

**Conroe Independent School District**  
**Washington Alternative**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Washington Alternative High School received a 2023 Overall Texas Accountability Rating of \_\_\_\_\_. This was achieved by meeting all three domain targets:

Student Achievement - Washington Alternative High School = \_\_\_\_

School Progress - Washington Alternative High School = \_\_\_\_

Closing the Gap - Washington Alternative High School = \_\_\_\_

The number of students who satisfied the Meets Grade Level Standard are as follows:

All Subjects - 21%

Reading - 16%

Math - 0%

Science - 19%

Social Studies - 33%

### Student Achievement Strengths

Washington High School serves as a resource for CISD that encompasses non-traditional learners and increases the graduation rates through academic strategies that go beyond the traditional classroom with diverse learning environments. The organization utilizes teaching methods which includes self-paced computer assisted instruction, accelerated learning, credit recovery, traditional instruction, small teacher to student ratios, and individual differentiated instruction. Washington provides an environment of acceptance and encouragement to enable all students to achieve academic, vocational, and social goals including an emphasis on emotional support and post-secondary objectives of every student.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Poor student attendance continues to be an issue that has a negative impact on student academic performance. **Root Cause:** Students have a history of poor school attendance prior to attending Washington HS.

**Problem Statement 2 (Prioritized):** Writing continues to be an area of weakness within all student groups. **Root Cause:** Students are coming to to Washington with a deficit in

both learning and credits. The majority of Washington students are credit deficient in core subjects and lack the skills to be academically successful.

**Problem Statement 3 (Prioritized):** 0% of Washington High School student groups achieved on the Meets level in Math on the STAAR/EOC exam for accountability. **Root Cause:** Teachers need additional training to enhance their current skills and increase student success.

**Problem Statement 4:** Washington's All Student groups did not meet the Meets standard in Science on the 2022-2023 STAR exam for accountability. **Root Cause:** Teachers need additional training to enhance their current skills and increase student success.

**Problem Statement 5 (Prioritized):** Washington's All Student, Hispanic, White, and EcoDis. sub populations group did not meet the "Meets" Standard in ELA on the 2022-2023 STAAR exam for accountability. **Root Cause:** Teachers are not successful in teaching students to decode words for better reading comprehension.

**Problem Statement 6 (Prioritized):** Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability. **Root Cause:** Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.

**Problem Statement 7 (Prioritized):** Students lack the resources they need to achieve at high levels. **Root Cause:** Washington HS receives a limited budget and due to the high number of economically disadvantaged students funds are stretch to meet the needs of each students in the area of basic school supplies and technology for the classrooms.

# Culture and Climate

## Culture and Climate Summary

At Washington Alternative High School, recognizes and appreciates cultural differences. Washington is committed to the social, emotional, behavioral, and academic success of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA).

## Culture and Climate Strengths

At Washington, hiring campus personnel to reflect the cultural and diverse student body is a priority.

"All Means All" at Washington High School. Every Students' academic, social and emotional needs are a priority.

Washington strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Washington, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Washington, social emotional learning functions as an integral part of the total school environment.

Washington High School continues to promote Safe Schools through Safe Schools trainings to keep our school, students, and staff safe.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1:** Students arrive to Washington HS with a lack of motivation, credit deficiencies and minimal self-worth. **Root Cause:** Students have experienced multiple failures with no success, lack of support from school staff or peers, outside stressors, and no sense of belonging.

**Problem Statement 2 (Prioritized):** Some staff members struggle with the constant influx of new student, the variety of challenges new students bring and the rapid changing dynamics of working in an alternative school setting that requires a growth mindset. **Root Cause:** Some staff members struggle with change. We are a dynamic campus and change is constant.

**Problem Statement 3 (Prioritized):** The staff communication as measured by the OHI has decreased over the past few years. **Root Cause:** Several staff members lack the understanding of the levels of confidentiality pertaining to sensitive information and feels they are entitled to know everything that happens on campus.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Washington Alternative HS is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child. Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's school work coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

## Parent and Community Engagement Strengths

Washington Alternative HS has expanded communication to include a variety of forums such as Twitter, Facebook, email, texts, school newsletters, marquees, and phone messages.

Community resource systems have embraced our campus to address identified needs of students.

Washington Alternative HS provides emergency communications to families in English and Spanish.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parental Involvement is inconsistent and inconvenient due to them living so far from the Washington campus. **Root Cause:** The distance that students live from Washington presents particular problems for parents to maintain high levels of involvement.

