

Waxahachie Independent School District

Waxahachie High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Postsecondary Readiness



Board Approval Date: October 11, 2016
Public Presentation Date: October 11, 2016

Mission Statement

Our Mission

Continuing our tradition of "Excellence in Education," the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

Vision

Our Vision

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

Core Beliefs

Our Beliefs

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that

improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

Comprehensive Needs Assessment

Needs Assessment Overview

Waxahachie High School is a Title I Campus with an overall enrollment of approximately 2100 students on two campuses. A stand alone ninth grade academy and a 10 - 12 campus. More than 43.6 % of students are considered to be economically disadvantaged. Waxahachie High School serves students with a variety of programs including Special Education, 504, G.T. (Gifted and Talented), Advanced Placement and Dual Credit. The ethnicity of students at Waxahachie High School is 13.8 % African American 33 % Hispanic and 50 % White. The Gifted and Talented population is 8.3 %, students with disabilities are 10 % and At Risk population is 45.7 %

Demographics

Demographics Summary

Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs and services to meet their needs. The following data is from the TAPR (Texas Academic Performance Report 2016). Waxahachie High School is 9 - 12 Campus

Total Student Enrollment:

- 2,158

Ethnic Distribution:

- African American: 292 (14.0%)
- Hispanic: 782 (36.2%)
- White: 1010 (46.8%)
- American Indian: 2 (0.09%)
- Asian: 11 (0.51%)
- Pacific Islander: 1 (0.05%)
- Two or More Races: 61 (2.8%)

Student Groups:

- Economically Disadvantaged: 885 (41.6%)
- Limited English Proficient (LEP): 18 (0.08%)
- Students w/Disciplinary Placements (2015-16): 470 (23.2%)
- At-Risk: 1033 (51.0%)
- Special Education: 234 (11.6%)
- Gifted and Talented Education: 109 (5.3%)
- Career and Technical Education: 1,836 403 (90.8%)

Demographics Strengths

- Met TEA Academic Standards

- Student Attendance Rate: 95.6%
- Annual Student Dropout Rate, below the State Average: 2.29%
- Advanced Course Student Enrollment: 35.9%

Demographics Needs

- More Gifted and Talented Students must be identified.
- More Parental Involvement in reaching the Hispanic & African American community will be sought.
- Increase college readiness standards for Hispanic & African American students by recruiting these populations to teach.
- Increase participation of SAT & ACT for all students, primarily Hispanic & African American students by counseling these populations toward more rigorous courses.
- Increase the number of National Merit students.
- identify G.T.students, Proactively screen incoming transferstudents for G.T., test students for gifted services at Waxahachie High School,

Student Achievement

Student Achievement Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Student Achievement Strengths

- The WHS passing percentage in Mathematics at grade 9 are either at or above the state's level on STAAR.
- The WHS passing percentage in Mathematics at grades 10 and 11 is at or above the state's level on TAKS/STAAR
- The WHS passing percentage in Science at grades 10 and 11 is at or above the state's level on TAKS/STAAR
- The WHS Advanced Course Student Enrollment is 33.4%.
- WHS had had increases in SAT/ACT Averages

Student Achievement Needs

- WHS needs viable text to speech software compatible to campus technology to prepare students for STAAR A Test
- Staff needs a greater understanding of the educational needs of students of poverty.
- Low percentage of At Risk students experience success within the regular school day need remediation
- System Safeguards indicate need for intervention with African American, EnglishLagage Learners, andSpecialEducation population in reading.
- System Safegaurds indicate need for intervention with Special Education students in Math and Science.

School Culture and Climate

School Culture and Climate Summary

School culture refers to the school district's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school district and affects how people interact within the system.

School Culture and Climate Strengths

- Purposeful Planning Time "W Lab" for teachers provides alignment and continuity of instruction.
- Communication with all teachers and staff fosters a unified effort.
- "Rachel's Challenge" program provides an understanding climate for staff and students.
- Dual Language Enrichment Model for the Bilingual program establishes optimal learning for ELL Students.

