

# Waxahachie Independent School District

## Waxahachie Global High

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

**Board Approval Date:** November 12, 2018

**Public Presentation Date:** November 12, 2018

# 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	7
School Processes & Programs .....	8
Perceptions .....	10
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	15
Goal 1: Global High School will encourage, promote and increase engagement and awareness through effective communication among all stakeholders. ....	15
Goal 2: Global High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development. ....	17
Goal 3: Global High School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction. ....	21
Goal 4: 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. ....	27
Goal 5: Global will leverage the latest technology to provide pathways to academic growth and success in a dynamic world. ....	29
Goal 6: Global High School will allocate resources to ensure that students, parents, and the community receive optimal educational services. ....	30
Campus Advisory Team .....	31

# Comprehensive Needs Assessment

Revised/Approved: September 14, 2018

## Demographics

### Demographics Summary

Waxahachie Global High School is a STEM/ECHS school with an enrollment of approximately 400 students. The breakdown by grade level is 80 ninth graders, 106 tenth graders, 104 eleventh graders, and 82 twelfth-grade students. This high school offers unique coursework in Engineering and Computer Science. It is an official Texas STEM Campus, as well as an official Early College High School. Waxahachie Global serves students with a variety of programs including GT and At-Risk. The following data is from the Academic Excellence Indicator System [AEIS] Report:

Global High School met all System Safeguards for the 2016-2017 reporting year. The campus earned three stars of distinction in the Accountability Summary.

Total Student Enrollment:

- 418

Ethnic Distribution:

- African American: (5%)
- Hispanic: (27%)
- White: (60%)
- American Indian: (.007%)
- Asian: (.0047%)
- Pacific Islander: (0%)
- Two or More Races: (5%)

Student Groups:

- Economically Disadvantaged: (27%)
- Limited English Proficient (LEP): (0.0047%)
- Students w/Disciplinary Placements (1.2%)
- At-Risk: (26.1%)
- Special Education: (1%)
- Gifted and Talented Education: (12.11%)
- 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: 97.1%
- Annual Student Dropout Rate, Grades 9-12:0.0%
- Advanced Course Student Enrollment: 85.8%
- TSI ELA: 81% of all students on campus have passed.
- TSI Math: 50% Junior Class 93% of Seniors have passed. We do not give the math section until the end of the sophomore year.
- Average SAT score:1565 ACT score: 23.7
- 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 schools 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 retain some dual credit instructors. **Root Cause:** There is a shortage of instructors with many districts starting programs like ours, and our pay scale does not match the colleges or other districts.

**Problem Statement 3:** It is difficult to get a diversity of race within the teachers. **Root Cause:** A lack of minority applicants.

# Student Academic Achievement

## Student Academic Achievement 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 all 22 System Safeguards for 2016
4. The campus also earned all three Distinction Designations for the 2017 school year.

## Student Academic Achievement 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 scores are above the state level.
- Average Years of Teacher Experience: 12 years
- Advanced Course Student Enrollment: 85%

## Problem Statements Identifying Student Academic Achievement 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.

# 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 ensure a 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 voice for the teachers, staff, parents, and community
- District/Campus WLab Purposeful Planning time
- Staff e-mails and a 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
- Three Chrome carts.



- Two I-pad carts
- We are also a BYOD "Bring your own device" Campus, allowing students to bring their own lap tops and other devices.
- Google Classroom
- Use of Eduphoria for on-line 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 on-line 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:** The problem comes from half of the staff having to teach 7 of 8 periods, not leaving a space to put team members together. Also with as few instructors as we have most of them are the only teacher teaching a particular subject.

**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.

# Perceptions

## Perceptions Summary

Global High School is an Early College High School where students have the opportunity to take dual credit classes 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 the same time they earn their high school diploma. Global High School is also a STEM school where all students are required to take engineering and technology classes in addition to the core subjects. 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.

## 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
- Schoology 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:** There is a lack of free time in the schedule for students to enjoy eachothers 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.

**Problem Statement 3:** The Parents on Campus (POC) organization started to fill in the gap left by the change in the PTO has a hard time separating itself from the PTO in the parents minds. **Root Cause:** Because the POC does the traditional duties of the PTO the POC is often misunderstood.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices
- Other additional data

# Goals

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

**Performance Objective 1:** Global High School will increase parent involvement by 5% this year by May 30, 2019. Last year we had 4276 hours of contact and volunteer hours. We would like to increase that to at least 4500 hours.

