WHARTON H S
Campus Improvement Plan
2019/2020

Doing It Big

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WHARTON H S

Mission

The mission of Wharton High School is to create an environment where students are successful in every aspect of their high school career and are prepared for post high school in college or in their careers.

WHARTON H S Site Base

Name	Position
Albert, Carly	Special Education Department Chair
Barada, Mohamad	Math Department Chair
Barbee, Covey	Social Studies Department Chair
Barron, Jerrell	Campus Principal
Chandler, Richard	Assistant Principal
Daniel, Dani	CTE Department Chair
Hawk, Kevin	Science Department Chair
Heard-Roberts, Alice	Parent
Maffett, Cyndi	Parent
Rath, Monica	Assoc. Principal/Dean of Instruction
Raybon, Donna	Counselor
Roddy, Heath	Director of Technology
Scott, Mary Ann	Counselor
Woodworth, Carl	Fine Arts Department Chair

Resources

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

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

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. Wharton High School will utilize a three year staff development plan to avoid a fragmented approach to trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration and district personnel will perform a needs assessment of the high school campus to determine the academic areas of growth for all students and the professional areas of growth for all teachers. (Title I SW Elements: 1.1) (Title I TA: 2,3,6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Data Teams, Director of Professional Development, Director of School Improvement, Executive Director of C & I, Principal	August 2019-June 2020	(S)Local Funds	Summative - A plan of action to address all areas of growth for academic and professional areas of growth will be developed and implemented.
2. Campus administration and district personnel will create measurable activities for teachers to participate in and complete in efforts to obtain consistent growth in their career and content areas. (Title I SW Elements: 2.2) (Title I TA: 3,6,8) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Professional Development, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - All walk-throughs and T-TESS appraisals will show evidence of these measurable activities.
3. Opportunities for professional development will increase in the areas of teacher growth, classroom management, technology integration, effective planning, and content based instruction. (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, CTE Teachers, Director of Professional Development, Executive Director of C & I, Principal, Region III - ESC Staff, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (F)IDEA Special Education, (S)CTE Funds, (S)Local Funds	Summative - Professional development will increase by 5-10% in the strategic areas mentioned.

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Goal 1.   Focus on strengthening all areas of the instructional program.

Objective 2.   Wharton High School will develop the premier Science, Technology, Engineering, Mathematics (STEM) program in the county.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Wharton High School will participate in a year long planning phase to implement the new Pathways in Technology Early College High Schools. (Target Group: 9th, 10th, 11th) (Strategic Priorities: 1,3) (CSFs: 1)	Director of Student Services, Executive Director of C & I, Principal, Teacher(s)	Spring 2020	(F)CTE Funds - Carl Perkins, (S)Local Funds	A new P-TECH plan will be reviewed by stakeholders for consideration in the 2020-2021 school year.

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 3. Wharton High School will continue to increase CTE participation and class offerings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. (Target Group: CTE) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), CTE Teachers, Principal	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	Summative - Increase number of students earning Industrial Certifications by 10%.
2. 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 TA: 1) (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1,4)	Assistant Principal(s), CTE Teachers, Principal	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	Summative - 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.
3. The district will cover the cost for all students taking dual credit classes, CNA & EMT classes including books and uniforms. (Target Group: CTE, 11th, 12th) (Strategic Priorities: 2,3,4) (CSFs: 1,4,6)	Assistant Principal(s), Assistant Superintendent of Finance, Associate Principal/Dean of Instruction, Business Manager, CTE Teachers, Principal, Superintendent	August 2019-May 2020	(S)Local Funds	Summative - Increased number of students taking dual credit classes by 10% and increased number of CNA & EMT certifications by 10%.

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Goal 1.   Focus on strengthening all areas of the instructional program.