**Problem Statement 2:** Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. **Root Cause:** External/Internal pressures, mental health problems, and physical health issues are creating escalating cycles of stress.

**Problem Statement 3:** Few parents and students attend academic presentations/activities throughout the year. **Root Cause:** Students come from all areas within district and the distance that families need to travel can be an issue.

**Problem Statement 4 (Prioritized):** Washington requires a high level of communication with parents to keep them involved in their student's education. **Root Cause:** Lack of parental proximity to Washington Alternative HS requires a large variety of communication methods to keep parents engaged. Additionally, parent contact information is not routinely updated.

# Priority Problem Statements

**Problem Statement 1:** Poor student attendance continues to be an issue that has a negative impact on student academic performance.

**Root Cause 1:** Students have a history of poor school attendance prior to attending Washington HS.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Writing continues to be an area of weakness within all student groups.

**Root Cause 2:** Students are coming to Washington with a deficit in both learning and credits. The majority of Washington students are credit deficient in core subjects and lack the skills to be academically successful.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Washington's All Student, Hispanic, White, and EcoDis. sub populations group did not meet the "Meets" Standard in ELA on the 2022-2023 STAAR exam for accountability.

**Root Cause 3:** Teachers are not successful in teaching students to decode words for better reading comprehension.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability.

**Root Cause 4:** Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Washington requires a high level of communication with parents to keep them involved in their student's education.

**Root Cause 5:** Lack of parental proximity to Washington Alternative HS requires a large variety of communication methods to keep parents engaged. Additionally, parent contact information is not routinely updated.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** 0% of Washington High School student groups achieved on the Meets level in Math on the STAAR/EOC exam for accountability.

**Root Cause 6:** Teachers need additional training to enhance their current skills and increase student success.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Some staff members struggle with the constant influx of new student, the variety of challenges new students bring and the rapid changing dynamics of working in an alternative school setting that requires a growth mindset.

**Root Cause 7:** Some staff members struggle with change. We are a dynamic campus and change is constant.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** Students lack the resources they need to achieve at high levels.

**Root Cause 8:** Washington HS receives a limited budget and due to the high number of economically disadvantaged students funds are stretch to meet the needs of each students in the area of basic school supplies and technology for the classrooms.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** The staff communication as measured by the OHI has decreased over the past few years.

**Root Cause 9:** Several staff members lack the understanding of the levels of confidentiality pertaining to sensitive information and feels they are entitled to know everything that happens on campus.

**Problem Statement 9 Areas:** Culture and Climate



# Goals


**Goal 1: Student Achievement and Post-Secondary Success**







CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Maintain the percent of graduates that are college, career, or military ready (CCMR) at 45%.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Tracker

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington will continue to utilize reduced class sizes to meet the needs of the students through small group instruction and differentiated strategies for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the Meets standard on the Reading STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Teachers, Paraprofessionals, Instructional Materials - State Comp Ed - \$2,212,005</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CTE Teachers will continue to identify opportunities for students to earn IBC's.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain 45% or higher CCMR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor CTE Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Washington Alternative HS will increase student achievement in our EL population to meet the meets standard in Reading by providing rigorous learning opportunities, curriculum, and resources that meet students' needs for achieving exemplary academic and post-secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on TELPAS Increased student achievement on STAAR Increased student performance in the classroom Student achievement will increase in English Language proficiency standard</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Paraprofessionals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Teacher - Title III IMM - \$60,000, Instructional material and Instructional Technology - Title III - \$3,642, Paraprofessional - Title III IMM - \$28,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 5:** Washington's All Student, Hispanic, White, and EcoDis. sub populations group did not meet the "Meets" Standard in ELA on the 2022-2023 STAAR exam for accountability. **Root Cause:** Teachers are not successful in teaching students to decode words for better reading comprehension.

**Problem Statement 6:** Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability. **Root Cause:** Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.

**Goal 1: Student Achievement and Post-Secondary Success**






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Overall student performance on the TSI ELA will increase by 5%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will provide targeted tutorials in ELA/Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet expected targeted results on the Reading STAAR/EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ELA Team Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> Washington's All Student, Hispanic, White, and EcoDis. sub populations group did not meet the "Meets" Standard in ELA on the 2022-2023 STAAR exam for accountability. <b>Root Cause:</b> Teachers are not successful in teaching students to decode words for better reading comprehension.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.


