

Wall High School

Campus Improvement Plan

2023-2024



Ryan Snowden,
WHS Principal

Updates:

FOREWORD

This campus statement of mission, goals, and specific activities for improving education at Wall High School initiates actions to provide the highest quality educational opportunities for ALL students.

This Campus Improvement Plan has been developed as a result of a collaborative effort by a Campus Improvement Team. The plan will be presented to all staff for approval and disseminated to all staff. Copies of the plan will be available to parents and community members. This data will be analyzed and reviewed by the team in order to identify priority needs. As a result, goals, objectives, and activities have been determined.

As major goals are addressed and specific steps are outlined, resources and expenditures on this campus will be related to the components of this plan.

WALL HIGH SCHOOL

MISSION STATEMENT 2023-2024

Wall High School has maintained a reputation for academic excellence and achievement as evidenced by consistently high test scores both on the national and state levels, as well as the accomplishments of graduates of this district.

We believe that all students are capable of learning the necessary skills to be independent, productive, and useful members of our society.

The aim of Wall High School is to enable our students to develop and apply academic skills and to acquire competencies on which to build a meaningful and productive life.

Wall High School will provide students with a balanced curriculum that will enable students to develop good citizenship characteristics and to appreciate our rich American heritage; to develop sound economic attitudes; and to develop positive attitudes toward the educational process and its importance to the future of America. We will also provide opportunities for all students to develop their abilities to think logically, independently, and creatively, and to communicate effectively.

Wall High School is committed to providing instruction at the highest level and to providing the necessary resources required for a quality educational program. We accept the responsibility of accountability for the results of our programs.

Planning and Decision-Making Team 2023-2024

| Name | Position (Parent, Business Community, Teacher, Student, Administrator) |
|----------------------|---|
| Ryan Snowden | Principal |
| Chelsie Benson | Counselor |
| Terri Walling | Teacher –ELA |
| Shawn Beeles | Teacher – Electives/Science/CTE |
| Emily Wilde | Teacher – Math |
| Vicki Burrows | Teacher – ESL |
| Elizabeth SoRelle | Teacher – ELA |
| Marta Lopez | Teacher – Special Education |
| Craig Slaughter | Teacher – Electives/History |
| April Smith | Teacher – Science |
| Chad Duncan | Parent – Community Rep |
| Paige Jones | Parent – Community Rep |
| Joshua Tanner - WTRC | Business Representative |

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on August 2, 2023.

[illegible]

Wall High School Summary of Findings 2023-2024

| Prioritized Areas of Concern | |
|--|--|
| Areas of Concern | Data Source |
| End-of-Course Assessments in the areas of ELA I/ELA II, Algebra I, U.S. History, and Biology. Continued from previous years. | <i>End-of-Course Summary Reports – Accountability Reports</i> |
| Percentage of all students meeting the Advanced Level III standard in all EOC assessments. Continued from previous years. | <i>End-of-Course Summary Reports – Accountability Reports</i> |
| Percentage of all students, with special emphasis on Hispanic and Economically Disadvantaged subgroups, meeting the Advanced Level III standard on all EOC assessments. Continued from previous years. | <i>End-of-Course Summary Reports and student individual reports – Accountability Reports</i> |
| Further development and implementation of the Gifted and Talented Program. | <i>Feedback from GT students and parents; Feedback from teachers serving GT students.</i> |
| Emphasis on success of students in special programs – Section 504, ESL, and Special Education. Increase use of RTI programs as necessary. | <i>Program data; PEIMS reports; Benchmark results; Accountability reports.</i> |

Commented [RS1]:

State Compensatory Education

The State Compensatory Education program at Wall High School includes a comprehensive, intensive, and accelerated instructional program. It consists of after-school tutorials for students at-risk, in-school tutorials during activity period, and an accelerated course of graduation at our Fairview campus for students at-risk of dropping out. Students who are not successful on the End-of-Course (EOC) administrations as freshmen and sophomores are also entered into accelerated classes in the respective areas. Wall High School offers Math Labs for students who need additional assistance in math, an ELA/Dyslexia Lab for students who need additional assistance in English/Language Arts, Study Skills for students at-risk in all areas, and continues to offer core curriculum instruction with low teacher/student ratios.

Total SCE funds allotted to this Campus: \$48,044

Students are entered into the State Compensatory Education program when they meet one of the 13 State of Texas Eligibility Criteria for State Compensatory Education. Students may also be entered into the program when they fail to meet one of the 13 state criteria, but teachers recommend placement into a Math Lab, ELA Lab, or Study Skills due to low performance. Students are evaluated at the beginning of each year to identify those that qualify.

