

Waxahachie Independent School District
Waxahachie High School of Choice
2018-2019 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

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 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 individualize instruction in an online environment for students who are considered At-Risk of dropping out of the Waxahachie ISD high school campuses. The students who enter HSoC are students struggling with real life adult situations and we afford them the opportunity to graduate. The High School of Choice has an ever-changing enrollment as we accept students monthly into our program.

Parental involvement is minimal although still encouraged. Although HSoC is an online learning environment, students still receive assistance by 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: 52

Economically Disadvantaged: 28.8%

English language learners: 0.0%

Mobility Rate: 71.2%

Graduation Rate: 100 % (53 graduates in 2017-2018)

Female: 25

Male: 27

African American: 2 is 10.5 %

Hispanic: 11 is 57.9 %

White: 4 is 21.1%

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: There is a lack of diversity in the professional teaching staff. **Root Cause:** Applicant pool of qualified teachers willing to teaching in a alternative setting.

Student Academic Achievement

Student Academic Achievement Summary

Prior to students acceptance at HSoC, students must have a minimum of 16 credits, 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 doesn't reflect all academic indicators.

No data 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 2017	64%	66%				
2016	65%	73%				
English II 2017	66%	70%				
2016	67%	73%				
Algebra I 2017	83%	83%				
2016	78%	81%				
Biology 2016	87%	88%				
U.S. History 2017	91%	94%				
2016	91%	94%	67%	71%	56%	71%

Student Academic Achievement Strengths

- Small Class Sizes
- Entry requirements; student already have three of the five End of Course (EOC) Exams complete prior to being accepted to HSoC.

- Majority of students graduate with an endorsement.

Problem Statements Identifying Student Academic Achievement 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 is 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 Odyssey-ware and APEX. Curriculum, instruction, and assessment are aligned with the 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 allows for more interaction between teachers and students allowing for professional relationships to flourish. The smaller school setting allows 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

- Odyssey-ware system contains a Common Core Assessment and Remediation Tool which allows teachers to identify students' competency level against Common Core Standards and provides supplementary materials for targeted remediation and practice.
- Odyssey-ware uses a Guided Learning Process which is directed towards student mastery.
- Odyssey-ware 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.
- Odyssey-ware 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
- Small setting for more interaction and intervention between staff and students.
- Less distractions and quiet place to learn.
- Odyssey-ware 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
- District network is reliable.
- Skyward online student enrollment
- Coordinator can monitor and access each students' understanding and progress daily

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need an online delivery system that is aligned to the Texas Essential Knowledge and Skills. **Root Cause:** Current Odyssey-ware program does not provide the support students need to be successful.

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 provides students with the opportunity to take ownership of their learning and completing 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 diploma.
- HSoC provides a caring, stable, climate with fewer distractions.
- Staff works together to provide the necessary tools and procedures for the success of our students.
- Small number of students allow staff to guide and address personal, academic, and future goals of our students.
- School climate is positive, respectful, and helpful.
- 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 knowing the needs or adequately addressing the needs of the campus group.

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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-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
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- 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

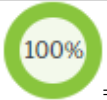
Goal 1: Waxahachie High School of Choice will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2019, 100% of the parental engagement goals will be completed.


Evaluation Data Source(s) 1: District and campus websites, Campus orientations, annual District Survey data

Summative Evaluation 1:

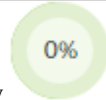
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide parents and students with information about how the HSoC defines high-quality teaching and learning.	Director or Principal and Counselors	Positive interactions with parents / students and staff				
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	Director or Principal and Counselor(s)	Increase in students obtaining post secondary education education				
3) Provide parents the opportunity to attend Love and Logic parenting sessions	Director or Principal and Counselor(s)	Educate stakeholders (Parents) new inventive ways to assist their students in making wise decisions in education and life.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 and Challenge Academy will encourage and promote a climate that fosters family engagement in the education of all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


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 2019, 100% of the safety and security goals will be completed.