School Culture and Climate Needs

- All teachers and staff need to be trained in SIOP
- The Bilingual program steering committee will identify the needs of ELL students.
- English as a Second Language (ESL) certification should be required for all teachers.
- Student Success Team (SST) Student Behavior intervention plans will be developed for At-Risk students.
- WHS requires service hours for all graduates.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." - Stephen Covey

Staff Quality, Recruitment and Retention refer to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Staff Quality, Recruitment, and Retention Strengths

- All teachers are certified Highly Qualified in regard to No Child Left Behind (NCLB).
- Staff is selected from a strong teacher applicant pool.
- All first and second year teachers participate in the G.U.I.D.E. New Teacher Mentoring program.
- All teachers have the opportunity to receive English as a Second Language (ESL) certification.

Staff Quality, Recruitment, and Retention Needs

- Minority teachers and staff need to mirror the student demographics
- Texas Teacher Evaluation and Support System (T-TESS) training for appraisers and teachers is essential for helping teachers fulfill their potential.
- Technology training for teachers and staff is ongoing via I-Nation Professional Development
- Teacher and staff attendance on Fridays is stressed throughout the school year
- Teacher and staff dress code is consistent and professional.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Curriculum, Instruction, and Assessment Strengths

- 5E lesson planning model provides continuity and thoroughness of instruction.
- TRS (TEKS Resource System) curriculum management storehouse for the district's Guaranteed Viable Curriculum (GVC) assures alignment of TEKS with instruction.
- Emphasis on vertical and horizontal alignment of resources, trainings, and curriculum across all campuses and content areas is also a product of our GVC and Planning.
- WHS uses the Texas Resource System as a guaranteed viable curriculum. This ensures that the curriculum is linked to the TEKS and other standards for student learning.
- To ensure data is used to inform curriculum and instruction decisions, each department will implement common ongoing assessments. Data will be collected through Eduphoria to inform curriculum, instruction and assessment decisions. Through 'heat mapping', identified areas of weakness will be spiraled in for reteaching scenarios.
- Departments will emphasize identified areas of weakness from the data collected utilizing ongoing common assessments, through cross-curriculum collaboration. Teachers will spiral weak areas into lessons, specifically higher level bloom's taxonomy verbs to extend student understanding across different content areas.
- WHS embraces and encourages the use of technology (BYOD) in instruction and practice to align curriculum, instruction and assessment with 21st century learning skills. (BYOD) Re-launched after providing students and staff training on Digital Citizenship.
- To align instructional strategies with student learning needs, Teachers have access to the performance of all student groups. Through District provided purposeful planning days, Teachers will collaborate and plan instructional practices to reach all students. Teachers will also use data collected by the common assessments to drive instructional planning.

Curriculum, Instruction, and Assessment Needs

- District initiatives must be promoted and monitored by campus administrators.

- Development of expectations and a long range plan to support the Dual Language Enrichment Model for the Bilingual program is essential for the successful ELL.
- Focusing the Professional Learning Team (PLT) time on improving instruction is essential for us to be a great school.
- Need a level of secondary expertise within the curriculum department to assist the campus in general.
- Full time ELL/ESL staff member on the Ninth Grade campus to support teachers and students in the current bilingual program.
- PLT is essential for the DC/AP/Pre-AP teachers to improve the overall performance of students in these classes and build the program.
- Because of the new Algebra 1 TEKs being implemented during the 2015-2016 school year, additional staff will be needed (double blocking) to ensure student mastery of new standards.

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students.

Family and Community Involvement Strengths

- English to Spanish translation services are provided for Spanish speakers.
- School Messenger communicates important events to all stakeholders.
- Skyward Parent Portal (grades, attendance, enrollment information, and health record) keeps parents informed of student progress.
- Use of Twitter by the campus and district is another means that keeps our community informed.

Family and Community Involvement Needs

- Enrollment of parents in Skyward Parent Portal will be communicated to our families.
- We must provide consistent and prudent use of School Messenger.
- Parent and community attendance at T.R.I.B.E. Parent Academy events will be stressed.
- Parent and community attendance at the community resources night will be encouraged.
- Open computer lab for parents will help our pursuit of a community of learners.
- Need designated and compensated campus staff to interpret for non english speaking parentsto meet the needs of non englsh speaking parents.
- In order to more effectively engage families in timely communication, WHS will develop app to push info to parents mobile devices. App works on both Apple and Andriod platforms. School will make push for parents to download app and then make regular communications concerning grading periods, testing, and other event. Parent Communication is a area to improve in latest parental needs assessment.

