Pflugerville Independent School District

Weiss High School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

Mission Statement

Weiss High School is committed to its tradition of creating a campus culture that encompasses a set of core values. As members of the Weiss High School learning community, you are invited to continue our mission and vision in keeping with these core values:

Integrity ~ Loyalty ~ Grit ~ Honesty ~ Family ~ Humility

Vision

Weiss High School is a community of **integrity** and learning,

Where teachers and administrators mentor and inspire students to reach their highest potential;

Where students are challenged to act with **courage, grit**, and **humility**

as they develop skills that will prepare them to be lifelong learners and productive citizens.

Where every individual feels safe and can identify with a culture of pride, competitiveness, and belonging.

Where **family** and **loyalty** define our destiny.

We are the Wolf Pack!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weiss High School is a comprehensive high school with a student enrollment of 1970 students in grades 9-12 for the 2023-2024 school year. WHS opened in 2017-2018 as the newest high school campus in Pflugerville ISD and graduated its first class of students in 2020. WHS is located on the outskirts of the largest growth area in Pflugerville. When opened to students in Fall 2017, the adjacent subdivision did not exist. Multiple housing developments have been built to the north, northwest, and east of the campus. While the campus had surpassed projected enrollment numbers since being built, there was a decline in student enrollment in 2020-2021 from the prior year by 232 students, through representation across race/ethnic groups remained relatively consistent over the two years. 2021-2022 was a transition year for WHS. As of 2022-2023, WHS no longer meets the eligibility criteria to be a Title I campus. Additionally, as a result of rezoning, Weiss High's enrollment declined.

Student Demographics - Weiss High School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
	(9th - 11th)	**(9th - 12th)**	**(9th 12th)**	**(9th 12th)**	**(9th 12th)**
Total Enrollment	1,939	2,171	2,291	2,357	1970
African American	15.4%	15.2%	15.1%	15.0%	17%
Hispanic	48.1%	47.7%	48.4%	48.9%	35%
White	23.9%	24.5%	24.2%	21.8%	28%
American Indian	0.2%	0.2%	0.2%	0.09%	0%
Asian	7.9%	7.7%	7.8%	11%	13%
Pacific Islander	0.3%	0.1%	0.1%	0.01%	0%
Two or More Races	4.2%	4.6%	4.2%	3.2%	7%

Weiss High School's student group/special program participation has continued to hold steady throughout the school's history, with the exception of a decline of economically disadvantaged students.

Student Special Program Identification/Participation - Weiss High School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Economically Disadvantaged	44.6%	39.3%	36.6%	37.0%	19%
Emergent Bilingual (EB/EL)	13.3%	15.3%	16.6%	19.0%	22%
At-Risk	42.6%	46.9%	57.5%	56.0%	60%
Special Education	9.7%	9.9%	10.5%	10.0%	10%
CTE	72.4%	76.6%	78.5%	84.9%	
Gifted & Talented	6.9%	6.6%	7.6%	8.0%	9%
Dyslexia	3.2%	4.0%	4.1%	4.0%	5%
Section 504	10.7%	11.9%	11.0%	11.0%	12%
Immigrant	2.0%	1.5%	1.8%	1.0%	2%
Homeless	0.9%	0.7%	0.0%	0.0%	0.%
Migrant	0.0%	0.0%	0.0%	0.0%	0%
Campus Mobility Rate (for prior year)	13.7%	12.4%	10.0%	7.2%	not yet reported

Staff Demographics

Weiss High School's teacher to student demographics do not match. The student population of Hispanic and African American students is far greater than that of the staff.

Teacher Demographics - Weiss High School (Source: TAPR)					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Total Teachers	54.7	90.9	114.3	118	123
African American	7.3%	10.9%	7.0%	11.7%	15.6%
Hispanic	22.2%	13.3%	16.1%	13.4%	14.0%
White	66.9%	71.4%	75.1%	72.4%	67.0%
American Indian	0.0%	0.0%	0.0%	0.4%	1.1%
Asian	1.8%	2.2%	0.0%	0.3%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%

Teacher Demographics - Weiss High School (Source: TAPR)					
Two or More Races	1.8%	2.2%	1.7%	1.8%	2.2%

Weiss High School teachers have concentrated experience in the year range of 1-20 years. There is a pretty even number of teachers in the 1-5, 6-10, and 11-20 experience groups.