Objective 4.   Wharton High School will be engaged in the development of a systematic curriculum framework that will be utilized for the 2019 – 2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will implement an instructional framework that identifies instructional expectations, practices and procedures to enhance instruction for all students.	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	Aug 2019 - May 2020	(S)Local Funds	Summative - 100% of teacher lesson plans will show the components of the instructional framework.
2. The campus will provide professional development prior to school starting to introduce the campus instructional framework.	Associate Principal/Dean of Instruction	Aug. 2019	(S)Local Funds	Summative - 100% of lesson plans will include the components of the campus instructional framework.
3. The campus will provide continued professional development through PLCs for continued support of the instructional framework.	Associate Principal/Dean of Instruction, Teacher(s)	Aug 2019 - May 2020	(S)Local Funds	Summative - Agendas and sign in sheets
4. Implement AVID W.I.C.O.R. strategies into all instruction. (Target Group: All)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	Aug 2019 - May 2020	(S)Local Funds	Summative - Walk-throughs

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Wharton High School will continue to integrate technology as an instructional learning tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All freshman will be issued a Chromebook for academic use during each scheduled class. This will serve as a continuation of the 1:1 Technology Program begun at WJH in 2018-2019. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: 9th) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	October 2019-May 2020	(L)Grant, (S)Local Funds	Summative - 100% of freshman will have a Chromebook.
2. Technology training sessions to support differentiated instruction, intervention and innovative practices. (Title I TA: 1,2,3,4,6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (S)Local Funds	Summative - Lesson plans will reflect practices learned in these sessions.
3. The District Technology Integration Specialist will provide specialized integration trainings throughout the year based on content subjects and certification areas. (Title I SW Elements: 2.5) (Title I TA: 2,3,6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,7)	Associate Principal/Dean of Instruction, Campus Instructional Technologist, Core Subject Teachers, CTE Teachers, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	August 2019-May 2020	(S)CTE Funds, (S)Local Funds	Summative - Lesson plans will reflect practices learned in these sessions.
4. English language arts and math teachers will be provided interactive projectors to enhance instruction and to provide interactive activities for students. (Target Group: 9th, 10th, 11th, 12th)	Associate Principal/Dean of Instruction, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	Sept 2019 - May 2020	(L)Grant	Summative - 100% of ELAR and Math classrooms will have interactive projectors.

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Goal 1.   Focus on strengthening all areas of the instructional program.

Objective 6.   Wharton High School will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who were unsuccessful on the previous year's EOCs and/or failed a class will receive differentiated academic intervention through Saturday Tutorial sessions. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Title I TA: 1,2,3,4,5,8) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Executive Director of C & I, Principal, Teacher(s)	October 2019-April 2020	(S)Local Funds	Summative - Attendance at Saturday tutorial sessions will show participation at 80%.
2. Teachers will utilize disaggregated data from local assessments and EOCs to target students for acceleration. (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Associate Principal/Dean of Instruction, Core Subject Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Lesson plans will reflect targeted instruction for selected students.
3. Improve the performance passing rate of all subpopulations for all EOCs to the state target rate or higher by: providing SIOP/ELPS training as part of Staff Development to all teachers, maintain an ESL specialist to provide support, continue to provide special education inclusion teachers and instructional aides in classroom setting, and by utilizing a leveled literacy intervention system. (Title I SW Elements: 2.2,2.5,2.6) (Title I TA: 1,3,4,6,8) (Target Group: ECD, ESL, Migrant, LEP, SPED, AtRisk, Dys, 504) (Strategic Priorities: 2,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Director of Professional Development, ELA Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - 60% or more of all sub-populations will meet passing standard on all EOCs.

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Objective 6. Wharton High School will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Incorporate reading fluency strategies, such as Write from the Beginning & Beyond and the Six Minute Solution, in all English I and English II classes, in order to improve reading comprehension and fluency on the STAAR End-of-Course exams. These strategies will be used with regular ed students, special ed students, 504 and English Language Learners. (Title I SW Elements: 1.1) (Title I TA: 1,3,5) (Target Group: ESL, LEP, SPED, AtRisk, 504, 9th, 10th) (Strategic Priorities: 2,4) (CSFs: 1,2)	Associate Principal/Dean of Instruction, Core Subject Teachers, Executive Director of C & I, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - English I and II EOC results will show an increase of 10% of students performing at meets expectation level.
5. Provide supplemental learning experiences for English learners promoting language acquisition and academic achievement. (Title I TA: 1) (Target Group: ESL) (Strategic Priorities: 2,3,4) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Department Head, Principal	August 2019-May 2020	(S)Local Funds	Summative - EL students will show growth on their TELPAS rating and STAAR English I and/or English II EOC scores.