School Context and Organization

School Context and Organization Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

School Context and Organization Strengths

- Purposeful Planning time requires teachers and staff to focus on student success.
- Use of surveys allows our community to provide feedback and assessment on our work.

School Context and Organization Needs

- Alignment of Response to Intervention (RtI) processes is essential to individualize student success.
- Organizational Chart for all departments will increase the efficiency of our school.
- Customer service centered front offices are non-negotiable for our school. (yearly training)

Technology

Technology Summary

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Technology Strengths

- All staff uses Eduphoria for online forms and district common assessments.
- Safari Montage (multimedia content storehouse) provides resources to assist instruction.
- Skyward online student enrollment provides an easy way for our students to enroll and reduces paperwork.
- Purchasing of COW (Computer on Wheels) carts w Chrome Books purchased for SPED and LOTE ; Functioning as a mobile Language Lab
- Purchasing of COW (Computer on Wheels) carts with Chrome Books, 1/one COW per core content area at minimum

Technology Needs

- "Bring Your Own Device" (BYOD) program for grades 9-12 will provide a resource for our learning community.
- Teacher competency skills as defined by the district and state technology assessments will be perfected.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: Waxahachie High School will implement a rigorous and relevant curriculum and engaging educational experiences to ensure equity and eliminate achievement gaps.

Performance Objective 1: By June 2017, 60% of all students and each student group will meet Level II Satisfactory on all sections of the state assessment (STAAR) and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Source(s) 1:






Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum (TEKS Resource System)		Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers	- Campus and District Learning Reflective Walks data in Teachscape - TTESS - TRS questions in CNA survey				
2) (W-Lab) sessions for grade level leaders, department heads, and district teams in all content areas		Curriculum and Instruction Department	- Sessions held four times during the school year - Common scheduling of units of study and plans				
3) Provide staff development for TEKS Resource System.		Curriculum and Instruction Department	Improved planning with use of TRS (TEKS Resource System) documents				
4) Complete Reflective Walkthroughs in areas of need.		Curriculum and Instruction Department, Principals, Teachers	- Improved areas in Teachscape using Refelctive Walkthroughs for Continuous Improvement - Increase of Advanced levels on STAAR - TTESS - AYP Data				
State System Safeguard Strategy 5) Sustain the WISD Framework for Effective Teaching and Learning: (a). Support the online lesson planning system (Eduphoria), (b). Staff development on, Sheltered Instruction, (c). Support the usage of Thinking Maps, and (d). Provide training to classroom teachers in Thinking Maps Refresher Training and Initial Training to new staff		Curriculum and Instruction Department, Principals, Teachers	- Campus and District "Reflective Learning Walks" - Increase of Advanced levels on Texas Assessment instruments - TTESS				

