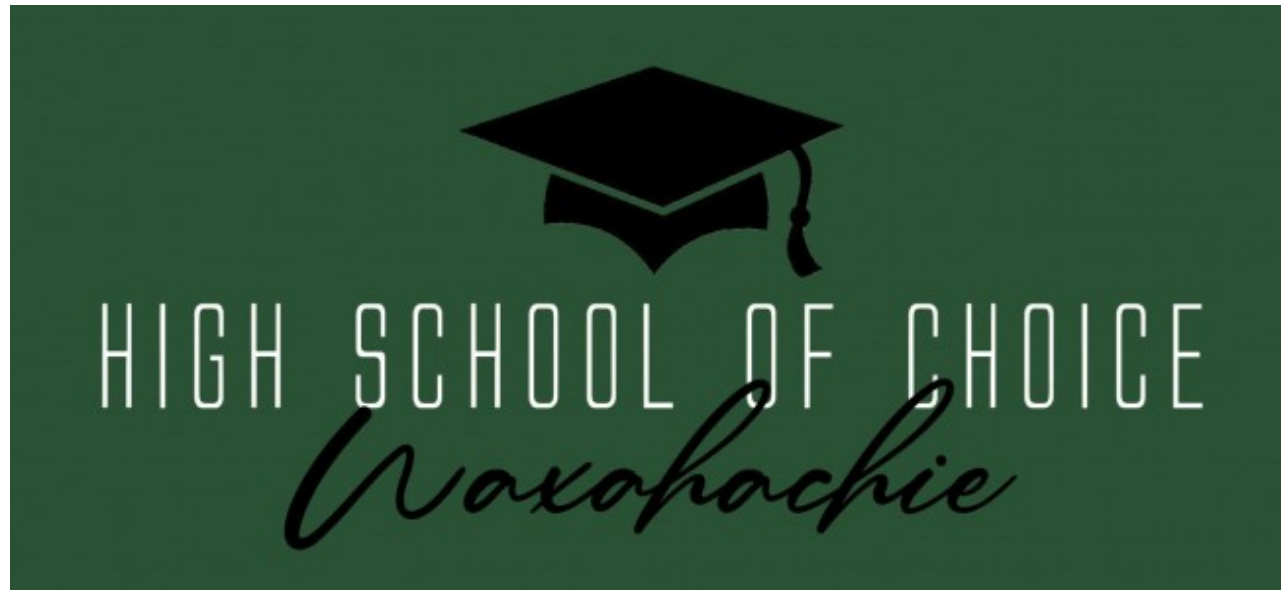


Waxahachie Independent School District

Waxahachie High School of Choice

2021-2022 Campus Improvement Plan



Mission Statement

The Waxahachie High School of Choice (HSoC) mission is to provide students in "at-risk" situations the opportunity to attain excellence through a non-traditional high school diploma program.

Vision

Waxahachie High School of Choice has been established to address the unique needs of students in "at-risk" situations. We believe that the future of our country depends on the education of its youth; that education should be the concern of everyone, and that education provides for the optimum development of each individual so that each individual may make satisfactory decisions in an ever-changing society.

Value Statement

Staff members in Waxahachie High School of Choice provide an environment to foster...

1. Positive student self-worth so students can gain confidence, build appropriate relationships, and practice beneficial social skills in order to harness success in life.
2. Academic Success through the utilization of district and state resources and differentiating instruction so students can successfully integrate into society.

Staff members are dedicated to students and believe in the dignity and worth of each individual. Staff will work with students, parents, and the community to address the needs of the individual. Together we can establish a setting in which students are successful academically, emotionally, and socially.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waxahachie High School of Choice (HSoC) is a non-traditional high school setting that provides individualized instruction in an online environment for students considered At-Risk of dropping out of the Waxahachie ISD high school campuses. The students who enter HSoC are those struggling with real-life adult situations (pregnant, need to work to support family, homeless, etc.). We collaborate with students to ensure the goal of graduation is attained. The High School of Choice has an ever-changing enrollment as we accept students as they apply into our program.

Parental involvement is minimal yet, still encouraged. Although HSoC is an online learning environment, students receive assistance from highly qualified teachers who monitor their progress and provide one on one instruction as needed. Our current student enrollment is as follows:

Total Student Enrollment: 53

Economically Disadvantaged: 28.8%

English language learners: 0.0%

Mobility Rate: 91.3%

Graduation Rate: 100 % (100 graduates in 2020-2021)

African American: 6 is 12.5 %

Hispanic: 26 is 54.1 %

White: 16 is 33.3%

Two or More Races: 1 is 5.3%

Demographics Strengths

- Attendance is consistent for At-Risk population
- Student Attendance Rate: 86.9%
- Increase in graduation rate by 10%
- Serves at-risk population
- Small class size
- Low teacher and staff turnover rate

- G.U.I.D.E. (New Teacher Mentoring program)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of diversity in the professional teaching staff. **Root Cause:** Limited applicant pool of qualified teachers willing to teach in an alternative setting.