**Evaluation Data Source(s) 1:** Evidence will come from parent sign in sheets, and recorded volunteer hours.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: Provide parents with information about district partnerships, committees and organizations.	Principal, Assistant Principal, various staff members	A more informed and satisfied parent community.				
2) Revise and update district, campus, and teacher websites to ensure parents have access to pertinent information and news: Provide staff development in Canvas.	Principal, Assistant Principal, Department Heads, various staff members.	Students, Parents, and the general public better informed about Global.				
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	Principal, Counselor, Teachers, and staff members.	Students better prepared for college transition.				
4) Develop and implement a Parent Compact to engage parents in their child's educational experience.	Principal, Assistant Principal, Teachers, Staff members.	A strong bond between parents and teachers as well as a more successful student.				


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

**Performance Objective 2:** Global High will do a better job advertising the school. We have had very little commercial advertisement. This year we will capitalize on as many as possible opportunities.


**Evaluation Data Source(s) 2:** Surveys, Social Media, Parent and community comments, a complete compliment of students going into the 2019-2020 school year.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Global will utilize additional signage to promote the campus.	Principal Assistant Principal School Secretary	A bigger presence in the community.				
2) Teachers, students, and parents will attend district events and pass out Global materials and trinkets.	Global Staff Parents Students.	A bigger presence in the minds of our community members.				
3) Global will work to get into the local papers and magazines to promote the campus.	Global Staff Principal Assistant Principal School Secretary	The campus will become better known in the area and it will increase in enrollment.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



# 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 2019 Global High School will maintain 100% compliance of 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 Source(s) 1:** 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.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize and Record safety drills.	Principal Assistant Principal Security officer	--Fire Drill -Lock Out Drill -Lockdown Drill -Evacuation Drill - Shelter In Place Drill -Hold in your classroom				
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.	Principal, Assistant Principal, Staff, Custodians, Maintenance Department, Landscape engineers	Work order completions, and visual evidence. Soil testing, Gas, electric and water line testing				
3) Revise campus Emergency Operations Procedures (EOP) guidelines to include the controlled entrances	Security Team, Principal, Assistant Principal, HR Department	- EOP Guidelines - Training materials - Desk top reviews				
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	Principal Assistant Principal	Training completed with allowing greater teacher awareness.				



**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 2:** By June 2018, evaluate student needs in a growing economy. Open up two new program tracks to compliment current offerings at the campus.

**Evaluation Data Source(s) 2:** Personnel hired and campus readied for classes.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Complete a facilities needs assessment on open rooms and potential Business and Health Science class needs.	Principal, Assistant Principal Director of CTE, HR, Superintendent and Assistant superintendent.	- Needs assessment and room determination.				

**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 3:** Global is a place where students can come and not face many of the problems associated with most high schools. We feel the school has established a very positive culture, but we will not be satisfied until we create an environment where 100% of the students feel safe and secure.

**Evaluation Data Source(s) 3:** Student and Parent surveys, discipline referrals, social media, and unsolicited comments form all stakeholders.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage students to have a voice and advocate for themselves.	All Staff Principals Teachers Secretary Counselors Custodians	Students will take ownership in the school, it's appearance, and it's safety.				
<b>Problem Statements:</b> Perceptions 1						

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There is a lack of free time in the schedule for students to enjoy eachothers company. <b>Root Cause 1:</b> The classes are very rigorous and require students to be on task much of the their time at school.

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

**Performance Objective 1:** Global had a 94% over all passing rate for all subjects EOC scores for 2018 with a 39% commended rate overall. This year by the end of the spring tests we want to see that rise to a 97 percent overall passing rate and a 44% commended rate. This would put us at the top of our forty school comparison group.

**Evaluation Data Source(s) 1:** Comparison of 2018 STAAR results to the 2019 results.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum (TRS)	Principals, Assistant Principals, Teachers	- TRS questions in CNA survey				
2) Conduct Purposeful Planning sessions for grade level leaders, department heads, and district teams in all content areas	Curriculum and Instruction Department	- Sessions held four times during the school year - Common scheduling of units of study and plans				
3) Provide ongoing staff development for TEKS Resource System (TRS)	Curriculum and Instruction Department, Principal and Assistant Principal (PLC)	Improved planning with use of TRS documents				
4) Sustain the WISD Framework for Effective Teaching and Learning: (a). Support the online lesson planning system (Eduphoria), (b). Staff development on 5E, Sheltered Instruction, (c). Support the usage of Thinking Maps, and (d).Provide training in the six steps of the ECHS Common Instructional Framework. (e). Provide training in 21st Century Skills, (f) Provide training in Project based Learning.	Principal, Teachers	- Campus "Learning Walks" - Increase of Advanced levels on Texas Assessment instruments				
5) Decrease the gap in EOC achievement between student groups in all subject areas by using the following strategies/programs: (a). PBL, 21st Century Skills, Common instructional framework/ECHS (b). Examine studies on student learning delivered by administration and teachers.	Principal, Teachers	- Increase percentage of students meeting expectations on the Texas Assessment Instruments - Study Findings Report				
6) Increase staff access to STAAR/EOC, TSI, PSAT, ACT, SAT and other assessment data for improvement of instruction and learning by using the following programs: Eduphoria Aware, Skyward Student Information System, Canvas.	Principal, Teachers, technology	- Documentation in PLC Learning Notebooks - Documentation of professional development sessions on Eduphoria Aware - TAPR Data				