Teachers by Years of Experience - Weiss High School (Source: TAPR)					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Beginning Teachers	9.1%	9.1%	6.1%	7.0%	5.2%
1-5 Years Experience	25.6%	31.8%	31.3%	29.4%	28.6%
6-10 Years Experience	25.2%	23.0%	26.8%	25.4%	24.1%
11-20 Years Experience	21.7%	22.5%	23.2%	24.1%	25.0%
Over 20 Years Experience	18.5%	13.6%	12.7%	14.6%	16.8%

Demographics Strengths

- WHS is composed of a diverse population of students.
- Experienced teaching staff
- Active and involved community, parents/guardians

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While WHS has a significant number of Economically Disadvantaged students, the campus will no longer receive campus Title I funds to support these students.   **Root Cause:** The current system for getting students and families to sign up for free and reduced lunch services is not successful in getting all students who may qualify to sign up for services.

Problem Statement 2 (Prioritized): With 56% of students identified as At-Risk for dropping out of school, there is a significant number of students in need of support. **Root Cause:** With the increased needs and learning loss, campus Tier 2 and Tier 3 support systems have not been adjusted to meet the need.

Problem Statement 3 (Prioritized): The diversity of the WHS staff is not representative of the student body.   **Root Cause:** Campus hiring practices have been inconsistent.

Student Learning

Student Learning Summary

STAAR EOC Year to Year Trend Data

Overall the campus show significant improvement in the tested areas.   In Algebra 1, scores seem to have been impacted the most by pandemic learning loss. However, in 2022 Math scores increased by 16%. While there have been some decreases in ELA results from 2018 to 2021, the ELA scores are on the rise. ELA I showed a 10% gain in performance in comparison to the scores in 2022. In 2023, gains were also made in Biology, and US History. Biology scores increased by 11%, and US History increased by 9% in comparison to the scores in 2022.

Test	2018 (9th/10th only)			2019 (9th-11th only)			2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
English 1	73%	53%	10%	67%	52%	12%	64%	45%	8%	61%	47%	10%	71%	55%	14%
English 2	82%	72%	12%	76%	58%	8%	70%	56%	8%	66%	54%	7%	72%	57%	11%
Algebra 1	79%	44%	17%	66%	34%	16%	43%	10%	3%	59%	24%	5%	57%	13%	3%
Biology	94%	75%	33%	92%	71%	29%	78%	50%	15%	78%	52%	21%	89%	55%	17%
U.S. Hist.	N/A	N/A	N/A	96%	83%	52%	85%	67%	43%	84%	62%	41%	93%	67%	40%

TEA School Report Card (2022-2023 Accountability Pending):

Overall = Projected 67 out of 100 (D: Acceptable Performance)

- Domain 1 Student Achievement = 67 out of 100 (D: Projected Rating)
- Domain 2 School Progress, Academic Growth = 62 out of 100 (D: Projected Rating)
- Domain 2B School Progress, Relative Performance = 66 out of 100 (D: Projected Rating)
- Domain 3 Closing the Gaps = 67 out of 100 (D: Projected Rating)

WHS Domain 2 School Progress Trend Data

School Progress	Raw Component Score				
	2018	**2019**	**2021**	**2022**	**2023**
Academic Growth	64	59	not included	61	62
Relative Performance (STAAR Performance and CCMR)	54	54	68	53	66
Relative Performance (% EcoDis)	39.5%	49.0%	39.3%	36.6%	

2023 Closing the Gaps

2023 WHS Domain 3 Closing the Gaps Data Table- Pending

AP Course Completion Records To AP Exam Scores Summary during 2023						
Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design			2	1		3
3-D Art and Design	1	2	1			4
Biology	4	8	15	6	1	34