State System Safeguard Strategy							
6) Decrease the gap in STAAR/EOC achievement between student groups in all subject areas by using the following strategies/programs: (a). Thinking Maps, SIOP/Sheltered Instruction, Leveled Literacy Intervention (LLI), Title I/STAAR/EOC remediation courses in grades 9-12.	1, 2, 4, 7, 9	Curriculum and Instruction Department, Principals, Teachers	- Increase percentage of students meeting expectations on the Texas Assessment Instruments - Study Findings Report				
7) Increase staff access to STAAR/E.O.C. and other assessment data for improvement of instruction and learning by using the following programs: Eduphoria Aware, Skyward Student Information System, CLASS	1, 8	Curriculum and Instruction Department, Principals, Technology Lead	- Documentation in PLC Learning Notebooks - Documentation of professional development sessions on Eduphoria Aware - TAPR Reports				
8) Increase student use of technology to enhance academic achievement: (a). Increase access to online learning tools that support mastery of the TEKS and credit advancement and recovery, (b). Increase student mastery of technology TEKS through the academic curriculum, (c). Implementation and integration of Safari Montage into all academic areas, (d). Implementation and integration of a district-wide "Bring your Own Device: (BYOD) program.		Curriculum and Instruction Department, Principals, Technology Lead	- District, Campus, and Teacher STaR Chart data - Student Technology Assessment (5th and 8th grades) data - Increased percentage of students meeting expectations on the Texas Assessment Instruments - PDAS documentation (Domain II, Criterion 9) - Eduphoria Workshop and Portfolios				
9) Develop and implement district standards and expectations for grade level courses for all levels: (a). Review and revise the Grades 9-12 Course Catalogs; including all House Bill 5 implications, and (b). Review and organize Career and Technology pathways and clusters		Director of Career and Technology, Curriculum and Instruction Department, Principals, Counselors, Teachers	- Secondary Course Catalogs - Texas High Education Coordinating Board Report				
10) Increase the percentage of special education students included in general education classes		Director of Special Education, Diagnosticians, Principals	- Student Information System/ Class Roster Information - PBM data				
11) Monitor and revise, as needed, the appropriate identification of students by all student groups in the Gifted/Talented program: Review available identification testing materials		G/T Coordinator, G/T Specialists	G/T student assessment data				
12) Monitor the effectiveness of the Gifted/Talented program for grades 9 - 12: (a). Continue to develop the Gifted/Talented Program Advisory Committee (PAC), (b). Meet quarterly with the PAC, and (c). Present a PAC report to the Board each year		G/T Coordinator, G/T Specialists, PAC Members	District G/T Guidelines				
13) Increase the percent of students who attend a 2 or 4 year career/technical school or college/university by using the following strategies/programs: (a). Career and college awareness, (b). Scholarship and grant opportunities, (c). Financial aid (FAFSA) information workshop, (d) Personal Graduation Plans.		Lead Counselors, Counselors, Principals, Teachers	- Post-secondary enrollment information - Texas High Education Coordinating Board Report				

<p>14) Increase the percent of students participating in Pre-AP, AP, and/or Dual Credit courses:</p> <p>WISD will pay for students to take the AP exam in grades 10th-12th if</p> <ul style="list-style-type: none"> o The student has earned a class grade of 80 and above and has met at least one of the categories below o Testing scores meet one or more of the qualifications EOC-Eng I / Eng II and Alg I scores of 4000+ <p>PSAT Combine score of 107 with a minimum of 50 on the critical reading and/or mathematics test</p> <p>PLAN-Composite score of 23 with a minimum of 19 in English and/or mathematics</p> <p>TSI- Writing 5+, 4 w/363; Reading 351+; Math 350+</p>		<p>Counselors, Principals, Teachers</p>	<p>- Enrollment data - AP test score results</p>				
<p>15) Increase the percent of students taking PSAT and SAT or ACT tests: WISD will pay for students to take the AP exam in grades 10th-12th if</p> <ul style="list-style-type: none"> o The student has earned a class grade of 80 and above and has met at least one of the categories below o Testing scores meet one or more of the qualifications <p>i, § EOC-Eng I / Eng II and Alg I scores of 4000+</p> <p>i, § PSAT Combine score of 107 with a minimum of 50 on the critical reading and/or mathematics test</p> <p>i, § PLAN-Composite score of 23 with a minimum of 19 in English and/or mathematics</p> <p>i, § TSI- Writing 5+, 4 w/363; Reading 351+; Math 350+</p> <ul style="list-style-type: none"> o Any 10th-12th student not meeting criteria can still take the AP exam but will be required to pay. i, § Paying students will be given an opportunity to be reimbursed a portion of their original payment for a score of 3 or higher per exam. o All freshmen interested in taking the exam may do so but will be required to pay. 9th graders may also be given the opportunity to be reimbursed for a portion of the exam fee. 		<p>Counselors, Principals</p>	<p>- State Assessment data - TAPR Data</p>				
<p>16) Increase student performance on PSAT and SAT or ACT tests: (a). Increase the percent of National Merit Scholars, and (b). Offer SAT/ACT courses at Waxahachie High School</p>		<p>Counselors, Principals</p>	<p>- State Assessment data - TAPR Data</p>				
<p>17) Guidance counselors will meet with each student to review their personal graduation plans in order to increase the percent of students graduating on the RHSP and DAP plans or Foundation Plan (H.B 5)</p>		<p>Counselor(s), Principals, Career Technology (CTE) Counselors,</p>	<p>- State Assessment data - TAPR Data - PGP Personal Graduation Plans</p>				
<p>18) Increase the number of students earning technical certification or articulated credits through Career and Technology coursework</p>		<p>Director of Career and Technology, High School Principal, High School Counselors</p>	<p>- CTE enrollment data - PEIMS data</p>				

