Waxahachie Independent School District

Waxahachie Global High

2021-2022 Campus Improvement Plan

Mission Statement

Waxahachie Global High will develop the talents of students and foster a desire to pursue higher education by immersing them in a smaller unconventional learning community that maximizes their talents through the integration of academics with technology in a hands-on, real world environment.

Vision

The vision of Waxahachie Global High is to educate a diverse student population, many of who are first generation college students, and provide these students with the opportunity and skills required to become a successful college student. The students at the school are exposed to a more rigorous and relevant curriculum which is geared towards the higher standards of a college curriculum. The school uses project-based learning techniques to have the students use higher-ordered thinking skills and problem-solving strategies. These skills and strategies allow the students to become adaptable in an ever changing global community and become better equipped at obtaining careers that are not in existence today. The exemplar program allows the faculty and staff to aid these students in fulfilling their dreams and career goals.

Core Beliefs

Waxahachie Global High is designed to attract first generation college students, minorities, females and students wishing to pursue a career in a STEM field and provide them with a free post-secondary education for the first two years. Ideally, these students would graduate with the Associates Degree before transferring to a four year university. The orientation curriculum proposed by Waxahachie Global High School would help get the students college-ready by exposing them to the rigors of various college-level expectations.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waxahachie Global High School is an ECHS school with an enrollment of just under 400 students. The breakdown by grade level is 138 ninth-graders, 85 tenth graders, 77 eleventh graders, and 82 twelfth-grade students. This high school offers unique coursework in Engineering, Health Science, and Computer Science. It is an official Texas CCRM Campus. Waxahachie Global serves students with a variety of programs including GT, ELL, and At-Risk.

The following data is from the Texas Education Agency 2019 Accountability ratings Overall Summary. This campus is not identified for comprehensive support and improvement.

 The campus earned four distinctions in the Accountability Summary.

Total Student Enrollment:

- 352

Ethnic Distribution:

- African American: (6.5%)
- Hispanic: (24.6%)
- White: (63%)
- American Indian: (0.8%)
- Asian: (1.6%)
- Pacific Islander: (0.5%)
- Two or More Races: (3%)

Student Groups:

- Economically Disadvantaged: (32.1%)
- Limited English Proficient (LEP): (1.1%)
- Students w/Disciplinary Placements (1.2%)
- At-Risk: (21.4%)
- Special Education: (1.9%)
- Gifted and Talented Education: (12.4%)
- Career and Technical Education: (100%)

"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.

Demographics Strengths

- Graduation Rate 100%
- Student Class Size Averages 19.4
- Student Attendance Rate: 96.7%
- Annual Student Dropout Rate, Grades 9-12:0.0%
- Advanced Course Student Enrollment: 85.8%
- TSI ELA: 85% of all students on campus have passed.
- TSI Math: 64% Junior Class 95% of Seniors have passed. We do not give the math section until the end of the sophomore year.
- Average SAT score:1089 ACT score: 24.3
- Many of the teachers come to us by word of mouth. Word is spread by teachers who are already on the campus, or from the school's reputation for excellence.
- G.U.I.D.E. New Teacher Mentoring program
- All teachers are highly qualified/ certified in their subjects for both high school and college.
- Collaboration and support from the colleges we partner with, Navarro / University of Texas Tyler.
- The campus has been able to hire many female teachers to fill STEM areas, reflecting our growing female number of students involved in STEM courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite high scores enrollment is down. **Root Cause:** Global needs to be more visible to Junior High students within the district.

Problem Statement 2: It is difficult to get a diversity of race within the teachers. **Root Cause:** A lack of minority applicants.

Problem Statement 3: To meet our enrollment goals from the district of 600 students in 21-22 we need to be more visible not just to our community but to our surrounding communities. **Root Cause:** Many people who could take advantage of what we offer do not realize they could attend here at Global.

Student Learning

Student Learning Summary

1. 95% of all students passed all End of Course exams.

2. 90% of all students have successfully taken and passed the college Texas Success Initiative Exam allowing them to take college courses.

3. The campus earned an overall rating of an "A" under the state's Accountability Performance ratings.

4. The campus also earned all four Distinction Designations for the 2019 school year.

Student Learning Strengths

- Our campus overall passing percentage in ELAR at all tested grade levels is above the state's level.
- Our campus overall passing percentage in Mathematics at grade 9 is above the state's level on EOC.
- Our average ACT / SAT scores are above the state level.
- Average Years of Teacher Experience: 12 years
- Advanced Course Student Enrollment: 98%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many at risk students still struggle with the course work, which can be exacerbated by the rigorous courses offered, **Root Cause:** At risk students are at risk for many reasons, but often the underlying problem comes from gaps in their learning.