AP Course Completion Records To AP Exam Scores Summary during 2023						
Calculus AB	13	12	6	3	1	35
Calculus BC	11	6	6	2	7	32
Chemistry	1	1	12	5	2	21
Computer Science A	3		1	3	8	15
Computer Science Principles	3	6	18	5	1	33
Drawing		2	4	1		7
English Language and Composition	16	36	23	13	4	92
English Literature and Composition	1	9	26	12	4	52
Environmental Science	6	15	7	5	1	34
French Language and Culture	1		1			2
Human Geography	57	19	24	29	14	143
Macroeconomics	2	12	11	2	3	30
Physics 1	13	22	8	4	2	49
Physics C: Electricity and Magnetism		3	1	4	1	9
Physics C: Mechanics		2	4	3	1	10
Psychology	29	10	11	8	4	62
Research	1		3			4
Seminar			4		1	5
Spanish Language and Culture	1	2	5	5	3	16
Spanish Literature and Culture		1	4			5
Statistics	16	6	3	3		28

AP Course Completion Records To AP Exam Scores Summary during 2023						
United States Government and Politics	5	18	9	3	5	40
United States History	35	24	15	11	7	92
World History: Modern	7	29	51	33	12	132

2022 TELPAS Results

Grade Level	Students Who Progressed at Least One Proficiency Level Spring 2022 to Spring 2023
9th Grade	Data not available in Eduphoria-Pending
10th Grade	Data not available in Eduphoria- Pending
11th Grade	Data not available in Eduphoria- Pending
12th Grade	Data not available in Eduphoria-Pending

College, Career, and Military Readiness Graduates

College, Career, and Military Readiness (Class of 2022; as reported in CCMR Verifier for 2023 Accountability)	
Total Credit for CCMR Graduates	**51%**
Met TSI in BOTH ELA/Reading and Math (earned CCMR)	**38%**
Met TSI in ELA/Reading	**42%**
Met TSI in Math	**41%**
Met Criterion Score on AP/IB in any subject	**26%**
Dual Credit-Earned at least 3 hrs. in Math or ELA	**5%**
Industry Based Certification earned	**11%**
Special Ed. Receiving Advanced Degree Plan	**5%**

Academic Achievement Distinctions Earned: In 2023, Weiss earned pending

Student Learning Strengths

Strengths:

- English II scores increased by 6% in comparison to the scores in 2022.
- ELA I showed a 10% gain in performance in comparison to the scores in 2022. Additional gains were also made in the ELA I & II meets and masters categories.
- In 2023, gains were also made in Biology, and US History. Biology scores increased by 11%, and US History increased by 9% in comparison to the scores in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Intervention in the classroom, and during Wolfpack time is ineffective **Root Cause:** There is a lack of training for Tier 1 and Tier 2 interventions.

Problem Statement 2 (Prioritized): There is a low percentage of students receiving certifications in CTE programs. **Root Cause:** The campus does not have a systemic approach for increasing CTE certifications.

Problem Statement 3 (Prioritized): Weiss High School received an overall accountability rating of D in domains 1, 2, 3, and overall. **Root Cause:** PLC protocols need to be revisited to ensure unpacking unit maps, common assessment development, data analysis, and action planning is done with fidelity.

Problem Statement 4 (Prioritized): For 2023, STAAR EOC data shows math achievement gaps for African American, Hispanic, SPED, Eco Dis., and Emergent Bilingual (EB/EL) student groups. **Root Cause:** Specific strategies to address the needs of specific student groups are not consistently identified and implemented.

Problem Statement 5 (Prioritized): 2023, STAAR EOC data shows ELA achievement gaps for EB/EL, and SPED student groups. **Root Cause:** Specific strategies to address the needs of specific student groups are not consistently identified and implemented.

Problem Statement 6 (Prioritized): 52% of the students who participated in the Advanced Placement exam earned a qualifying score of 3 or higher. **Root Cause:** The campus does not have a systemic approach for increasing student performance.

Problem Statement 7: Fifty one percent of the graduating class of the class of 2022 graduated college and career ready. **Root Cause:** Instructional strategies lack rigor.

School Processes & Programs

School Processes & Programs Summary

The teaching staff at Weiss High School is committed to providing equitable, engaging, and excellent learning opportunities for all students. Weiss High School offers a new teacher mentoring program, new teacher PLC sessions, and new teacher orientation. The campus and district instructional leadership team meet regularly with all teachers through professional learning and PLCs. The campus and district instructional leadership team are available to assist teachers with improving student performance and increasing teacher effectiveness.