Evaluation Data Source(s) 1: Safety Audits, Training sign in sheets, Work Orders (School Dude system)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct a campus security audit where 90% of the students and staff feel safe.	Security and Director or Principal	To provide a systematic evaluation of security protocols in place and identify weakness. End result to strengthen the organization / campus.				
2) Review all Campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrance and teacher security needs.	Security and Director or Principal	Ensuring all staff are equipped to protect themselves and students during emergency situations during the school day.				
3) Complete a campus facilities needs assessment on security cameras, lighting, and badge access	Support Services and Director or Principal	to strengthen security measures campus wide.				
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, and (iv). Create online bully reporting plan.	Support Services, Administration and Director or Principal	To demonstrate the schools commitment to ensure each individual students success in learning within a caring responsive, and safe environment.				

5) Support district policy, awareness education program, and training for staff members in Child Abuse.	Central Administration and Director or Principal	To prevent child abuse and avoiding the long-terms costs of child maltreatment.				
6) Support district policy, awareness education program, and training for staff members in Dating violence, including enforcement of protective orders.	Central Administration and Director or Principal.	To prevent dating violence and ensure staff can direct students and parenst towards the right resources to obatin assistance.				
7) Support district policy, awareness education program, and training for staff members in Childhood Obesity.	Curriculum, Support Services, Administration and Director or Principal.	ensure that all meals served or sold in schools are in compliance with the dietary guidelines for WISD.				
8) Support district policy, awareness education program, and training for staff members in Suicide Prevention.	Curriculum, Support Services, Administration and Director or Principal.	To ensure that we are continuing to meet the letter and intent of these statutory requirements guidelines. 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, for families, for school personnel and for the community.				
						

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 Source(s) 2: Complete Drill & Exercise Tracking Form
 Campus Feedback
 Gather observer feedback report (Drill Evaluator Checklist)
 After-Action Review (AAR) to share results with campus safety and security committee

Summative Evaluation 2:

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: By June 2019, 100% of the facilities management goals will be completed.

Evaluation Data Source(s) 3: School Dude Work Order System

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review trends of network usage and storage capacity to develop plans for growth.	Director of Technology and Director or Principal	To ensure WISD is setting a network baseline which also provides early indicators that application and network demands are pushing near the available capacity. Thus allowing the networking team the opportunity to plan for upgrades The end result is to ensure we will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.				

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 4: Better equipment in the labs with adequate computers, headphones and space.

Evaluation Data Source(s) 4: This will increase student success and interest, thus aiding students in their State Assessment needs.

Summative Evaluation 4:

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 2019, 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct Purposeful Planning sessions for HSoC Staff	Curriculum and Instruction and Director or Principal	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.				
2) Sustain the WISD Framework for Effective Teaching and Learning: (a). (b). Support the usage of Thinking Maps, and (d). Provide training to classroom teachers in Thinking Maps. The campus will use the data to alter and enhance instructional tools.	Curriculum, Director or Principal, Counselor and Teachers	1. To help students use visual patterns to work collaboratively for deeper comprehension in all content areas and grade levels. 2. To help teachers have a common language for teaching Common Core and/or State Standards more efficiently and successfully. 3. To help Administrators of the school community to share a COMMON LANGUAGE for meaningful and rigorous collaborative learning.				

3) 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	Counselor and Director or Principal	Assisting students navigate their path through high school toward college and career.				
4) 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	Counselors and Director or Principal	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. The intent of offering financial assistance for the Exams is to remove the obstacle for at-risk youth who would benefit from taking exams.				
5) Increase student performance on PSAT and SAT or ACT tests: (A) Better awareness of the tests, dates and tutorials	Counselor, teachers and Director or Principal	Assisting students navigate their path through high school toward college and career.				
6) Increase the percent of students meeting the College Readiness standard in English Language Arts and Mathematics through counselor meetings and a personalized educational plan.	Counselor, Director or Principal and Teachers	Assisting students navigate their path through high school toward college and career.				
7) Decrease the percent of students leaving school (dropout rate) in grades 9 through 12 by individual counselor interventions.	Counselor, teachers, and Director or Principal.	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.				
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 Screener 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.	Director or Principal and Counselor	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.				
9) 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 Screener 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.	Director or Principal and Counselor	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.				
10) Increase the passing rate of students taking the state mandated tests through interventions used by teacher-lead tutorials.	Director or Principal, Teachers, and Counselor.	To have teachers proficient in data analysis and progress monitoring.				