Problem Statement 2: The districts African American community is not taking advantage of our college offerings. **Root Cause:** There is a lack of knowledge within that demographic of the possible advantages we offer.

School Processes & Programs

School Processes & Programs Summary

The curriculum/curricula 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. In addition, Global High School follows the curriculum of Navarro College and the University of Texas at Tyler in offering college classes for dual credit on Global's campus to an ensure rigorous academic curriculum.

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. Global High School engages in Campus Advisory Team meetings, Professional Learning Communities, Two Parent-Teacher Organization, 504 and Special Education meetings. All staff members are to have duties, to serve on campus committees, and to engage in school-wide communication on a regular basis.

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.

School Processes & Programs Strengths

- 5E lesson planning model
- TRS Curriculum management storehouse for the district's Guaranteed Viable Curriculum (GVC)
- "The Fundamental Five' Training. and use in the classroom.
- Purposeful Planning time in every teacher's schedule.
- Emphasis on a vertical and horizontal alignment of resources, training, and curriculum across all campuses and content areas.
- Cross-Curricular lessons.
- Training sessions for teachers and students from both colleges we partner with.
- Learning Walks
- Campus committees allow a voice for the teachers, staff, parents, and community
- District/Campus WLab Purposeful Planning time
- Staff e-mails and an Outlook calendar / Google calendar
- Virtual staff meetings when scheduling doesn't permit face-to-face meetings.
- Group Teacher Facebook/Twitter page
- Individual Teacher web-pages
- Currently Global has six computer labs open for student use and instruction
- We are also a BYOD "Bring your own device" Campus, allowing students to bring their own laptops and other devices.
- Google Classroom
- Use of Eduphoria for online forms and district common assessments
- The Canvas program for both student and parent access to student assignments
- Teacher Tube
- New Naviance Program
- Ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls
- Skyward for online student enrollment and grade reporting.
- Continued professional development at both the district and campus levels for technology use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus needs more interaction with UT Tyler for both teachers and students. **Root Cause:** The problem comes from UT Tyler being two and a half hours away from us.

Problem Statement 2: There is a need to offer PLC's and teacher training by department that we can not meet. **Root Cause:** There are different levels of understanding concerning PLC's. we will be doing some training sessions this year on {PLC's to help get everyone competent and on the same level.

Problem Statement 3: Even though we are a BYOD campus many students still use their phone as the go to device when a larger screen or stronger device would work better. **Root Cause:** Phones are strong devices, easy to carry, and always in the hands of students. Yet they are small and sometimes limited for many programs.

Problem Statement 4 (Prioritized): We need to offer not just computers, but other machinery to stay on top of real world applications. **Root Cause:** Technology is constantly changing and evolving.

Problem Statement 5: Our teachers are sometimes not able to provide as much remediation as students need. **Root Cause:** There is a lack of one-on-one tutoring time that might be helped with the use of technology.

Problem Statement 6 (Prioritized): The instructors do not know how to utilize everything available to them to operate in a modern and efficient way. **Root Cause:** There is a lack of training and time to train.

Perceptions

Perceptions Summary

Global High School is an Early College High School where students have the opportunity to take dual credit classes at the same time they are working on their high school classes. This allows the students the chance to earn an Associates' Degree from Navarro College at the same time they earn their high school diploma. Global High School offers STEM classes where all students can take science, engineering, math, and technology classes, in addition, we offer a Health Science track. This prepares the students for careers after they graduate from high school and college. Global High School has a second higher education partner in the University of Texas at Tyler. UTT offers dual credit in STEM classes and transcript-ed credit in engineering through an articulation agreement. We are a small campus offering a family atmosphere geared toward the success of our students.

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. We offer parents the opportunity to participate in the PTO, and to volunteer on campus. The amount of involvement is up to the family. there is no required involvement.