**Performance Objective 3:** All student groups will score meets on the Math STAAR exam.







**High Priority**

**Evaluation Data Sources:** STAAR exam

Quarterly Assessments

Common Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will continue to utilize the Aleks program and Delta Math in conjunction with highly qualified teachers to ensure that all student groups will increase 5% on the Math STAAR exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR                      Increased student performance in the classroom                      Student achievement will increase in Math proficiency standard</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Math Team Lead                      Math Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Instructional Materials - State Comp Ed - \$10,702</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Washington will continue to utilize reduced class sizes to meet the needs of the students through small group instruction and differentiated strategies for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the Meets standard on the Math STAAR/EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Math Team Lead Math Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Washington HS will provide targeted tutorials in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet expected targeted results of increasing their scores by 5% on the math STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Math Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Instructional Materials, Extra Duty Tutorials - State Comp Ed - \$7,500</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> 0% of Washington High School student groups achieved on the Meets level in Math on the STAAR/EOC exam for accountability. <b>Root Cause:</b> Teachers need additional training to enhance their current skills and increase student success.</p>



**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** All students will meet the Federal Graduation Rate for the STAAR accountability.

**High Priority**

**Evaluation Data Sources:** STAAR exam

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will work closely with the other high schools in the district to identify those students who are behind in their graduation credits.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to graduate in the 4 yr Federal Graduation rate instead of a 5 yr or 6 yr graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 1, 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Washington HS will closely monitor and address student absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional opportunities and student participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor PEIMS Clerk Attendance Committee</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:**

**Student Achievement**

**Problem Statement 1:** Poor student attendance continues to be an issue that has a negative impact on student academic performance. **Root Cause:** Students have a history of poor school attendance prior to attending Washington HS.

**Problem Statement 6:** Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability. **Root Cause:** Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.



**Goal 1: Student Achievement and Post-Secondary Success**



CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 5:** All student groups will meet the CCMR performance standards.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR exam

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will ensure that all seniors are prepared to take the TSI in the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the CCMR requirements for the STAAR accountability exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Washington HS will conduct quarterly tracking and reporting of CCMR indicators.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the CCMR requirements for the STAAR accountability exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5 Problem Statements:**

**Student Achievement**






**Problem Statement 6:** Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability. **Root Cause:** Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

**Evaluation Data Sources:** Washington HS Budget Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington Alternative HS will maintain fiscal responsibility and maintain regular communication with Activity Accounts Manager and Budget/Travel/Business Accounts Manager to ensure that all expenditures align with campus vision.</p> <p><b>Strategy's Expected Result/Impact:</b> Washington Alternative HS will have not discrepancies related to expenditures and financial records.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p> <p><b>Problem Statements:</b> Student Achievement 7</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**








Student Achievement
<p><b>Problem Statement 7:</b> Students lack the resources they need to achieve at high levels. <b>Root Cause:</b> Washington HS receives a limited budget and due to the high number of economically disadvantaged students funds are stretch to meet the needs of each students in the area of basic school supplies and technology for the classrooms.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** Increase the effectiveness of how the staff functions as a team by increasing the Cohesiveness and Communications dimensions as measured by the OHI.

**Evaluation Data Sources:** OHI

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a systems all of the six campus committees that are designed to improve school function and keep the staff well informed are connected and cohesive.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will meet regularly and work together to solve campus problems related to their assigned committee's responsibilities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Staff members</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 3</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**






Culture and Climate
<p><b>Problem Statement 3:</b> The staff communication as measured by the OHI has decreased over the past few years. <b>Root Cause:</b> Several staff members lack the understanding of the levels of confidentiality pertaining to sensitive information and feels they are entitled to know everything that happens on campus.</p>

**Goal 3:** Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.

**Evaluation Data Sources:** Washington's HQ report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington Alternative HS attends the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Washington Alternative HS will have a 100% HQ staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**








Student Achievement
<p><b>Problem Statement 6:</b> Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability. <b>Root Cause:</b> Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

**Evaluation Data Sources:** Student surveys, staff surveys, and discipline report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will implement the Foundations framework which establishes a preventative, positive, multi-tiered continuum of evidence based behavioral competence of students.</p> <p><b>Strategy's Expected Result/Impact:</b> The Foundations team consisting of staff members will be trained how to collect and analyze data, identify and rank a manageable number of priorities for improvement, and guide the staff in revising, adopting, and implementing new policies and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Foundations Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**






<b>Culture and Climate</b>
<p><b>Problem Statement 2:</b> Some staff members struggle with the constant influx of new student, the variety of challenges new students bring and the rapid changing dynamics of working in an alternative school setting that requires a growth mindset. <b>Root Cause:</b> Some staff members struggle with change. We are a dynamic campus and change is constant.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 2:** Washington will utilize social media platforms such as Facebook and Twitter, Smore newsletter, and School Messenger to maintain an open and clear line of communication with parents.