7) Increase student use of technology to enhance academic achievement: (a). Increase access to online learning tools that support mastery of the TEKS and credit advancement and recovery, (b). Increase student mastery of technology TEKS though the academic curriculum, (c). Implementation and integration of a district-wide "Bring your Own Device: (BYOD) program, and (d). Provide staff development for teachers. (e) increase access to campus owned devices for study and testing.	Curriculum and Instruction Department, Principal, Technology Lead	- District, Campus, and Teacher Assessments - Student Technology Assessment on campus - Increased campus percentage of Campus Computer Devices. - Increased percentage of students meeting expectations on the Texas Assessment Instruments - Eduphoria Workshop and Portfolios				
8) Develop and implement district standards and expectations for grade level courses for all levels: (a). Review and revise the Grades 9-12 Course Catalogs; including all House Bill 3 implications, and (b). Review and organize Career and Technology pathways and clusters	Curriculum and Instruction Department, Principal, Counselor, Teachers, CTE	- Secondary Course Catalogs - Texas High Education Coordinating Board Report				
9) Increase the percentage of special education students included in general education classes		- Student Information System/ Class Roster Information - PBM data				
10) Increase the number of GT/ESL certified teachers: (a). Provide certification training by district personnel, and (b). Provide certification training on-line.	Principal Assistant Principal	- HR Certification Records - Campus Master Schedules				
11) Increase the percentage of LEP students earning the Advanced High proficiency rating: (a). Continue the use of SIOP/Sheltered Instruction strategies in the classroom, (b). Review and purchase appropriate resources.	Assistant Principal	TELPAS assessment data				
12) Increase percentage of LEP students who improve by one or more proficiency levels: (a). Continue the use of Sheltered Instruction strategies in the classroom, (b). Review and purchase appropriate resources,	Assistant Principal	TELPAS assessment data				
13) Monitor and revise, as needed, the appropriate identification of students by all student groups in the Gifted/Talented program: Review available identification testing materials	G/T Coordinator, G/T G/T Committee G/T Specialists Teachers Principal Assistant Principal	G/T student assessment data				
14) 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). Texas Virtual Schools Network, and (e). Personal Graduation Plans	Counselor, Principal, Teachers Career Coordinator	- Post-secondary enrollment information - Texas High Education Coordinating Board Report				

15) Increase the percent of students taking PSAT and SAT or ACT tests: (a). (b). Pay for and require all 10th grade students to take the PSAT. and (c). Provide a bootcamp for PSAT training.	Counselor, Principal Assistant Principal Career Coordinator Curriculum Department	- State Assessment data - TAPR Data				
16) Increase student performance on PSAT and SAT or ACT tests: (a). Increase the percent of National Merit Scholars, and (b). Offer evening SAT/ACT courses at Waxahachie High School	Counselor, Principal Assistant Principal Career Coordinator Curriculum Department	- State Assessment data - TAPR Data				
17) Increase the percent of students meeting the College Readiness standard in English Language Arts and Mathematics	Counselor, Principal, Math Teachers, ELA Teachers	- State Assessment data - TAPR Data				
18) Increase the number of students earning technical certification or articulated credits through Career and Technology coursework	Director of Career and Technology, High School Principal, High School Counselors, Teachers	- CTE enrollment data - PEIMS data				
19) Monitor and support the Early College High School program at Waxahachie Global High School: (a). Meet quarterly with the ECHS Steering Committee (Navarro College and UT-Tyler), (b). Review the Interlocal Agreement each school year, and (c). Present a ECHS Steering Committee report to the Board each year	Global High School Staff, Director of Career and Technology, Steering Committee	- Annual application for designation as an ECHS - Interlocal Agreements between the district and service providers				
20) Increase the percent of students earning designation and certificates	Principal, Assistant Principal Counselor CTE Director Career Coordinator Teachers	- TAPR data - Student graduation data - Annual Report to the Board				
21) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks: (a). Research of Dr. Andrea Ogonosky, (b). Literacy, Math, Science, and Social Studies Frameworks, (c). Dyslexia	Principal, Asst. Principal, SST Committees, Region 10	- Progress Monitoring Data - Reduced number of referrals to special education - Reduced number of student retentions				
22) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and SST meetings.	Principal, Asst. Principal, SST Committees, Region 10	- Documentation in PLC Learning Notebooks - Purposeful Planning Scheduled Visits				