Perceptions Strengths

- Teachers are allowed planning time with teachers of their grade level and/or their department whenever possible.
- Students embrace the STEM learning style that requires collaboration. This breaks down clicks and barriers found on conventional campuses.
- Small school climate where everyone knows everyone else.
- Tutorial and Club/Organization time. Advisory is a time where students interact as a family and help each other with coursework.
- Many guest speakers come throughout the year giving students an opportunity to see what is available after high school.
- Early College High School design allows students to feel in control of their own learning.
- A student chooses to trade band, sports, and drama for academics allowing them to graduate with an Associate's Degree as they graduate from High School.
- English to Spanish translation services
- School Messenger
- Skyward Parent Portal (grades, attendance, enrollment information, and health record)
- Teacher Web Pages
- The use of Facebook, Remind, and Twitter by the school
- Canvas usage by the teachers that allows parents to follow what their students are doing and performing in the classroom.
- The new Naviance and Canvas programs.
- Global has a Steering Committee made up of a broad group of members from the community that also help to guide and direct the school. The Global Steering Committee works to plan how Global looks in three, five, or seven years from now.
- Global has a small school feel with only about four hundred students. Everyone tends to know everyone else. Global also has a strong Parent Teacher Organization. Parents are invited to the campus many times a year for a range of meetings dealing with social, collegiate and high school topics. Many of our families develop strong friendships over the years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of free time in the schedule for students to enjoy each others company. **Root Cause:** The classes are very rigorous and require students to be on task much of the their time at school.

Problem Statement 2: Many parents feel excluded from the PTO. **Root Cause:** The PTO has changed its direction from a traditional Parent organization to a scholarship

provider. The primary fundraiser is to work at Texas Stadium. Many parents just don't want to spend the long hours doing that. Also over the last year, the PTO was not allowed to meet on campus and the program has fallen in disarray.

Priority Problem Statements

Problem Statement 1: We need to offer not just computers, but other machinery to stay on top of real world applications.

Root Cause 1: Technology is constantly changing and evolving.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The instructors do not know how to utilize everything available to them to operate in a modern and efficient way.

Root Cause 2: There is a lack of training and time to train.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a lack of free time in the schedule for students to enjoy each others company.

Root Cause 3: The classes are very rigorous and require students to be on task much of the their time at school.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Global High School will empower students to achieve academic growth and success through a strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2022, 90% or more of all student groups (Caucasian, African American, Hispanic, Economically Disadvantaged, English Learners, and Special Education) will meet 'Approach Grade Level' on all sections of the End Of Course test.

    Evaluation Data Sources: Texas Academic Performance Report -TAPR Report, Common Assessments, End of Course, Benchmarks, 6-week grades, Comparison of previous years, Skyward Data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the TEKS resource system to build common assessments and lesson plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Teachers will create specific lessons relating to the TEKS. - Student Achievement - Provides vertical and horizontal alignment to improve instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, various staff members **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Curriculum planning sessions for grade-level leaders, department heads, and district teams in all content areas	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Increase student achievement. - Improve the quality of lesson plans. - Scores will improve on the District Progress Measures. - EOC scores will improve. - Engaging, hands-on lessons/activities will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Department Heads, various staff members. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 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 Global High School	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students better prepared for college transition. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, and staff members. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews		
Strategy 4: Develop and implement a Parent Compact to engage parents in their child's educational experience.		**Formative**		**Summative**
Strategy's Expected Result/Impact: A strong bond between parents and teachers as well as a more successful student.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Staff members.				

Strategy 5 Details		Reviews		
Strategy 5: Increase the number of walkthroughs in all core classes.		**Formative**		**Summative**
Strategy's Expected Result/Impact: - Increase of Advanced levels on STAAR - Increase the number of walkthroughs - Increase student engagement.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal				
ESF Levers: Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 6 Details		Reviews		
Strategy 6: Keep College, Career, Military, & Readiness (CCMR) target at 100%.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Continue to monitor and promote CCMR qualifying components.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant, counselor, and teachers.				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Global High School will empower students to achieve academic growth and success through a strategically designed curriculum and dynamic instruction.

Performance Objective 2: To meet the CCMR goals for ECHS schools, Global will try to attract 80% of next year's students from the At Risk, and minority populations.

> **Evaluation Data Sources:** The State TEAL report.

Goal 2: Global High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: By May 2022 Global High School will maintain 100% compliance with the District Safety and security drills. Global students will be educated in learning environments that are safe, drug-free, and conducive to learning.

    Evaluation Data Sources: Evidence will be documented in safety audit report, revised Emergency Operations folders information, lesson plans, staff training sign-in sheets, emergency operation drills, campus security officer walkthroughs and work orders completed.