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 7. In the 2019-2020 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 Saturday and after school tutoring. (Target Group: ECD) (Strategic Priorities: 4) (CSFs: 1,2)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - Attendance will indicate participation rate of a minimum of 80%. Increase of 10% of economically disadvantaged students achieving a meets expectation level on STAAR EOCs.
2. Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Increase of 10% At Risk students achieving meets expectation on STAAR EOCs.
3. Provide supplemental learning experiences and services for special education students to support individual learning needs. (Target Group: SPED) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Special Ed Teachers	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - Increase of 10% of special education students achieving meets expectation on STAAR EOCs.
4. Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. (Title I SW Elements: 2.6) (Title I TA: 1,8) (Target Group: ESL) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Special Ed Teachers	August 2019-May 2020	(S)Local Funds	Summative - Increase of 10% of English Learners achieving meets expectation level on STAAR EOCs.

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Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 1. Wharton High School will continue efforts to recruit and attain highly qualified teachers to the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use mentors on campus to help teachers who are working to become highly effective and high quality. Support this initiative with planned meetings, planned walkthroughs and modeling. (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 2,3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Mentor Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Turnover Rate will decrease by 10-15%.
2. Utilize professional development opportunities available at Region 3 service center and in the district to develop teachers in their content area. (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Director of Special Education, Director of Professional Development, District Technology Integration Specialist, Executive Director of C & I, Principal, Region III - ESC Staff, Response to Intervention Teachers, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)CTE Funds, (S)Local Funds	Summative - Improve teacher performance as evidenced by T-TESS appraisals and walk-throughs. All core content areas will increase STAAR EOC scores by 10%.
3. In order to support all faculty and staff and provide team environment, WHS faculty and staff will participate in teambuilding activities throughout the year. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(S)Local Funds	Summative - Decrease the staff turnover rate by 10-15%.
4. Effective practices will be shared through department meetings, Professional Learning Communities, and campus planning meetings in order to support and retain teachers. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - The high school campus will grow & maintain highly qualified teachers.
5. Core teachers will participate in bimonthly department PLCs to analyze student data of local assessments using a campus developed data reflection document to better meet the instructional needs of students.	Associate Principal/Dean of Instruction, Principal, Teacher(s)	Aug 2019 - May 2020		Summative - 100% of teachers will participate in PLCs as evidenced by PLC sign-in sheets.

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Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 2. Wharton High School will provide recognition for all staff accomplishments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaches and teachers will be recognized on campus social media sites as well as the campus website for excellence in their given areas. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Assistant Principal(s), Data Teams, Principal	August 2019-May 2020	(S)Local Funds	Summative - WHS teacher retention will improve to 90%.

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Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 3. Wharton High School will provide incentives to teachers for professionalism, attendance and campus involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incentives will be provided for staff based on perfect attendance per 6 weeks, lesson plans & grades submitted on time and teacher involvement in campus activities. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	Summative - WHS teacher retention will improve to 90% and the campus morale will improve and be measured through a campus survey.

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Goal 3.   Provide facilities that enhance a positive and safe learning environment and foster student and community pride.