The Leadership Team: The campus leadership team implemented a leadership team meeting structure with:

- Weekly leadership team meetings
- Regular Department Chair meetings
- Regular Faculty meetings
- Quarterly CAAC meetings
- Monthly Leaver Team Meetings

Professional Learning Communities: PLC collaboration enables teachers to dive into data together and create lesson designs that help all students succeed. The 23-24 Master Schedule is optimized for PLC meeting time. As a result many PLC meet during the school day.

Technology:

- PfISD provided each student with a Chromebook and each teacher with a laptop to improve instruction.
- Teachers have access to Canvas, a learning management system, to develop course content, resources and course supports that can be accessed digitally by students.

Intervention:

- Students that are in need of academic intervention in accordance with HB1416 will receive a 30-minute interventions through their Wolf Pack Time
- We are striving to build a foundation for reading and math concepts.

College and Career Center:

- Throughout the 2023-24 school year, students received information on TAFSA, FAFSA, and Apply Texas through their courses, advisory, in and evening and weekend sessions.

Discipline Information:

WHS staff has received training on Restorative Practices and Trauma Informed Skills. Each teacher is required to create a treatment agreement with every class, and include a green strategy in daily lesson plans. Additionally, Trauma Informed Skills SEL lessons are taught during Wolf Pack Time. A review of disciplinary infractions is a standing agenda item during weekly leadership meetings. .

Attendance:

Attendance has averaged just above 91% in Spring of 2023. A slight increase in attendance and decrease in tardiness to class is evident in the Fall of 2023. The campus system for

addressing student tardiness was reworked, and has proven effective based on clear hallways after the tardy bell. Passing periods are 7 minutes, so students have sufficient time to transition. Teacher and administrative duty stations were revised, and attendance is taken to ensure various locations are actively monitored throughout the day. Hallway passes are color coded by pods, so a student out of the designated area is easily identified.

Safety:

Student safety is a priority. Drills are conducted using the Raptor system. The implementation of Raptor has increased efficiency with recording drills, accounting for the status and location of faculty, staff, and students.

School Processes & Programs Strengths

- PLC time for EOC courses protected for meeting
- Increased number of student lunches supported by the cafeteria
- Extra Curricular programs provide a multitude of opportunities for students to connect to the campus
- Communication systems between teachers and parents and teachers and students are effective.
- Communication from campus leadership to the community (increased from bi-monthly to weekly Principal messages to community via S'More)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We are not currently maximizing the use of Wolf Pack Time for intervention. **Root Cause:** There are no specific teacher resources or trainings for creating effective, targeted intervention lessons.

Problem Statement 2 (Prioritized): Class sizes are at/or exceed the maximum capacity. **Root Cause:** Staffing allocations decreased which increased teacher to student ratios.

Problem Statement 3 (Prioritized): Office referrals are not always processed and staff are not aware of the outcome of referrals. **Root Cause:** There is not a system for progress monitoring office referral processing, or a system for follow up with staff.

Perceptions

Perceptions Summary

Teacher Celebration/Acts of Appreciation:

- Teacher Appreciation Week
- PBIS teacher appreciation supports

Staff Survey Data: (Spring 2023 Data)

<u>Inclusion</u>

- **95% Administrators at my school actively work towards creating an inclusive school culture.**
- **93%Teachers at my school strive to help all students feel like they belong.**
- **78%My school proactively involves all families in our school community**.

<u>Equity</u>

- **95%Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity.**
- **86% Administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.**
- **93%Administrators at my school respect staff, students, and families of all backgrounds.**

<u>Principal/Teacher Trust</u>

- 70% of faculty and staff believe that the principal looks out for the well being of teachers
- 74% of faculty and staff stated that they trust their principal
- 83% of faculty and staff stated that they believe their principal backs them up when they need support
- **Instructional Leadership**
- 73% of faculty and staff believe that the principal communicates a clear vision for teaching and learning
- 94% of faculty and staff believe that the principal uses data to monitor student progress
- 74% of faculty and staff believe that the principal is an effective instructional leader
- **Appreciation**
- 70% of faculty and staff believe that administrators at their school let them know when they are dong great work
- 79% of faculty and staff believe that teaches are recognized publicly when they are doing outstanding work
- 69% of faculty and staff believe that administrators at their school notice when they are working hard
- **Teacher Voice and Leadership**
- 89% of faculty and staff believe that administrators actively seek input from teachers when making important decisions
- 35% of faculty of staff believe that teachers at my school play an active role in shaping school policies
- 85% of faculty and staff believe that there are opportunities for teachers to take on leadership roles