Strategy 1 Details	Reviews			
Strategy 1: Utilize and Record safety drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: --Fire Drill	**Nov**	**Jan**	**Mar**	**June**
-Lock Out Drill				
-Lock-down Drill				
-Evacuation Drill				
- Shelter In Place Drill				
-Hold in your classroom				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Security officer				

Strategy 2 Details	Reviews			
Strategy 2: Walk throughs conducted by the staff of Waxahachie Global High School as well as district personnel to determine needs of the building. Repairs will be made to the building during the summer in preparation of the new school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Work order completions, and visual evidence. Soil testing, Gas, electric and water line testing				
Staff Responsible for Monitoring: Principal, Assistant Principal, Staff, Custodians, Maintenance Department, Landscape engineers				

Strategy 3 Details	Reviews			
Strategy 3: Revise campus Emergency Operations Procedures (EOP) guidelines to include the controlled entrances	**Formative**			**Summative**
Strategy's Expected Result/Impact: - EOP Guidelines	**Nov**	**Jan**	**Mar**	**June**
- Training materials				
- Desk top reviews				
Staff Responsible for Monitoring: Security Team, Principal, Assistant Principal, HR Department				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 4) Insure all staff complete district policy, awareness education program, and training 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, and (h). P.A.P.A. program	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Training completed with allowing greater teacher awareness. **Staff Responsible for Monitoring:** Principal Assistant Principal				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Global High School will actively seek, develop, and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: Global is 100% compliant with the rules of our MOU's with all of our college partners. Global staff will ensure that all dual credit classes offered at Global High School meet or exceed the academic rigor as determined by the appropriate higher education partner.

> **Evaluation Data Sources:** Meetings with UT Tyler and Navarro College will be conducted throughout the year to ensure that the high academic rigor of the post-high school classes meets the expectations of the higher education institutions.

Strategy 1 Details			Reviews	
Strategy 1: Review MOU requirements with both of our college partners.		Formative		Summative
Strategy's Expected Result/Impact: Rules regarding High school and college partnerships will be followed with all campuses compliant with our agreements.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor College representatives				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Global High School will actively seek, develop, and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: Work to increase minority staff members when possible to reflect our student population.

    Evaluation Data Sources: Campus Demographics.

Strategy 1 Details				Reviews			
Strategy 1: Hire when ever possible minority instructors.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Additional minority staff on campus.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and assistant principal.							
Strategy 2 Details				**Reviews**			
Strategy 2: With an increasing number of Hispanic students Global will search out Hispanic instructors when possible.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 3: Global High School will actively seek, develop, and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 3: Analyze both short and long-term needs for school facilities and project the additional costs for potential staffing needs.

    Evaluation Data Sources: - Increase staff as needed - per student-driven needs.
    - Class size will remain under 28 or as per directed by the college MOU's.
    - Student achievement will increase.
    -Proper course selection

Strategy 1 Details		Reviews			
Strategy 1: If growth numbers increase as they have the last two years, we will project growth in history and math positions.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Global will plan to add core teachers to provide the needed class space.					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Global High School will actively seek, develop, and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 4: Global HS will participate in the District's job fair - for 2022.

Evaluation Data Sources: Staffing needs will be met through the employment of qualified, state-certified, and College certified staff.

Strategy 1 Details	Reviews			
Strategy 1: Attend in person or online to fill open positions at Global.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Global High School will will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: Currently starting the year Global High has 100% of our teachers highly qualified to teach in either the high school classes, college classes or both. We intend to continue that through and into next year.

    Evaluation Data Sources: Teacher certifications for both high school, college, and or highly qualified ratings for some CTE courses.

Strategy 1 Details	Reviews			
Strategy 1: Provide 21st century technology tools and training for teachers and administrators in the following areas: (a). Required staff development hours (Board Policy), (b). ActivBoards/Interactive Projectors,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Our staff will be able to deliver college and job ready skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, District Trainers, Instructional Technologist, Technology Department, Principals, Department Heads				

Strategy 2 Details	Reviews			
Strategy 2: 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 purposeful planning opportunities on the WISD Scholastic Calendar	**Formative**			**Summative**
Strategy's Expected Result/Impact: -A strong bond among teachers - A sharing of the workload - An expanded idea base.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Trainers, Curriculum and Instruction Department, Principals and team leaders.				

Strategy 3 Details	Reviews			
Strategy 3: Provide continued support and training for all applicable components of Eduphoria: (a). Review role of Eduphoria, (b). (c). Review WISD Professional Development Guidelines,	**Formative**			**Summative**
Strategy's Expected Result/Impact: - A competent technology ready teaching staff.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, District Trainers, Technology Department, Principals, Team Leaders				

Strategy 4 Details	Reviews			
Strategy 4: Support a beginning year teacher in-service and mentoring program (GUIDE)	**Formative**			**Summative**
Strategy's Expected Result/Impact: New teachers feel and become a part of the district and the campus.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals and campus Guide representative				

Strategy 5 Details	Reviews			
Strategy 5: 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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Assure that all teachers are highly qualified. **Staff Responsible for Monitoring:** Principal AP				