19) Increase the percent of students meeting the requirements of the RHSP and DAP		Assistant Superintendent, High School Principal, High School Counselors	- TAPR data - Student graduation data - Annual Report to the Board				
20) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks: (a). Research of Dr. Andrea Ogonosky, (b). Literacy, Math, Science, and Social Studies Frameworks, (c). Dyslexia,	1, 2, 3, 8, 9	Curriculum and Instruction Department, Special Education Director, Principals, Asst. Principals, SST Committees, Region 10	- Progress Monitoring Data (Reading Recovery, dyslexia, First Steps and LLI) - Diagnostic tasks (First Steps) - Reduced number of referrals to special education - Reduced number of student retentions				
21) Ensure that all teachers are committed to working collaboratively in processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and SST meetings.	2, 3, 4, 7, 9	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees, Region 10	- Documentation in PLC Learning Notebooks - Purposeful Planning Scheduled Visits				
22) Decrease the percent of students not completing high school by utilizing the following programs and initiatives: (a). Waxahachie High School of Choice, (b). LEAD Program at Waxahachie High School, (c). Summer Programs and STAAR Camp, (d). STAAR Failure Recovery Courses at Waxahachie High School, and (e) Night School		Principals, Counselors, PEIMS Clerks	- PEIMS data - TAPR Report - Course Enrollment numbers				
23) Gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments at purposeful planning sessions to improve student mastery	1, 2	Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches	- District Local Funds - Tribal Council - Survey - Service on a committee - Grade level or department meetings - District Common Assessment data				
24) Review the district Framework for Response to Intervention (RtI): (a). Review RtI plan based on feedback from campus staff, (b). Create and/or identify a Universal Screener for math and reading for all students, 9-12,.		Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches	- Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process				

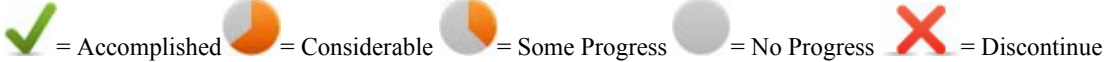
<p>25) 25) Reevaluate Tier I and II district initiatives and programs to the RtI plan and graphic, (a). Reassess roles of the RtI committee members, and (b). Develop tiers for behavioral RtI plan for grades 9-12.</p>	<p>Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches</p>	<p>- Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process</p>				
<p>26) 25) Reevaluate Tier I and II district initiatives and programs to the RtI plan and graphic, (a). Reassess roles of the RtI committee members, and (b). Develop tiers for behavioral RtI plan for grades 9-12.</p>	<p>Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches</p>	<p>- Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Waxahachie High School will implement a rigorous and relevant curriculum and engaging educational experiences to ensure equity and eliminate achievement gaps.

Performance Objective 2: PO2

Evaluation Data Source(s) 2: With enriched instruction, ELL students performance on state assessments will improve by 10%.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Increase the number of ESL certified teachers: (a). Provide certification training by district personnel, and (b). Provide reimbursement for ESL certification testing and certification fees</p>		LEP/Bilingual/ESL Coordinator, Principals - E.L.L. Aide	- HR Certification Records - Campus Master Schedules - Campus Staffing Plan (Mrs. Serna)				
<p>State System Safeguard Strategy</p> <p>2) Increase the percentage of LEP students earning the Advanced High proficiency rating: (a). Continue the use of SIOP/Sheltered Instruction strategies in the classroom, (b). Review and purchase appropriate resources.</p>		- LEP/Bilingual/ESL Coordinator, LPAC Committees, Principals, Teachers - E.L.L. Aide	TELPAS assessment data - Campus Staffing Plan (Mrs. Serna)				
<p>State System Safeguard Strategy</p> <p>3) Increase percentage of LEP students who improve by one or more proficiency levels: (a). Continue the use of SIOP strategies in the classroom, (b). Review and purchase appropriate resources.</p>		LEP/Bilingual/ESL Coordinator, Principals, LPAC Committees, Teachers - E.L.L. Aide	TELPAS assessment data - Campus Staffing Plan (Mrs. Serna)				
							