Student Learning

Student Learning Summary

Prior to acceptance at HSoC, students' must have a minimum of 13 credits and have passed at least three of the five End of Course (EOC) exams required for graduation. Students must be classified as a senior or junior; therefore, student achievement does not reflect all academic indicators. However, when mandated by the district to accept sophomores and freshmen into HSoC, the student must attend the entire day until they have reached 17 completed credits at which time a student can attend .5 day until graduation.

No data are available for the following: English I, English II, Algebra I, and Biology.

STAAR Percent at Approaches Grade Level or Above End of Course

	State	District	Campus	AA	Hispanic	White
English I 2018	65%	70%				
2017	64%	66%				
English II 2018	67%	71%				
2017	66%	70%				
Algebra I 2017	83%	83%				
2016	78%	81%				
Biology 2016	87%	87%				
U.S. History 2017	91%	94%				
2016	91%	94%	67%	71%	56%	71%

Student Learning Strengths

- Small class size
- Entry requirements; students already have three of the five End of Course (EOC) Exams complete prior to being accepted to HSoC.
- The majority of students graduate on Foundation Plan.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The data is not consistent from year to year. **Root Cause:** The entry requirements for HSoC do not allow for a consistent data pool of information.

School Processes & Programs

School Processes & Programs Summary

The online courses and curriculum utilized are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. The online tool students use to complete their coursework is APEX. Curriculum, instruction, and assessment are aligned with 21st-century learning skills.

The technology used in classroom instruction allows teaching staff to model and apply digital tools and resources for students. Online courses are organized into sequential units that build upon each other and include a complete scope and sequence. Before progressing, students must reach a predetermined mastery benchmark. The online delivery system allows the ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls.

The intimate school setting provides more interaction between teachers and students, allowing for professional relationships to flourish. The smaller school setting ensures fewer distractions and a quiet place for students to learn.

The organizational structure of HSoC is Director or Principal, which provides leadership and oversight to all facets of the organization. HSoC is also staffed with one counselor, two teachers that support the alternative learning aspect through an online delivery component. The staff supports the school by addressing the needs of all students, including personal needs such as food, toiletries, laundry, clothing, shelter, and mental health needs, in addition to their academic plan and career path goals.

School Processes & Programs Strengths

- Apex system contains an Assessment and Remediation Tool which allows teachers to identify students' competency level against required TEKS and provides supplementary materials for targeted remediation and practice.
- Apex uses a Guided Learning Process which is directed towards student mastery.
- Apex courses are organized into sequential units that build upon each other and include a complete scope and sequence. Before progressing, students must reach a predetermined mastery benchmark.
- Apex provides updates and releases new tools for the educator and student.
- Purposeful Planning time with campus staff as well as staff at other district campuses
- Assessment and monitoring of each student's academic and testing needs
- Individual seats and computers for all
- The small setting for more interaction and intervention between staff and students.
- Fewer distractions and a quiet place to learn.
- Apex software is successful and reliable.
- Ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls
- Teachers have instructional technology in their classrooms
- Skyward online student enrollment
- The class facilitator can monitor and access each student's understanding and progress daily
- Can access Apex 24/7 daily, which allows students to make ongoing progress throughout the year, including summer and holiday

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need an additional counselor to adequately service the SEL(Social Emotional Learning) and Academic needs of both the Disciplinary Alternative Education Program (DAEP) and High School of Choice **Root Cause:** The exponential growth of the district and the number of students serviced through both DAEP & HSoC

Problem Statement 2: Need to allow the Director / Principal autonomy to select appropriate applicants using a set criteria. Criteria to be re-evaluated yearly. **Root Cause:** HSoC is the only school in WISD which allows other campuses to have input and influence over the decisions that impact the organization's accountability.

Perceptions

Perceptions Summary

Stakeholders are informed, invested, and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students. The staff desires to work with students, parents, and the community to address the needs of the individual.

The school culture values the individual learning styles of each student, emphasizing the holistic development of students; supporting their emotional well-being, transitioning from high school to adult/working citizens, and maintaining a structured and rigorous academic environment.