<p>Comprehensive Support Strategy</p> <p>11) Decrease the gap in STAAR achievement between student groups in Reading 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>Curriculum, Director or Principal, Counselor and Teachers.</p>	<p>To increase the reading achievement in the various sub populations on STAAR exam.</p>				
<p>Comprehensive Support Strategy</p> <p>12) 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>Curriculum, Director or Principal, Counselor and Teachers.</p>	<p>To increase achievement in math in the various subpopulations on the STAAR exam. Thus, increasing the percentage of students meeting expectations on the Texas Assessment Instruments.</p>				
<p>Comprehensive Support Strategy</p> <p>13) 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>Curriculum, Director or Principal, Counselor and Teachers.</p>	<p>Increase percentage of students meeting expectations on the Texas Assessment Instruments</p>				
<p>Comprehensive Support Strategy</p> <p>14) 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>	<p>Curriculum, Director or Principal, Counselor and Teachers.</p>	<p>Increase percentage of students meeting expectations on the Texas Assessment Instruments</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


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 Source(s) 2: PSAT, SAT/ACT enrollment data, Armed Services Vocational Aptitude Battery (ASVAB) enrollment data

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Director or Principal, Coordinator, Staff	Students will be more confident in taking tests.				
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.	Director or Principal, counselor, and teachers	More students will take the PSAT, SAT/ACT and/or ASVAB				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 2018, 100% of teachers and paraprofessionals will be highly qualified.

Evaluation Data Source(s) 1: Staffing Report, HR Certification records, and Eduphoria Workshop Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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.	Principal Human Resource Dept.	High quality teachers and paraprofessionals				
Problem Statements: Demographics 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a lack of diversity in the professional teaching staff. Root Cause 1: Applicant pool of qualified teachers willing to teaching in a alternative setting.

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





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 2018, 100% of the financial management strategies will be completed.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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 to implement new programs. Develop staffing priorities and plans based on proposed funding projections to meet district/student needs	Director or Principal and Counselor.	To ensure we are good stewards of public funds, and we are adhering to all guidelines and expectations regarding expenditures.				
2) Increase collaboration between the business department and local/state financial support.	Director or Principal, Counselor and Teachers.	- Board Reports - Budget preparation documents				
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	Director or Principal	- TASB Audit - District Improvement Plan Measures				
4) Complete internal fixed assets audit	Director or Principal and Teachers.	- Fixed Assets Report				
5) 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	- Transportation Records - Budget documents				

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>6) HSoC will continue to utilize the position of Receptionist as an attendance clerk to increase student attendance.</p>	<p>Director or Principal, Attendance Clerk</p>	<p>Improve daily attendance rates</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>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>Director or Principal, Counselor</p>	<p>-Increased student attendance -Increase in positive climate of school on parent, student and staff surveys</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	11	Decrease the gap in STAAR achievement between student groups in Reading 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.
3	1	12	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.
3	1	13	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.
3	1	14	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.
6	1	6	HSoC will continue to utilize the position of Receptionist as an attendance clerk to increase student attendance.

State Compensatory

Budget for Waxahachie High School of Choice:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
199	6311 Gasoline and Other Fuels for Vehicles	\$500.00
	6300 Subtotal:	\$500.00

Personnel for Waxahachie High School of Choice:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jim Gilbert	Teacher	Math/Science/Electives	
Tammy Willoughby	Teacher	ELA/Social Studies/Electives	

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Al Benskin	Director of Alternative Learning
District-level Professional	Martha Cunningham	Counselor
Paraprofessional	April Garcia	Receptionist