Goal 2: Waxahachie High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Ensure that 80% of campus funds will be allocated toward student achievement efforts.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs	1, 10	Principal	- District Guidelines for Federal and State Funds - Audit Findings				
2) Increase collaboration between the business department and local/state financial advisors, TASBO, auditors, and the appraisal district to project property value and student population growth to determine financial resource projections		Principal	- Board Reports - Budget preparation documents				
3) Develop staffing priorities and plans based on proposed funding projections to meet district/student needs		Principal	- Staffing Plans - Staffing Requests				
4) Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask the District Leadership Team to prioritize student, campus, and district needs	1, 2	Principal	- TASB Audit - District Improvement Plan Measures				
5) Evaluate existing technology hardware and software usage and standards; provide a model for revision		Principal	- District Technology Plan - Board Reports - Audit Findings				
6) Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms	1, 10	Principal	- District Technology Plan - Board Reports - Audit Findings - ARRA Funds - Reports and Audit Findings				
7) Complete internal fixed assets audit		Principal	- Fixed Assets Report				
8) Increase the number of internal building inspections to identify and anticipate needs and provide appropriate funding for preventive maintenance		Principal	- Inspection Report - Needs Assessment - Board Reports - Facilities Plan				

9) Decrease the number of forms for teachers, staff, and parents and ensure the remaining forms are available online		Principal	<ul style="list-style-type: none"> - Forms in Employee Portal - Paper and Copying Budget Reports - Forms in Eduphoria - Use of Skyward Parent Access 				
10) Transportation will be followed for foster care (if needed) according to district policy.		Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison	<ul style="list-style-type: none"> - Transportation Records - Budget documents 				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Waxahachie High School will recruit, develop, retain, and recognize an exceptional, highly effective and motivated staff to optimize student engagement and learning.

Performance Objective 1: 100% of teachers will be highly qualified by November, 2016.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status	1, 3	Principal	- HR Certification Records - Staffing Report - Eduphoria Workshop report				
2) Provide incentives for teachers to obtain ESL, Bilingual, and/or GT certification/endorsement		Principal	- HR Certification Records - Staffing Report - Eduphoria Workshop report - SBEC report				
3) Assign highly qualified teachers in equal proportions to all campuses	2, 3	Principal	- NCLB Highly Qualified Report - Principal Survey Data - Staffing Report				
4) Support a Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program)	3, 4, 5	Principal	- Zoomerang Survey - Teacher Retention data - Meeting agendas and/or documentation and sign-in sheets				
5) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning	1, 2, 3, 4	Principal	- Professional Development enrollment information (Eduphoria/Workshop) - Eduphoria Catalog Body report - Learning Walk documentation - Teacher Professional Development Portfolios				
6) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a). Provide training on meeting norms and protocols, (b). Provide common planning periods on each campus master schedule.	1, 2, 3, 4	Principal	- District Annual Survey - Learning Notebooks - Master Schedules - WISD Scholastic Calendar - Purposeful Planning agendas - District e-mails				
7) Provide continued support and training for all applicable components of Eduphoria: (a). Review role of Eduphoria, (b). Review registration logistics, (c). Review WISD Professional Development Guidelines, (d)	1, 2, 4	Principal	- Eduphoria documentation - Teacher Professional Development Portfolios - District Annual Survey				

8) 8) Review District and SBEC requirements for certification renewal.		Principal	- Eduphoria documentation - Teacher Professional Development Portfolios - District Annual Survey				
9) 8) Review District and SBEC requirements for certification renewal.		Principal	- Eduphoria documentation - Teacher Professional Development Portfolios - District Annual Survey				

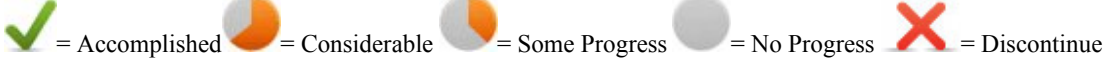
 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Waxahachie High School will monitor growth and plan for an orderly, systematic process to ensure quality programs and facilities.