**Evaluation Data Sources:** Washington Facebook, Twitter, School Messenger, and Smore Newsletter

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will send out a monthly Smores to parent and maintain a presence on social media platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve lines of communication with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 4</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**






Parent and Community Engagement
<p><b>Problem Statement 4:</b> Washington requires a high level of communication with parents to keep them involved in their student's education. <b>Root Cause:</b> Lack of parental proximity to Washington Alternative HS requires a large variety of communication methods to keep parents engaged. Additionally, parent contact information is not routinely updated.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** Washington HS will utilize feedback from parent meetings, and parent surveys to collect data and monitor the culture and climate of the school.

**Evaluation Data Sources:** Parent surveys, and attendance from parent meetings.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Washington HS will send out a survey to parents at end of semester to collect data on the culture and climate of the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Collected data will be analyze and used to make changes to improve the culture and climate of the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 4</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 4:</b> Washington requires a high level of communication with parents to keep them involved in their student's education. <b>Root Cause:</b> Lack of parental proximity to Washington Alternative HS requires a large variety of communication methods to keep parents engaged. Additionally, parent contact information is not routinely updated.</p>








**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Washington HS will ensure that all students and staff utilize technology to maximize learning for all students and to enhance the instructional practices of teachers.

**Evaluation Data Sources:** Classroom Observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development on integration of technology across the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance knowledge and skills of teachers to improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers District Technology Staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**



Student Achievement
<p><b>Problem Statement 6:</b> Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2022-2023 STAAR exam for accountability. <b>Root Cause:</b> Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** Washington HS will utilize the talents of an ELA interventionist and district instructional coaches to address student learning loss in reading and writing.

**Evaluation Data Sources:** STAAR ELA EOC

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborate with district support staff to provide curriculum support and strategies for teachers regarding how to better support students with gaps in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify, monitor, and address students' learning loss.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers District Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Washington will provide pullout intervention instruction in a small group setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have improved their ability to write full essays/research papers with correct grammatical responses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Interventionist - ELA</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Achievement**

**Problem Statement 2:** Writing continues to be an area of weakness within all student groups. **Root Cause:** Students are coming to Washington with a deficit in both learning and credits. The majority of Washington students are credit deficient in core subjects and lack the skills to be academically successful.






**Problem Statement 5:** Washington's All Student, Hispanic, White, and EcoDis. sub populations group did not meet the "Meets" Standard in ELA on the 2022-2023 STAAR exam for accountability. **Root Cause:** Teachers are not successful in teaching students to decode words for better reading comprehension.

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 3:** The Washington teaching staff will be trained on the strategies of The Fundamental 5. The Fundamental 5 empowers teachers with effective strategies that improves instruction.

**Evaluation Data Sources:** Classroom Observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development on The Fundamental 5.</p> <p><b>Strategy's Expected Result/Impact:</b> The Fundamental 5 will equip teachers with instructional practices that help make learning stick and can be used in any classroom, and with any subject.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 5</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Writing continues to be an area of weakness within all student groups. <b>Root Cause:</b> Students are coming to Washington with a deficit in both learning and credits. The majority of Washington students are credit deficient in core subjects and lack the skills to be academically successful.</p> <p><b>Problem Statement 5:</b> Washington's All Student, Hispanic, White, and EcoDis. sub populations group did not meet the "Meets" Standard in ELA on the 2022-2023 STAAR exam for accountability. <b>Root Cause:</b> Teachers are not successful in teaching students to decode words for better reading comprehension.</p>

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional material and Instructional Technology		\$3,642.00
<b>Sub-Total</b>					\$3,642.00
<b>Budgeted Fund Source Amount</b>					\$3,642.00
<b>+/- Difference</b>					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teacher		\$60,000.00
1	1	3	Paraprofessional		\$28,000.00
<b>Sub-Total</b>					\$88,000.00
<b>Budgeted Fund Source Amount</b>					\$88,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers, Paraprofessionals, Instructional Materials		\$2,212,005.00
1	3	1	Instructional Materials		\$10,702.00
1	3	3	Instructional Materials, Extra Duty Tutorials		\$7,500.00
<b>Sub-Total</b>					\$2,230,207.00
<b>Budgeted Fund Source Amount</b>					\$2,230,207.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$2,321,849.00
<b>Grand Total Spent</b>					\$2,321,849.00
<b>+/- Difference</b>					\$0.00