Objective 1.   Wharton High School will provide clean, efficient, and effective instructional environments through proactive maintenance and modifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Heighten student and staff awareness and have more consistency while enforcing the Student Code of Conduct: Campus/classroom rules, Crisis procedures, Provide Choice Program on Bullying, Substance Abuse and Positive Choices for students Harassment, Gang Awareness. Review WHS Student Handbook completely during the first weeks of school. Attend Staff Development sessions yearly for updates. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	Summative - Wharton High School will decrease the office referrals by 10% or greater.
2. Wharton High School will perform monthly safety drills to include both students and staff. (Target Group: All) (CSFs: 3,6)	Assistant Principal(s), Assistant Superintendent(s), Chief of Police, Director of Operations, Principal, SRO Officer, Teacher(s)	August 2019-May 2020		Summative - 100% of students and staff will effectively participate in all safety procedures.
3. All students, staff and visitors will be required to wear ID's at all times while on campus. (Target Group: All) (CSFs: 3,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	August 2019-May 2020		Summative - WHS will be in compliance 100% of the time.

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Goal 3. Provide facilities that enhance a positive and safe learning environment and foster student and community pride.

Objective 2. Wharton High School will reduce the number of office referrals and out of school suspensions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. WHS administration and staff will effectively implement researched based behavioral strategies in the classroom and other non-structured areas of the campus. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Conduct referrals will decrease by 10% overall for the campus and 15% for freshman.
2. WHS administration will implement behavioral incentives each semester in efforts to help curb behaviors. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Business Manager, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Student attendance will increase and conduct referrals will decrease by 10%
3. All teachers will be required to make regular weekly phone calls to parents in efforts to establish a rapport that will lead to working relationships. Teachers will log their calls into a google folder weekly. (Target Group: All) (CSFs: 1,4,5,6)	Assistant Principal(s), Core Subject Teachers, CTE Teachers, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020		Summative - Parent contact opportunities will increase by 20%.

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Goal 4.   Wharton High School students will graduate and be college and/or career ready.

Objective 1.   Wharton High School will work to improve the effectiveness of the AVID elective classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The AVID elective teacher will attend the AVID Summer Institute as well as any regional or local AVID trainings to enhance their knowledge of AVID implementation. (Target Group: 9th, 10th, 11th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Director of Professional Development	August 2019-May 2020	(S)Local Funds	Summative - WHS Avid program will grow by 10% each year.
2. AVID tutors will be hired and trained to provide high levels of classroom tutorials for all AVID elective students. (Target Group: 9th, 10th, 11th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(S)Local Funds	Summative - All AVID elective students will be at "Approaches Grade Level" or above on each EOC exam.

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Goal 4.   Wharton High School students will graduate and be college and/or career ready.

Objective 2.   R.O.A.R. Academy students will pass 100% of the college classes they are enrolled in.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All R.O.A.R. students will be in attendance for all college level classes for 90% of the time. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1,4)	Associate Principal/Dean of Instruction, Data Teams, Principal	August 2019-May 2020	(S)Local Funds	Summative - Attendance records will reflect attendance expectations.
2. All R.O.A.R. students will attend tutorials/study hall for each of their college level classes on the days when there is no class. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3,4) (CSFs: 1)	Associate Principal/Dean of Instruction, Core Subject Teachers, Principal	August 2019-May 2020	(S)Local Funds	Summative - Attendance records will reflect attendance expectations.
3. All R.O.A.R students will maintain a C average in all college level classes and obtain no more than two discipline referrals per semester. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(S)Local Funds	Summative - Report cards and discipline records will reflect expectations.

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Goal 4.   Wharton High School students will graduate and be college and/or career ready.

Objective 3.   Wharton High School will increase the number of students enrolled in dual credit classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will cover the fees for all students enrolled in dual credit, EMT & CNA classes. This will include uniforms and books. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1,6)	Assistant Principal(s), Assistant Superintendent of Finance, Associate Principal/Dean of Instruction, Business Manager, CTE Teachers, Deputy Superintendent, Principal, Superintendent	August 2019-May 2020	(S)Local Funds	Summative - The total number of college hours taken will increase by 10% and the number of industry certifications will increase by 10%
2. Wharton High School will hold student assemblies and parent meetings to advertise and encourage participation in dual credit, EMT & CNA classes each semester. (Target Group: 8th, 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(F)CTE Funds - Carl Perkins	Summative - Students enrolled in dual credit, CNA & EMT classes will increase by 10%

Comprehensive Needs Assessment

Demographics

Demographics Strengths

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

Our Asian sub-population remained at a 100% passing rate, our Native American sub-population increased the passing rate by 50%, and our white sub-population increased the passing rate by 4%.