Performance Objective 1: Trends in staffing, facility, and program needs will be gathered during 2016-17 to be prepared for the 2017-18 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze both short and long term needs for school facilities and project the additional costs for potential staffing needs		Principal	- Demography Report - Long Range Plan Report - City of Waxahachie Land Use Zone Reports - PEIMS Data - Staffing Plans				
							






Goal 5: Waxahachie High School will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 1: Create an environment where 90% of the students feel safe and secure.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a survey about safety issues to be administered to students during the 3rd six weeks and a follow-up survey to be administered during the 6th six weeks. Use the information to determine what safety issues need to be addressed.		- Principal - Asst. Principals - Security Officers	- Needs assessment data - Board reports				
2) Review and implement the district's Human Sexuality Program curriculum at grades 6-12		Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC)	- Curriculum - Workbooks - Online resources - SHAC minutes and presentations				
3) Support the district policy on awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse, (c). Sexting, (d). Dating violence, including enforcement of protective orders, (e). Binge Drinking, (f). Childhood Obesity, (g). Suicide Prevention.		Principal and Counselors	- District policy - Curriculum and lesson activities - SHAC minutes and presentations - Discipline reports - Alternative campus assignments				
4) Develop and implement a plan to assist students and parents who transition between campuses or grade levels	6	Principal and counselors	- Campus Orientation guidelines - Parental Involvement Policy and Compact				

<p>5) Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students: (a). Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, or additional PRS contact hours for the prenatal or postnatal special education homebound student provided by a certified teacher, nurse, counselor, or social worker, (b). Individual counseling, peer counseling/support group, and self-help programs, (c). Career counseling and job-readiness training, (d). Child care for the students with children, if applicable,</p>		<p>Director of Career and Technology, Ellis County School Age Parenting/CTE Coordinator, PRS Staff, CEHI Instructor</p>	<p>PEIMS data - TAPR Report - Home Inspection Logs - PRS Program Student Files</p>				
<p>6) 6) Provide Transportation for children of students to/from the campus or childcare center, (a). Transportation for students to/from home, campus, and district childcare provider (if student meets WISD transportation guidelines), (b). Instruction related to child development, parenting, and home and family living. and (c). Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs</p>		<p>Director of Career and Technology, Ellis County School Age Parenting/CTE Coordinator, PRS Staff, CEHI Instructor</p>	<p>PEIMS data - TAPR Report - Home Inspection Logs - PRS Program Student Files</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Waxahachie High School will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 2: P.O. 2

Evaluation Data Source(s) 2: Discipline incidents will decrease by 10% each semester. This year, student attendance rate will be at or above 95%

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through uniform collaborative school wide discipline procedures discipline will support a decrease by 10 % and increase Student attendance. Discipline Management [TEC 11.252 (a) (3) (E)] and Discipline Management Programs [TEC 11.252] including: a. prevention of and education concerning unwanted physical aggression, b. sexual harassment c. prevention, identification, response to and reporting of bullying or bully like behavior.		- Asst. Principals - Professional Staff and Para Professionals - Attendance Clerks	- Skyward discipline reports by grade levels - PEIMS Reports - Attendance Reports - Attendance Rate 97%				

Goal 5: Waxahachie High School will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 3: P.O. 3

Evaluation Data Source(s) 3: Dropout rates will decrease by 10% during 2016-17.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Decrease the percent of students not completing high school by utilizing the following programs and initiatives: (a). Waxahachie High School of Choice, (b). LEAD Program at Waxahachie High School, (c).Comprehensive Counseling Program (d).Night School (e). TAKS/STAAR Remediation Courses at Waxahachie High School		- Principals, - Counselors, - Attendance Clerks - PEIMS Clerks,	- PEIMS data - TAPR Report				
2) Increase attendance rate through exemption polices tied to attendance and discipline Implement Strive to drive contest		- Principals, - Counselors, - Attendance Clerks - PEIMS Clerks	- Amount of students qualifying for test exemptions - Students qualifying for free car giveaway (Strive to Drive) -PEIMS Data Reports -TAPR Reports - Attendance Reports				
							

Goal 5: Waxahachie High School will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 4: P.O. 5

Evaluation Data Source(s) 4: In order to more effectively engage families in timely communication, WHS will develop app to push info to parents mobile devices. App works on both Apple and Andriod platforms. School will make push for parents to download app and then make regular communications concerning grading periods, testing, and other event. Parent Communication is a area to improve in latest parental needs assessment.