The small, intimate nature of the school provides a safe, warm, caring, nurturing environment for students to excel. Students attending HSoC are provided the opportunity to take ownership of their learning and complete high school in a time frame that is conducive to their life situation.

Perceptions Strengths

- Community and campus clothing closet, food bank, toiletries, counseling services
- Opportunities for "at-risk" kids to be successful and earn their diplomas.
- HSoC provides a caring, stable, climate with fewer distractions.
- The staff works together to provide the necessary tools and procedures for the success of our students.
- A small number of students allow staff to guide and address the personal, academic, and future goals of our students.
- The School climate is positive, respectful, and helpful.
- The school staff is supportive, kind, encouraging, caring, honest, understanding.
- Enrichment time is provided daily to address student's educational needs and remediation for state testing.
- Students and staff feel safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a breakdown of communication between central administration and campus staff. **Root Cause:** Not obtaining input and feedback from the staff at HSoC

Priority Problem Statements

Problem Statement 1: There is a lack of diversity in the professional teaching staff.

Root Cause 1: Limited applicant pool of qualified teachers willing to teach in an alternative setting.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Dyslexia Data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data





Goals

Revised/Approved: June 2, 2022

Goal 1: Waxahachie High School of Choice will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2022, 100% of the parental engagement goals will be completed.

Evaluation Data Sources: District and campus websites, campus orientations, annual district survey data

Strategy 1 Details	Reviews			
Strategy 1: Provide parents and students with information about how the HSoC defines high-quality teaching and learning. Strategy's Expected Result/Impact: Positive interactions with parents, students, and staff Staff Responsible for Monitoring: Director or Principal and Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase student awareness of and access to career and college planning information: Disseminate information regarding College and Career Night at Waxahachie Civic Center, and College Funding Opportunities (FAFSA) Night; provide ASVAB testing and TSIA 2 testing yearly Strategy's Expected Result/Impact: Increase in students obtaining post-secondary education Staff Responsible for Monitoring: Director or Principal and Counselor(s)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide parents the opportunity to attend Love and Logic parenting sessions Strategy's Expected Result/Impact: Provide stakeholders (parents) with new inventive ways to assist their students in making wise decisions in education and life. Staff Responsible for Monitoring: Director or Principal and Counselor(s)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Waxahachie High School of Choice will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.





Performance Objective 2: High School of Choice will encourage and promote a climate that fosters family engagement in the education of all students.

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

Performance Objective 1: By June 2022, 100% of the safety and security goals will be completed.

Evaluation Data Sources: Safety audits, training sign-in sheets, work orders (School Dude system)

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a campus security audit where 90% of the students and staff feel safe. Strategy's Expected Result/Impact: To provide a systematic evaluation of security protocols in place and identify weakness. End result to strengthen the organization / campus. Staff Responsible for Monitoring: Security and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review all campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrance and teacher security needs. Strategy's Expected Result/Impact: Ensuring all staff is equipped to protect themselves and students in emergency situations. Staff Responsible for Monitoring: Security and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Complete a campus facilities needs assessment on security cameras, lighting, and badge access Strategy's Expected Result/Impact: to strengthen security measures campus wide. Staff Responsible for Monitoring: Support Services and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support district policy, 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. (iv). Create an online bully reporting plan. Strategy's Expected Result/Impact: To demonstrate the schools commitment to ensure each individual students success in learning within a caring responsive, and safe environment. Staff Responsible for Monitoring: Support Services, Administration and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Support district policy, awareness education program, and training for staff members in child abuse. Strategy's Expected Result/Impact: To prevent child abuse and avoiding the long-terms costs of child maltreatment. Staff Responsible for Monitoring: Central Administration and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Support district policy, awareness education program, and training for staff members in dating violence, including enforcement of protective orders.</p> <p>Strategy's Expected Result/Impact: To prevent dating violence and ensure staff can direct students and parents towards the right resources to obtain assistance.</p> <p>Staff Responsible for Monitoring: Central Administration and Director or Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Support district policy, awareness education program, and training for staff members in childhood obesity.</p> <p>Strategy's Expected Result/Impact: Ensure that all meals served or sold in schools are in compliance with the dietary guidelines for WISD.</p> <p>Staff Responsible for Monitoring: Curriculum, Support Services, Administration and Director or Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Support district policy, awareness education program, and training for staff members in suicide prevention.</p> <p>Strategy's Expected Result/Impact: To ensure that we are continuing to meet the letter and intent of these statutory requirements.</p> <p>The philosophical basis for school policy related to youth suicide prevention emanates from an appreciation that suicide and other self-destructive behaviors have become critical problems for children and youth, families, school personnel, and the community.</p> <p>Staff Responsible for Monitoring: Curriculum, Support Services, Administration and Director or Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Waxahachie High School of Choice will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Conduct regular emergency drills for safety and security of campus: lock-down (intruder in/out), fire drills, tornado drills, and other necessary practices.