Students are exited from the State Compensatory Education program when the student no longer qualifies for the program based on the 13 State of Texas Eligibility Criteria for State Compensatory Education. Students are re-evaluated at the beginning of each year.

State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9-12

| EOC | Math % Met Standard | | | Reading/ELA % Met Standard | | | Science % Met Standard | | | Social Studies % Met Standard | | |
|----------------------------|------------------------|------|------|-------------------------------|------|------|---------------------------|------|------|----------------------------------|------|------|
| | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| All Students | 99 | 95 | 97 | 98 | 95 | 99 | 99 | 100 | 98 | 99 | 99 | 100 |
| White | 97 | 97 | 98 | 98 | 98 | 99 | 99 | 100 | 99 | 98 | 100 | 100 |
| Hispanic | 100 | 91 | 93 | 100 | 87 | 98 | 100 | 100 | 95 | 100 | 92 | 100 |
| Economically Disadvantaged | 100 | 80 | 87 | 91 | 91 | 97 | 100 | 100 | 87 | 100 | 100 | 100 |

| Drop Out Data | | 4-Year Longitudinal Rate | |
|---------------|-----------|--------------------------|------|
| 2010-2021 | 2021-2022 | 2021 | 2022 |
| 0.0 | 0.0 | 100% | 100% |

State Compensatory Education

The comprehensive, accelerated instruction program at Wall High School consists in computer-assisted instruction focused on instructional needs of students recognized as At-Risk according to state criteria.

State of Texas and Wall ISD Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten, kindergarten or grade 1,2,3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; The foundation curriculum includes English language arts; mathematics; science; and social studies;
3. Was not advanced from one grade level to the next for one or more school years; Student remains at risk or dropping out of school for the remainder of his/her public school education;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument;
5. Is pregnant or a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; DAEP;
7. Has been expelled in accordance with Section 37.007, TEC during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System(PEIMS) to have dropped out of school; Student remains at risk of dropping out of school for the remainder of his/her public school education;
10. Is a student of limited English proficiency, as defined by TEC Section 29.052
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by school official, officer of the juvenile court, or law enforcement official; Name Change: Now the Department of Family and Protective Services;
12. Is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources 2023-2024

Federal funding sources will be integrated and coordinated with state and local funds to meet the needs of all students.

Program/Funding Source

Federal Programs

| | |
|-----------------|------------------|
| Title I, Part A | \$0 |
| McKinney-Vento | \$100 (supplies) |

State Programs/Funding Source

| | |
|------------------------------|---|
| Career/Technology Education | \$483,618 (salaries and supplies) |
| State Compensatory Education | \$48,044 (salaries and supplies) |
| Gifted/Talented | \$2,229 (ESC XV fee - \$940; Sub pay - \$539; Supplies - \$750) |
| Special Education | \$72,627 (salaries, supplies, and travel) |
| Bilingual/ESL Program | \$400 (Supplies - \$200; Travel - \$200) |

Wall High School Campus Improvement Plan 2023-2024

Goal 1: Wall High School will maintain excellent performance on EOC through relevant and rigorous instruction programs.

Objective: By May 2024, 90% of all students and student groups, including economically disadvantaged, male, female, Hispanic, White, African American, LEP, gifted & talented, bilingual/ESL, migrant, Section 504 and special education will pass all subjects of the EOC exam.