Strategy 6 Details	Reviews			
Strategy 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 purposeful planning opportunities on the WISD Scholastic Calendar	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All employees will feel they are they are part of the makeup, and texture of the campus and District. To insure every member has a say in the operations of the campus. **Staff Responsible for Monitoring:** Principal Assistant Principal Office Staff Team Leaders Other Staff				

Strategy 7 Details	Reviews			
Strategy 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). Review District and SBEC requirements for certification renewal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The teachers will remain highly qualified through out their tenure in WISD. **Staff Responsible for Monitoring:** Principal AP Curriculum				

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Global High School will will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 2: Global will provide devices to 100% of the student body that does not have a device.

Evaluation Data Sources: The number of students with devices, ours, or theirs.

Strategy 1 Details		Reviews		
Strategy 1: Global will purchase Chromebooks or laptops to be used as students need them.		Formative		Summative
Strategy's Expected Result/Impact: All Global students will have access to the devices they need.	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Global High School will will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 3: Global will provide industry-based programs and software to prepare students for real-world experiences.

Evaluation Data Sources: Global teachers will evaluate software yearly to be sure we are providing reliant assignments.,

Strategy 1 Details	Reviews			
Strategy 1: The teachers and staff will look to see what is used, what needs to be added, and what needs to be dropped.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Global will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district or provided through grants to enhance academic growth for our students while seeking technology that meets the needs of students.

Evaluation Data Sources: Network usage report, Eduphoria Workshop reports, CNA data, technology survey data, board reports, audit reports, industry expert opinions.

Strategy 1 Details			Reviews			
Strategy 1: Ensure 100% of all grade 9 through grade 12 students have access to mobile technology in their content classrooms in order to improve student engagement and increase academic achievement.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Rise in scores across the board in every subject. Less anxiety for completing assignments. **Staff Responsible for Monitoring:** Director of Technology, Principal			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Evaluate existing technology hardware and software usage and standards; provide a model for revision			**Formative**			**Summative**
Strategy's Expected Result/Impact: -Stay in compliance with the district technology plan -to be sure we are using the most current technology to prepare our students for college and industry. **Staff Responsible for Monitoring:** Principal, Technology LEAD, Technology Department, Teachers,CTE Director, STEM coordinator			**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details			Reviews			
Strategy 3: Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms			**Formative**			**Summative**
Strategy's Expected Result/Impact: To ensure Global is taking advantage of all federal, state and district offerings. **Staff Responsible for Monitoring:** Assistant Superintendent, Assistant Superintendent of Finance, All Directors, Grant Accountant, Federal Programs Coordinator			**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details			Reviews			
Strategy 4: Review trends of network usage and storage capacity to develop plans for growth			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure we are meeting the needs of an ever growing data storage demand efficiently. **Staff Responsible for Monitoring:** Principal, Technology Lead, Technology Department, Assistant Principal, Curriculum Department						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Global will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 2: Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms

    Evaluation Data Sources: - District Technology Plan
    - Board Reports
    - Audit Findings
    - Reports and Audit Findings

Strategy 1 Details	Reviews			
Strategy 1: Through the over-site of the business department, CTE, and Technology departments global will follow all related guidelines in obtaining technology for the classroom. **Strategy's Expected Result/Impact:** All funds will be properly allocated for the purchase of technology.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 6: Global High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Global will strive to provide the latest in training and materials to support our Early College education efforts. By August 2020, 100 % of our financial strategies will be complete for this school year.

      Evaluation Data Sources: Staffing plans, Budget reports, Audits and reviews, Equipment purchases.

Strategy 1 Details	Reviews			

Strategy 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
  Strategy's Expected Result/Impact: Compliance with all state and federal requirements.
  Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			

Strategy 2: Develop staffing priorities and plans based on proposed funding projections to meet district/student needs
  Strategy's Expected Result/Impact: All instructors are highly qualified and certified to teach in their field.
  Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: 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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
   Strategy's Expected Result/Impact: Global will be utilizing the most cost effective equipment and teaching strategies. **Staff Responsible for Monitoring:** Campus Improvement team				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: Global High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: Global High School will meet the Outcome-Based Measures as set forth by TEA for Early College High Schools. for the 2021-2022 School year.

Evaluation Data Sources: Ratings provided for by TEA and the Educate Texas coaches.
ECHS blue Print

Strategy 1 Details	Reviews			
Strategy 1: Global will follow the ECHS blueprint to meet all Outcome-Based measures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The Global High School will continue to be an exemplar ECHS.	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Addendums