Evaluation Data Sources: Complete Drill & Exercise Tracking Form
Campus Feedback
Gather observer feedback report (Drill Evaluative Checklist)
After-Action Review (AAR) to share results with campus safety and security committee

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

Performance Objective 3: Better equipment in the labs with adequate computers, headphones and space.

Evaluation Data Sources: This will increase student success and interest, thus aiding students in their State Assessment needs.

Goal 3: Waxahachie High School of Choice will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2022, 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Purposeful Planning sessions for HSoC staff</p> <p>Strategy's Expected Result/Impact: To ensure WISD / HSoC has a clear sense of how to achieve significant academic gains, and provide a detailed plan of taking the necessary steps of getting positive academic results and how long each step will take.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 aide (FAFSA) information workshop, (d). Personal Graduation Plans</p> <p>Strategy's Expected Result/Impact: Assisting students navigate their path through high school toward college and career.</p> <p>Staff Responsible for Monitoring: Counselor and Director or Principal and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the percent of students taking PSAT and SAT or ACT tests: (a). Pay for and require all 9th grade students to take the PLAN, (b). Pay for and require all 10th grade students to take the PSAT, and (c). Offer scholarships for students taking the SAT or ACT</p> <p>Strategy's Expected Result/Impact: Ensure students familiarize themselves with the structure, content, and process of taking the SAT/ACT and get a sense of how they will perform on the actual exam. And provide valuable feedback to the student and parent on which subjects students may not be particularly strong in.</p> <p>The intent of offering financial assistance for the Exams is to remove the obstacle for at-risk youth who would benefit from taking exams.</p> <p>Staff Responsible for Monitoring: Counselors and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student performance on PSAT and SAT or ACT tests: (A) Better awareness of the tests, dates and tutorials</p> <p>Strategy's Expected Result/Impact: Assisting students navigate their path through high school toward college and career.</p> <p>Staff Responsible for Monitoring: Counselor, teachers and Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the percent of students meeting the College Readiness standard in English Language Arts and Mathematics through counselor meetings and a personalized educational plan.</p> <p>Strategy's Expected Result/Impact: Assisting students navigate their path through high school toward college and career.</p> <p>Staff Responsible for Monitoring: Counselor, Director or Principal and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Decrease the percent of students leaving school (dropout rate) in grades 9 through 12 by individual administrator or counselor interventions.</p> <p>Strategy's Expected Result/Impact: Provide a package of services within the community. Work with families, churches and other community organizations to develop a collaborative program to assist at risk students and families.</p> <p>Staff Responsible for Monitoring: Counselor, teachers, and Director or Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Support 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 Screen er for math for all students, 9-12, (c). Reevaluate Tier I and II district initiatives and programs to the RtI plan and graphic, (d). Reassess roles of the RtI committee members, and (e). Develop tiers for behavioral RtI plan for grades 9-12.</p> <p>Strategy's Expected Result/Impact: To ensure a method of organizing and coordinating school resources to create a more efficient range of options that serve all students in danger of not reaching their potential.</p> <p>Staff Responsible for Monitoring: Director or Principal and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Support 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 Screen er for reading for all students, 9-12, (c). Reevaluate Tier I and II district initiatives and programs to the RtI plan and graphic, (d). Reassess roles of the RtI committee members, and (e). Develop tiers for behavioral RtI plan for grades 9-12.</p> <p>Strategy's Expected Result/Impact: To ensure a method of organizing and coordinating school resources to create a more efficient range of options that serve all students in danger of not reaching their potential.</p> <p>Staff Responsible for Monitoring: Director or Principal and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Increase the passing rate of students taking the state mandated tests through interventions used by teacher-lead tutorials.</p> <p>Strategy's Expected Result/Impact: To have teachers proficient in data analysis and progress monitoring.</p> <p>Staff Responsible for Monitoring: Director or Principal, Teachers, and Counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Decrease the gap in STAAR achievement between student groups in Reading by using the following strategies/programs: (a). Pullouts (tutorials) in small groups (5-1 teacher/student ratio). (b). Utilize individual student data to create an effective plan.</p> <p>Strategy's Expected Result/Impact: To increase the reading achievement in the various sub populations on STAAR exam.</p> <p>Staff Responsible for Monitoring: Curriculum, Director or Principal, Counselor and Teachers.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Decrease the gap in STAAR achievement between student groups in Math by using the following strategies/programs: (a). Pullouts (tutorials) in small groups (4-1 teacher/student ratio). (b). Utilize individual student data to create an effective plan.</p> <p>Strategy's Expected Result/Impact: To increase achievement in math in the various sub-populations on the STAAR exam. Thus, increasing the percentage of students meeting expectations on the Texas Assessment Instruments.</p> <p>Staff Responsible for Monitoring: Curriculum, Director or Principal, Counselor and Teachers.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Decrease the gap in STAAR achievement between student groups in Science by using the following strategies/programs: (a). Pullouts (tutorials) in small groups (4-1 teacher/student ratio). (b). Utilize individual student data to create an effective plan.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students meeting expectations on the Texas Assessment Instruments</p> <p>Staff Responsible for Monitoring: Curriculum, Director or Principal, Counselor and Teachers.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Decrease the gap in STAAR achievement between student groups in Social Studies by using the following strategies/programs: (a). Pullouts (tutorials) in small groups (4-1 teacher/student ratio). (b). Utilize individual student data to create an effective plan.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase percentage of students meeting expectations on the Texas Assessment Instruments