Summative Evaluation: 90% of all students will pass all portions of the EOC assessments.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|--|---|---|--|---|--|
| 1. Identify at-risk and Section 504 students. Track and monitor progress weekly. | All staff | Counselor; Principal | End of each six-week period. | Student educational records | Improved student performance and grades; decreased numbers on failure list. |
| 2. Require failure list reports each six weeks to check progress. | All staff | Principal | End of each six-week period. | Grade Speed report | Improved performance and grades. |
| 3. Require progress reports each 3 weeks. | All staff | Teachers | End of third week each six-week period. | Grade Speed report | Improved performance and grades. |
| 4. Provide Math Lab class for students who are not successful on the EOC Algebra I exam or otherwise qualify under WHS at-risk criteria. | Math Teachers, Counselor, and Principal | Math Teachers, Counselor, and Principal | Beginning of year throughout entire year. | Math Lab Teacher (Wilde); State Comp Ed funds | Increase percentage of students successful on EOC. Increased math performance of students. |
| 5. Provide math and ELA tutorials for students who need additional instruction for EOC exams. | Algebra I, English I, and English II Teachers, Counselor, and Principal | Algebra I, English I, and English II Teachers | Throughout the school year. | State Comp Ed funds (\$30/hr) | Increase percentage of students successful on EOC. |
| 6. Provide accelerated learning for students meeting requirements under HB 1416. | EOC Teachers, Counselor, and Principal | Counselor and Teachers | Throughout the school year. | IXL program; Study Skills Teachers (Lopez, Krieg) State Comp Ed funds | Increase percentage of students successful on EOC. |
| 7. Utilize benchmark testing data for all EOC tested areas. | All staff | Principal, Counselor, Teachers | Varies by subject – 2 nd semester | Released STAAR tests | Strengths and weaknesses in tested objectives. |
| 8. Provide an ELA Lab for students who qualify under WHS at-risk criteria. | ELA Teachers, Counselor, and Principal | ELA Teachers, Counselor, and Principal | Beginning of year throughout entire year. | ELA Lab Teacher (SoRelle); State Comp Ed funds | Increase percentage of students successful on EOC. Increased ELA performance of students. |
| 9. Provide a Study Skills class for students who qualify under WHS at-risk criteria. | Study Skills Teachers, Counselor, and Principal | Study Skills Teachers, Counselor, and Principal | Beginning of year throughout entire year. | Study Skills Teachers (Lopez, Krieg) State Comp Ed funds | Increased student success and decreased student academic frustration in all subject areas. |

Wall High School Campus Improvement Plan 2023-2024

Goal 2: All students at Wall High School will be on pace to graduate.

Objective: By May 2024, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 95%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 95%.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|--|--|--|--|---|---|
| 1. Provide support classes for students who do not pass any portion of the EOC assessment. | EOC teachers, Counselor, and Principal | Principal and Counselor | Implemented at beginning of school year. Monitored throughout the school year. | Math, reading, and science teachers. Student instructional texts as needed. | Have at least 95% of our student pass all required EOC assessments. |
| 2. Provide Alternative Education Program (AEP) for students at-risk of dropping out. | WHS Principal, WHS Counselor, Fairview Alternative Camps Principal | WHS Principal, WHS Counselor, Fairview Alternative Camps Principal | Throughout school year. | Fairview Alternative Campus | Have a measurable dropout rate of less than 1% and a completion rate of at least 95%. |
| 4. Provide money through HB3 for ACT/SAT reimbursement for qualifying students. | WHS Principal, WHS Counselor, WISD Administration | WHS Principal, WHS Counselor, WISD Administration | Throughout school year. | HB3 Funding – Will be based on the number of qualifying tests taken. | Increased student ACT/SAT participation. |
| | | | | | |

Wall High School Campus Improvement Plan 2023-2024

Goal 3: Wall High School will provide a safe and secure learning environment for all students, faculty, and staff.

Objective: By May 2024, the number of incidences involving violence, tobacco, alcohol, and other drug use will be maintained at 100% incident free as measured by 2023-2024 as measured in PEIMS and through discipline referrals.

Summative Evaluation: No incidences of violent or criminal incidences will be reported during school year and a reduction of discipline referrals.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|---|--|--|-----------------------------------|---|--|
| 1. Use of drug dog services/searches for illegal drugs, cigarettes, gun powder, alcohol, etc. | Counselor and Principal | Principal | Each six weeks period | Interquest Detention Canines of West Texas; Funding for program | Reduction of number of tobacco, alcohol, and drug incidences on campus. |
| 2. Have Red Ribbon Week for drug and violence awareness. | All staff | Principal, Counselor, STUCO Sponsors, and MASH Sponsor | Red Ribbon Week – October 2023 | Student council funds for bracelets, banners, and candy for participation. MASH funds – guest speaker | Increased awareness and education on the negative effects of drug use. |
| 4. Implement “Leader In Me” curriculum. | Counselor, Principal, teaching staff | Counselor | Throughout the school year. | Leader In Me software and curriculum materials | Student participation and feedback from teachers and students regarding mini lessons. |

Wall High School Campus Improvement Plan 2023-2024

Goal 4: Parents and community will be partners in education of students at Wall High School.

Objective: By May 2024, at least 90% of all students' parents and/or family members will participate in at least one school sponsored activity for or with their children.