Summative Evaluation 4: Met Performance Objective






Goal 6: Waxahachie High School will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: P.O. 6

Evaluation Data Source(s) 1: Parental engagement will increase by 20% this year by creating informational activities based on parent needs.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activity opportunities on all WISD campuses (specifically UIL, clubs, and organizations), and (b). Provide parents with information about how the district defines high-quality teaching and learning	1, 6	Principal	- Parent/Teacher Conference - District and Campus Websites - Extra-curricular Activity Brochure - Campus Orientations - WISD Showcase participation - Open House - Guide to the TRIBE night - College Credit Night				
2) Revise and update campus, and teacher websites to ensure parents have access to pertinent information and news:		Principal	- Review of the websites - Annual District Survey data - Annual Parent survey -Department Heads and Teacher reviews				

3) Increase student awareness of and access to career and college planning information: Schedule College Night, Career Night, and College Funding Opportunities Session at Waxahachie High School Financial Aid Night (FAFSA) workshop, continual updates of available scholarships		Principal and counselors	<ul style="list-style-type: none"> - Event Sign-in Sheets - Texas Higher Education Data - Annual District Survey data - Four Year Plans - Review of data of graduating seniors - Scholarships earned 				
4) Provide Practical Parenting Education classes a minimum of 1 per semester.		Principal and Counselors	<ul style="list-style-type: none"> - Event Sign in Sheets - Purchase Orders ; Parental Involvement Funds Expenditures 				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Sustain the WISD Framework for Effective Teaching and Learning: (a). Support the online lesson planning system (Eduphoria), (b). Staff development on, Sheltered Instruction, (c). Support the usage of Thinking Maps, and (d). Provide training to classroom teachers in Thinking Maps Refresher Training and Initial Training to new staff
1	1	6	Decrease the gap in STAAR/EOC achievement between student groups in all subject areas by using the following strategies/programs: (a). Thinking Maps, SIOP/Sheltered Instruction, Leveled Literacy Intervention (LLI), Title I/STAAR/EOC remediation courses in grades 9-12.
1	2	1	Increase the number of ESL certified teachers: (a). Provide certification training by district personnel, and (b). Provide reimbursement for ESL certification testing and certification fees
1	2	2	Increase the percentage of LEP students earning the Advanced High proficiency rating: (a). Continue the use of SIOP/Sheltered Instruction strategies in the classroom, (b). Review and purchase appropriate resources.
1	2	3	Increase percentage of LEP students who improve by one or more proficiency levels: (a). Continue the use of SIOP strategies in the classroom, (b). Review and purchase appropriate resources.

Title I

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.

2: Schoolwide Reform Strategies

Schoolwide reform strategies that –

- provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
- use effective methods and instructional strategies that are based on scientifically based research that—

--strengthen the core academic program in the school;

--increase the amount and quality of learning time, such as providing an extended school year, before-and after-school and summer programs, and help provide an enriched and accelerated curriculum; and

--include strategies for meeting the educational needs of historically underserved populations.

- include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—

--counseling, pupil services, and mentoring services;

--college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

--the integration of vocational and technical education programs; and address how the campus will determine if such needs have been met; and

- are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality highly qualified teachers to high-needs schools.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Secondary Campus - Does Not Apply

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dustana Stewart	Intervention Teacher	Title I/ELAR	1.0
Monica Scoggins	Intervention Teacher	Title I/Math	.5

2016-2017 Campus Advisory Team

Committee Role	Name	Position
Administrator	Dr. AL Benskin	Principal
Administrator	Dawn Hilburn	Associate Principal
Business Representative	Nikeesia Ransom	SWAGG Programs
Classroom Teacher	Jensine Mata	Teacher (SPED)
Classroom Teacher	Lea Sullivan	A.S.L. Teacher
Classroom Teacher	Shyla Vire	C.T.E. Teacher
District-level Professional	Letty Bernal	Federal Programs W.I.S.D.
District-level Professional	Ryan Kahlden	Assistant Superintendent of Finance
Non-classroom Professional	Megan Mills	W.H.S. Librarian
Non-classroom Professional	Kevin Nesmith	Counselor
Parent	Peggy Linguist	