Staff Responsible for Monitoring: Curriculum, Director or Principal, Counselor and Teachers.

Comprehensive Support Strategy



No Progress



Accomplished



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





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Goal 3: Waxahachie High School of Choice will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: Improve the percentage of students taking the PSAT, SAT/ACT and Armed Services Vocational Aptitude Battery (ASVAB) tests in the HSoC.





Evaluation Data Sources: PSAT, SAT/ACT enrollment data, Armed Services Vocational Aptitude Battery (ASVAB) enrollment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide vocabulary support and strategies (through word-walls, group reviews, quizzes, and tests) in classes to assist students with passing the PSAT, SAT/ACT, and/or ASVAB test.</p> <p>Strategy's Expected Result/Impact: Students will be more confident in taking tests.</p> <p>Staff Responsible for Monitoring: Director or Principal, Coordinator, Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet one on one with each student to raise awareness of opportunities to take the PSAT, SAT/ACT, and ASVAB test through individualized student plans.</p> <p>Strategy's Expected Result/Impact: More students will take the PSAT, SAT/ACT and/or ASVAB</p> <p>Staff Responsible for Monitoring: Director or Principal, counselor, and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Waxahachie High School of Choice 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: By November 2021, 100% of teachers and paraprofessionals will be highly qualified.

Evaluation Data Sources: Staffing Report, HR Certification records, and Eduphoria Workshop Report

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: High quality teachers and paraprofessionals</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning or Principal Human Resource Dept.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Waxahachie High School of Choice will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.





Performance Objective 1: By December 2021, 100% of the computer labs will have updated desktop computers

Evaluation Data Sources: Work orders and Purchase orders for new computers

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

Performance Objective 1: By June 2022, 100% of the financial management strategies will be completed.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or to implement new programs. Develop staffing priorities and plans based on proposed funding projections to meet district/student needs Strategy's Expected Result/Impact: To ensure we are good stewards of public funds, and we are adhering to all guidelines and expectations regarding expenditures. Staff Responsible for Monitoring: Director or Principal and Counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase collaboration between the business department and local/state financial support. Strategy's Expected Result/Impact: - Board Reports - Budget preparation documents Staff Responsible for Monitoring: Director or Principal, Counselor and Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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 Strategy's Expected Result/Impact: - TASB Audit - District Improvement Plan Measures Staff Responsible for Monitoring: Director or Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Complete internal fixed assets audit Strategy's Expected Result/Impact: - Fixed Assets Report Staff Responsible for Monitoring: Director or Principal and Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Transportation will be followed for foster care (if needed) according to district policy. Strategy's Expected Result/Impact: - Transportation Records - Budget documents Staff Responsible for Monitoring: Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: HSoC will continue to utilize the position of Receptionist as an attendance clerk to increase student attendance.</p> <p>Strategy's Expected Result/Impact: Improve daily attendance rates</p> <p>Staff Responsible for Monitoring: Director or Principal, Attendance Clerk</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue partnership with our community and business leaders for ongoing community financial and personal needs of students. This will serve as an incentive program and future intern program for our students as well as the presence of mentors in our classes.</p> <p>Strategy's Expected Result/Impact: -Increased student attendance -Increase in positive climate of school on parent, student and staff surveys</p> <p>Staff Responsible for Monitoring: Director or Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Personnel for Waxahachie High School of Choice

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brittni Navarro	Teacher	0
Tammy Willoughby	Teacher	0

Addendums