Perceptions Strengths

- **95%Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity.**
- **94% of faculty and staff believe that the principal uses data to monitor student progress**
- **93%Administrators at my school respect staff, students, and families of all backgrounds.**
- **93%Teachers at my school strive to help all students feel like they belong.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For the Spring 2023 Upbeat survey, WHS has a 59% positive response in the area of Professional Development. **Root Cause:** The campus professional development plan was not geared toward improving teaching.

Problem Statement 2 (Prioritized): For the Spring 2023 Upbeat survey, WHS has a 57% positive response in the area of School Safety and Order. **Root Cause:** There is a lack of consistency and transparency in discipline referrals

Problem Statement 3 (Prioritized): Parental involvement is low **Root Cause:** Campus surveys should be sent in different languages.

Priority Problem Statements

Problem Statement 1: 2023, STAAR EOC data shows ELA achievement gaps for EB/EL, and SPED student groups.
Root Cause 1: Specific strategies to address the needs of specific student groups are not consistently identified and implemented.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: For 2023, STAAR EOC data shows math achievement gaps for African American, Hispanic, SPED, Eco Dis., and Emergent Bilingual (EB/EL) student groups.
Root Cause 2: Specific strategies to address the needs of specific student groups are not consistently identified and implemented.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: 52% of the students who participated in the Advanced Placement exam earned a qualifying score of 3 or higher.
Root Cause 3: The campus does not have a systemic approach for increasing student performance.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a low percentage of students receiving certifications in CTE programs.
Root Cause 4: The campus does not have a systemic approach for increasing CTE certifications.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: While WHS has a significant number of Economically Disadvantaged students, the campus will no longer receive campus Title I funds to support these students.
Root Cause 5: The current system for getting students and families to sign up for free and reduced lunch services is not successful in getting all students who may qualify to sign up for services.
Problem Statement 5 Areas: Demographics

Problem Statement 6: With 56% of students identified as At-Risk for dropping out of school, there is a significant number of students in need of support.
Root Cause 6: With the increased needs and learning loss, campus Tier 2 and Tier 3 support systems have not been adjusted to meet the need.
Problem Statement 6 Areas: Demographics

Problem Statement 7: The diversity of the WHS staff is not representative of the student body.
Root Cause 7: Campus hiring practices have been inconsistent.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Parental involvement is low

Root Cause 8: Campus surveys should be sent in different languages.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: For the Spring 2023 Upbeat survey, WHS has a 57% positive response in the area of School Safety and Order.

Root Cause 9: There is a lack of consistency and transparency in discipline referrals

Problem Statement 9 Areas: Perceptions

Problem Statement 10: For the Spring 2023 Upbeat survey, WHS has a 59% positive response in the area of Professional Development.

Root Cause 10: The campus professional development plan was not geared toward improving teaching.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: We are not currently maximizing the use of Wolf Pack Time for intervention.

Root Cause 11: There are no specific teacher resources or trainings for creating effective, targeted intervention lessons.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Class sizes are at/or exceed the maximum capacity.

Root Cause 12: Staffing allocations decreased which increased teacher to student ratios.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Office referrals are not always processed and staff are not aware of the outcome of referrals.

Root Cause 13: There is not a system for progress monitoring office referral processing, or a system for follow up with staff.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Weiss High School received an overall accountability rating of D in domains 1, 2, 3, and overall.

Root Cause 14: PLC protocols need to be revisited to ensure unpacking unit maps, common assessment development, data analysis, and action planning is done with fidelity.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: Throughout the 2023-2024 school year, WHS teachers will be supported by engaging in professional learning opportunities designed to meet the needs and interest of teachers as measured by a 5% increase in teacher retention.