Student Group Performance - 2018-2019

	Prior Year	Current Year
Asian	100%	100%
Black	56%	50%
ECD	60%	59%
ELL	48%	16%
Hispanic	65%	62%
Native	0%	50%
SPED	24%	15%
Two or More	100%	60%
White	71%	75%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Overall, the campus received a C rating with a score of 75. The campus experienced the greatest success in Domains I and II with a 76, or C, in student achievement and academic growth.

Student Achievement Weaknesses

In English I, students performing at approaches grade level or above decreased by 5% and in English II, students performing at approaches grade level or above decreased by 3%. Additionally, Wharton High School received an Additional Targeted Support. Additionally, the campus is identified for additional targeted support and improvement because of student group performance in Domain III--Closing the Gap. In reading, all sub-populations did not meet the target of students needed at meets grade level performance or above. In mathematics, all students, African American, Hispanic, Economically Disadvantaged, and Special Education sub-populations did not meet the target of students needed at meets grade level performance or above.

Student Achievement Needs

Based on campus data analysis and information on the STAAR exam, the areas of need are identified and listed below:

Reading – All students, African American, Hispanic, White, Economically Disadvantaged, English Learners, and Special Education
Mathematics - All students, African American, Hispanic, Economically Disadvantaged, and Special Education

School Culture and Climate

School Culture and Climate Strengths

School Culture and Climate
School Culture and Climate Strengths: Students and teachers are excited about new activities and new incentives for behavior, academics and for teacher performance.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

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

School Culture and Climate Summary
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.

School Culture and Climate Weaknesses

Old habits and the lack of stability in certain areas.

School Culture and Climate Needs

Comittment to change and the acceptance of new policies and expectations.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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.

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.

Staff Quality, Recruitment and Retention Weaknesses

The hiring & retention of highly qualified teachers.

Teacher implementation of professional development trainings.

Staff Quality, Recruitment and Retention Needs

Better recruiting practices.

Continued opportunities for administration to work individually with new teachers.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

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.

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 Learner) EL, 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.

Curriculum, Instruction and Assessment Weaknesses

Obtaining Materials for all content based classes.

Use of effective teaching practices regularly.

Curriculum, Instruction and Assessment Needs

Opportunities for common planning periods weekly.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

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.

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 ans social media outlets. 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.

Family and Community Involvement Weaknesses

WHS must be creative in finding ways to get gets involved in more school functioned activities.

Family and Community Involvement Needs

A more cohesive relationship between the staff and the community.

School Context and Organization

School Context and Organization Strengths

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 51 minutes per period and two 30 minute lunch periods. During "A" lunch upperclassmen have off-campus lunch, and during "B" lunch 9th & 10th graders have closed campus lunch.
 On Friday's we have a shortened 8 period schedule that includes 45 minute classes and a 40 minute lunch period for each lunch. Teachers are empowered to provide input about the education process here at WHS. Teachers are encouraged to talk to the Dean of Instruction 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.

The majority of the students (90%), 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. Barron 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 Saturday school will be provided. The campus and district goals are completely aligned.
On-going two-way communications are shared via email, morning announcements, and during department meetings. The discipline data reveals that the majority of

Comprehensive Needs Assessment

teachers are implementing discipline techniques and writing discipline referrals in a fair and equitable manner. All efforts are 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. Mrs. Williams 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 Needs

Adding more technology in each classroom for all students.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

Disaggregated STAAR Data

Discipline Referrals

Drop-out Rates

Failure Lists

Homeless Students

PEIMS Reports

Promotion/Retention Rates

Report Card Grades

Semester Exam Grades

Special Student Populations

Staff Development

Standardized Tests

Teacher Turnover Rates

Universal Screener Data