23) Decrease the percent of students not completing high school by utilizing the following programs and initiatives: (a). Waxahachie High School of Choice, (b). Role of the Senior Advocate, (d). Summer Programs and EOC/STAAR Camp, (e). EOC/STAAR Failure Recovery Courses at Waxahachie Global High School	Principal, Counselor, PEIMS Clerk,	- PEIMS data - TAPR Repo				
24) Gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments at purposeful planning sessions to improve student mastery	Principal, Teachers	- District Local Funds - Tribal Council - Survey - Service on a committee - Grade level or department meetings - District Common Assessment data				
25) Sustain the WISD Framework for Effective Teaching and Learning: Staff development on 5E, Sheltered Instruction,	Principal, Teachers	- Increase of Advanced levels on Texas Assessment instruments				
26) Sustain the WISD Framework for Effective Teaching and Learning: (a). Support the online lesson planning system (Eduphoria),	Principal, Teachers	Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process				
27) Sustain the WISD Framework for Effective Teaching and Learning: Support the usage of Thinking Maps	Principal, Teachers	Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process				
28) Sustain the WISD Framework for Effective Teaching and Learning: Provide training in the six steps of the ECHS Common Instructional Framework.	Principal, Teachers	Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue



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

**Performance Objective 2:** 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 Source(s) 2:** 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.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review MOU requirements with both of our college partners.	Principal Assistant Principal Counselor College representatives	Rules regarding High school and college partnerships will be followed with all campuses compliant with our agreements.				

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

**Performance Objective 3:** Global utilizes the district CTE department to offer students a rigorous offering of job ready skills. Our objective is augment and amplify those offerings and add two new tracks ( Business and Health Science) to our curriculum.

**Evaluation Data Source(s) 3:** Higher scores on all PLTW exams, surveys, comments from our business and community partners.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize PLTW training for appropriate courses.	Principal Assistant Principal Teachers CTE Director	A rise in PLTW test scores				
2) Add additional course that reflect community needs.	Principal Assistant Principal Teachers CTE director District personnel	Course added will full fill a need of the community and serve to prepare students for carriers after high school.				
						


**Goal 4: 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:** 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 thru and into next year.

**Evaluation Data Source(s) 1:** Teacher certifications for both high school, college, and or highly qualified ratings for some CTE courses.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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,	Curriculum and Instruction Department, District Trainers, Instructional Technologist, Technology Department, Principals, Department Heads	Our staff will be able to deliver college and job ready skills.				
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	District Trainers, Curriculum and Instruction Department, Principals and team leaders.	-A strong bond among teachers - A sharing of the workload - An expanded idea base.				
3) Provide continued support and training for all applicable components of Eduphoria: (a). Review role of Eduphoria, (b). (c). Review WISD Professional Development Guidelines,	Curriculum and Instruction Department, District Trainers, Technology Department, Principals, Team Leaders	- A competent technology ready teaching staff.				
4) Support a beginning year teacher inservice and mentoring program (GUIDE)	Principals and campus Guide representative	New teachers feel and become a part of the district and the campus.				
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	Principal AP	Assure that all teachers are highly qualified.				

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	Principal Assistant Principal Office Staff Team Leaders Other Staff	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.				
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.	Principal AP Curriculum	The teachers will remain highly qualified thru out their tenure in WISD.				
						


# Goal 5: Global will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

**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 Source(s) 1:** Network usage report, Eduphoria Workshop reports, CNA data, technology survey data, board reports, audit reports, industry expert opinions.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Director of Technology, Principal	Rise in scores across the board in every subject. Less anxiety for completing assignments.				
2) Evaluate existing technology hardware and software usage and standards; provide a model for revision	Principal, Technology LEAD, Technology Department, Teachers, CTE Director, STEM coordinator	-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.				
3) Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms	Assistant Superintendent, Assistant Superintendent of Finance, All Directors, Grant Accountant, Federal Programs Coordinator	To ensure Global is taking advantage of all federal, state and district offerings.				
4) Review trends of network usage and storage capacity to develop plans for growth	Principal, Technology Lead, Technology Department, Assistant Principal, Curriculum Department	To ensure we are meeting the needs of an ever growing data storage demand efficiently.				




= Accomplished



= Continue/Modify



= No Progress



= 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 and STEM education efforts. By August 2019, 100 % of our financial strategies will be complete for this school year.


**Evaluation Data Source(s) 1:** Staffing plans, Budget reports, Audits and reviews, Equipment purchases.

**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 implement new programs	Principal	Compliance with all state and federal requirements.				
2) Develop staffing priorities and plans based on proposed funding projections to meet district/student needs	Principal	All instructors are highly qualified and certified to teach in their field.				
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	Campus Improvement team	Global will be utilizing the most cost effective equipment and teaching strategies.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ken Lynch	Principal