High Priority

Evaluation Data Sources: Sign-in sheet, meeting agenda, professional learning session surveys, and Upbeat Surveys

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: Weiss High School will recruit, retain and develop a diverse group of faculty and staff for the 2023-2024 to more closely mirror the student demographic.

Evaluation Data Sources: Faculty and Staff demographic data compared to student demographic data

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 3: During 2023-2024, Weiss High School will implement practices that promote the retention of faculty and staff as measured by a 5% increase in teacher retention.

Evaluation Data Sources: Maintain or increase faculty retention rates at WHS.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 4: Weiss HS will decrease employee turnover rate.

Evaluation Data Sources: T-TESS, staff surveys.

Goal 2: PfISD will build a foundation of English and Math

Performance Objective 1: During 2023-2024, Weiss High School will improve Algebra I STAAR EOC results to reflect:

90% at Approaches Grade Level
60% at Meets Grade Level
30% at Masters Grade Level

Algebra I will meet the math targets for all student groups within the Closing the Gaps domain.

> **Evaluation Data Sources:** STAAR EOC results
> District Assessment Data
> Common Assessment Data
> August 2024 TEA Accountability report for Closing the Gaps

Goal 2: PfISD will build a foundation of English and Math

Performance Objective 2: During 2023-2024, Weiss High School will improve English I and English II STAAR EOC results to reflect:

90% at Approaches Grade Level
60% at Meets Grade Grade Level
30% at Masters Grade Level

English I and English II will meet the reading targets for all student groups within the Closing the Gaps domain.

> **Evaluation Data Sources:** Increase in English I and English II EOC results
> August 2024 TEA Accountability report for Closing the Gaps

Goal 2: PfISD will build a foundation of English and Math

Performance Objective 3: Weiss High School will improve 2024 U.S. History STAAR EOC performance to 90% at Meets Grade Level and 50% at Masters Grade Level performance.

> **Evaluation Data Sources:** STAAR results
> Common Formative Assessments
> District Assessments

Goal 2: PfISD will build a foundation of English and Math

Performance Objective 4: By May 2024, Weiss High School will improve Biology STAAR EOC results to reflect:

90% at Approaches Grade Level
60% at Meets Grade Level
30% at Masters Grade Level

Evaluation Data Sources: STAAR EOC results
District Assessment Data
Common Assessment Data

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During 2023-2024, the teachers at Weiss High School will utilize AVID strategies across all courses to increase the percentage of College, Career, and/or Military Ready graduates from year to year.

Evaluation Data Sources: PowerWalk data
Walk through data from AVID leaders
Lesson Plans

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: WHS has established Board-approved goals for every graduating class through 2024, working toward the state goals of College, Career and Military Readiness outlined in HB3. The percentage of to Class of 2024 graduates that meet the criteria for CCMR will increase to 73% (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

Goal 3: PfISD will connect high school to career and college.

Performance Objective 3: The percent of WHS CCMR graduates that meet the threshold as COLLEGE-READY will increase to 62% for the Class of 2024 (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

Goal 3: PfISD will connect high school to career and college.

Performance Objective 4: The percent of WHS CCMR graduates that meet the threshold as CAREER-READY will increase to 35% for the Class of 2023 (by August 2023, and to 38% for the class of 2024 (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2024 TEA Accountability reports for Class of 2023 CCMR results
August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Weiss High School will decrease truancy rates and increase attendance rates for students to meet or exceed a 94% attendance rate for 2023-2024.

Evaluation Data Sources: Attendance Rates
Disciplinary Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: For Class of 2024 four-year graduation rates, Weiss High School will improve graduation rates by 2% for all student groups.

Evaluation Data Sources: Graduation Rates
Decrease in credits for students

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Throughout the 2023-2024 school year, Weiss High School will improve parent resources and parent involvement by 20% as measured by attendance/participation in campus events.

Evaluation Data Sources: Increased parent support on campus
Increased parent knowledge
sign-in sheets

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Provide and monitor appropriate interventions for students who are At-Risk for dropping out of school resulting in a 0% drop out rate.

    Evaluation Data Sources: Student level documentation of supports provided; student progress monitoring.

Goal 4: PfISD will improve low performing schools.

