

Special Student Populations

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Standardized Tests

Teacher Turnover Rates