Summative Evaluation: School records indicate that at least 90% of students' parents'/family members participated in partnership in education opportunities.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|--|---|---|------------------------------------|---|---|
| 1. Correspondence between school and home will be in Spanish and English when appropriate. | Teachers, Principal, data clerk and staff | Teachers, Principal, data clerk and staff | Throughout the entire school year. | Translator | Increase involvement from Spanish speaking parents. |
| 2. Encourage parent and student participation in Open House | Entire staff | Principal | Night of Open House | All staff, parents/guardians; community members; letter to notify parents | Increased parental participation in Open House |
| 3. Have 9 th grade and new student orientation | Entire staff | Counselor, Principal | Beginning of school | Handbooks; 9th grade schedules; school map | Increase parental and student participation |
| 4. Hold an end-of-year awards/graduation ceremony. | Entire staff | Counselor, Principal, data clerk and staff | Last day of school | Certificates; diplomas | Increased student performance throughout the school year. |
| 5. Weekly Calendar/Bulletin available for parents on website | Principal; School Secretary | School Secretary | Weekly throughout the school year. | Weekly bulletin; Access to put on website | Increased communication with all parents on weekly events. |
| 6. Extracurricular events – Meet the Hawks, Senior Night, Homecoming, Spring Band Concert | All extracurricular staff | Principal, Athletic Director, Band Director | Throughout the entire school year. | Staff participation and time | Increased parental and community involvement during these events. |

Wall High School Campus Improvement Plan 2023-2024

Goal 5: Wall High School will maintain attendance of least at 97%.

Objective: By May 2024, Wall High School's attendance rate will be at or above 97%.

Summative Evaluation: At least 97% average daily attendance for school year.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|---|---|-------------------------|--|--|---|
| 1. Provide students with student handbook so students and parents will be aware of 90% rule | All teachers and principal | Principal and counselor | August 2023 | Student handbooks | Increase in student attendance. |
| 2. Provide counselor counseling access for all students | Counselor | Counselor | As needed throughout the entire school year. | Teacher, parent, and student reports | Increase in student attendance. |
| 3. Make phone calls to check on absentees | Data clerk | Data clerk | Day of absence | Phones and AGR cards | Increase in student attendance. |
| 4. Send letter to respond to students who have excessive absences. | PEIMS Coordinator; Principal | Principal | End of each 6 weeks. | PEIMS attendance data; Form letter for absences. | Increase in student attendance. |
| 5. Work with district homeless liaison to ensure homeless students' needs for attendance are met. | Principal; Counselor; District Homeless Liaison – Mrs. Benson | Principal; Counselor | As needed throughout the entire school year. | Homeless funds as necessary | Increased attendance by homeless students (when applicable) |

Wall High School Campus Improvement Plan
2023-2024

Goal 6: All students at Wall High School will be taught by appropriately trained and certified teachers.

Objective: By May 2024, 100% of our faculty and staff will be appropriately certified in their teaching fields and receive high quality professional development.

Summative Evaluation: 100% of teachers and paraprofessionals will be certified and meet professional development district goals.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|---|----------------|-----------------------|--------------------------------|--|---|
| 1. Formulate and conduct a procedure ensuring that all staff members are certified. | Entire staff | Principal | Beginning of each school year. | Professional development through Region XV and Small Schools Cooperative | Annual evaluation of teachers meeting certification standards |
| 2. Provide training and professional development to all staff. | Entire staff | Principal | At the end of each semester. | Professional development through Region XV | End of year review of teachers' professional development goals and records. |

Wall High School Campus Improvement Plan 2023-2024

Goal 7: To provide the most appropriate setting in regards to least restrictive environment for all students and provide timely assistance to students who experience hardships.

Objective: Wall High School will provide instructional strategies and identification processes to ensure all students with difficulties receive the proper educational services and a quality education.

Summative Evaluation: Increased graduation rates among students who experience difficulties during their high school career.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Monitoring Timeline | Resources Needed | Evaluation |
|---|---------------------------------------|-----------------------|----------------------|---|--|
| Continued use of RTI to provide necessary remediation and strategies to help students find success prior to referral. | Principal, Counselor, All Teachers | Principal | August 2023-May 2024 | Documentation of strategies used; supplemental materials; Math Lab; Study Skills class; Tutorials | Results Driven Accountability (RDA) report for 2023 |
| Use of Pregnancy Related Services (PRS) when appropriate. | Principal, Counselor, PIEMS Secretary | Principal | August 2023-May 2024 | School counselor services; Fairview Alternative Campus as necessary | Successful completion of high school for all students in PRS services. |
| Use of Homeless Liaison to aide homeless students. | Homeless Liaison; Principal | Homeless Liaison | August 2023-May 2024 | Homeless liaison/school counselor services; Funding from Homeless Services for needed costs. | Successful completion of high school for all students receiving homeless services. |