    Performance Objective 5: Weiss HS will develop, implement and monitor systems and processes to improve data-driven instruction resulting in a 3% increase in overall EOC score for the 2023-2024 school year.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Weekly lesson plan templates -Classroom walk-through feedback - coaching conversation meeting documentation - PLC sign in sheets - PLC Agendas - CBA Data

Addendums

CCMR Board Outcome Goal - WEISS HS

The percentage of graduates that meet the criteria for CCMR will increase from 69% to 73% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	73%

Yearly Target Goals -- by Student Group
(Student Achievement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	59%	65%	78%	70%	87%	n/a	77%	51%	60%	n/a	45%	n/a	n/a
2021	59%	65%	78%	70%	87%	n/a	77%	52%	60%	n/a	46%	n/a	n/a
2022	60%	66%	79%	71%	88%	n/a	78%	53%	61%	n/a	48%	n/a	n/a
2023	60%	66%	79%	71%	88%	n/a	78%	53%	61%	n/a	50%	n/a	n/a
2024	61%	67%	79%	72%	89%	n/a	79%	54%	62%	n/a	52%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 17 for Class of 2018 College, Career, and Military Ready Graduates (Student Achievement - Domain 1); district data used due to Weiss HS not having a graduating class until 2020 (for 2021 accountability)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 1 - WEISS HS

The percent of CCMR graduates that meet the threshold as COLLEGE-READY will increase from 58% to 62% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	59%	60%	61%	62%

Yearly Target Goals -- by Student Group
(Student Achivement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	44%	52%	70%	60%	84%	n/a	70%	5%	48%	n/a	27%	n/a	n/a
2021	46%	52%	70%	60%	84%	n/a	70%	10%	49%	n/a	30%	n/a	n/a
2022	48%	53%	71%	61%	85%	n/a	71%	15%	50%	n/a	33%	n/a	n/a
2023	50%	53%	71%	61%	85%	n/a	71%	20%	51%	n/a	36%	n/a	n/a
2024	52%	54%	72%	62%	86%	n/a	72%	25%	52%	n/a	39%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 17 for Class of 2018 College Ready Graduates (Annual Graduates; Student Achievement - Domain 1), rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 2 - WEISS HS

The percent of CCMR graduates that meet the threshold as CAREER-READY will increase from 26% to 38% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
26%	29%	32%	35%	38%

Yearly Target Goals -- by Student Group
(Student Achivement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	25%	25%	20%	35%	n/a	28%	50%	25%	n/a	23%	n/a	n/a
2021	29%	29%	29%	24%	37%	n/a	31%	51%	29%	n/a	24%	n/a	n/a
2022	33%	33%	33%	28%	39%	n/a	34%	52%	33%	n/a	28%	n/a	n/a
2023	37%	37%	37%	32%	42%	n/a	37%	53%	37%	n/a	31%	n/a	n/a
2024	41%	41%	41%	36%	45%	n/a	41%	54%	41%	n/a	34%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 17 for Class of 2018 Career/Military Ready Graduates with Military-Ready Graduates subtracted (Annual Graduates; Student Achievement - Domain 1); rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 3 - WEISS HS

The percent of CCMR graduates that meet the threshold as MILITARY-READY will increase from 1.60% to 2.15% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
1.60%	1.60%	2.00%	2.02%	2.15%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	1.60%	1.60%	1.80%	0.00%	0.80%	n/a	0.00%	0.80%	1.00%	n/a	0.00%	n/a	n/a
2021	1.60%	1.60%	1.80%	0.10%	0.90%	n/a	0.10%	0.90%	1.00%	n/a	0.10%	n/a	n/a
2022	2.00%	2.00%	1.80%	0.20%	1.00%	n/a	0.20%	1.00%	1.00%	n/a	0.20%	n/a	n/a
2023	2.00%	2.00%	1.80%	0.30%	1.00%	n/a	0.30%	1.00%	1.50%	n/a	0.30%	n/a	n/a
2024	2.25%	2.25%	2.00%	0.40%	1.25%	n/a	0.40%	1.25%	1.50%	n/a	0.40%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 18 for Class of 2018 U.S Armed Forces Enlistment (Annual Graduates) (Annual Graduates; Student Achievement - Domain 1)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.