

**Waxahachie Independent School District**  
**Waxahachie High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



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

# Mission Statement

## Our Mission

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

## Vision

### Our Vision

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

## Core Beliefs

### Our Beliefs

We believe...

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

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

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

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

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Waxahachie High School is a Title I schoolwide campus that recently opened its doors at a new state of the art facility housed under eleven acres with an overall enrollment nearing 2400 students in grades 9-12. The facility is designed to enhance the educational experience so that all students may reach their fullest potential. We offer varying programs for our students. All students are required to select a plan to graduate through the Foundation High School Program and select one of the five endorsement areas. The endorsement areas consist of Science, Technology, Engineering & Math (STEM), Business/Industry, Public Service, Arts & Humanities, and Multidisciplinary Studies.

Waxahachie High School also offers, Advanced Placement (AP) courses and an Indian Scholar program where students can earn their Associates Degree within their four year high school plan. All of our programs perform at a high level. We have an award winning band (The Spirit of Waxahachie), a theatre arts department that has received many honors, and an athletic department that has continuously competed in placeoffs.

Our culinary arts department teaches our students how to run the restaurant on campus (The Reservation) and it is open to the public. We offer cosmetology where students can earn their license after completing the program.

Our student enrollment consists of more than 45% of students are considered to be economically disadvantaged. Waxahachie High School serves students with a variety of programs including Special Education, 504, G.T. (Gifted and Talented), Advanced Placement and Dual Credit. The ethnicity of students at Waxahachie High School is 15.7 % African American 36.3 % Hispanic and 43.7 % White. The Gifted and Talented population is 3.3%, students with disabilities are 11.3 % and At Risk population is 58.6 %. ESL student population is 4.3%. Students involved in Career Tech programs is 92.5%. Economically Disadvantaged population is 43.2%.

Waxahachie High School is one of 14 campuses in Waxahachie ISD. Waxahachie High School has a varied student population that offers all groups the opportunity to be successful.

Total Student Enrollment:

- 2,364

Ethnic Distribution:

- African American: 372 (15.7%)

- Hispanic: 857 (36.3%)
- White: 1034 (43.7%)
- American Indian: 1 (.46%)
- Asian: 12 (.5%)
- Pacific Islander: 6 (.25%)
- Two or More Races: 72 (3.04%)

#### Student Groups:

- Economically Disadvantaged: 931 (45.8%)
- Limited English Proficient (LEP): 102 (4.3%)
- Students w/Disciplinary Placements (2015-16): 470 (23.2%)
- At-Risk: 1,262 (38.6%)
- Special Education: 273 (11.5%)
- Gifted and Talented Education: 77 (3.3%)
- Career and Technical Education: 1,836 403 (90.8%)

We have 211 of highly qualified teachers on our campus who work effortlessly to provide a high level of education for our students. Our parents provide much support in all extra curricular activities and work well with our staff and administration.

#### Demographics Strengths

- Met Texas Education Agency (TEA) Academic Standards
- Student Attendance Rate: 95.5
- Annual Student Dropout Rate, below the State Average: 2.0
- Advanced Course Student Enrollment: 35.9%
- Tutoring attendance is increasing
- Students involved in extracurricular events continues to increase.
- Teacher to student ratio is less than 25 to 1
- Staff is selected from a strong teacher applicant pool.
- All first and second year teachers participate in the G.U.I.D.E. New Teacher Mentoring program.
- All teachers have the opportunity to receive English as a Second Language (ESL) certification.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** End of Course scores for Special Education students is below the state average. **Root Cause:** With the increase in special education

students, more training is needed for staff regarding inclusion and modified classes.

**Problem Statement 2:** Lack of diversity in staffing. **Root Cause:** Shortage of applicants applying for openings.

**Problem Statement 3:** Lack of English Secondary Language certified teachers. **Root Cause:** Limited time to prepare for test, lack of incentives to become certified, and ESL certification is not required.

**Problem Statement 4:** WHS has a lack of a variety of applicants. **Root Cause:** Low number of diverse applicants.

**Problem Statement 5:** High turnover late in summer. **Root Cause:** Teachers left for surrounding districts.



# Student Academic Achievement

## Student Academic Achievement Summary

Waxahachie High school saw gains in many academic areas throughout the year. In many academic areas our students performed higher than the state average. Through a variety of interventions and programs (pullouts, trailer classes, night tutoring, Tribe Time, and Apex), students continue to make gains in the state assessment testing. Because WHS continues to expose students to the fine arts, athletics, and CTE. Students are well rounded and perform at a higher level.

## Student Academic Achievement Strengths

Student Achievement Strength:

- Algebra 1 EOC scores increased
- Student Percentage for Exceeded Progress increased.
- US History scores are well above the state average.
- Students taking dual credit classes increased.
- Students taking advanced classes continue to increase.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** English 1 and English 2 scores fell between 2016 to 2017 **Root Cause:** Students have gaps in writing and editing. Teacher planning time is limited throughout the department.

**Problem Statement 2:** Biology scores fell 5% in 2017 from 2106. **Root Cause:** Lack of hands on activities in labs. Need for more planning time throughout the department.

**Problem Statement 3:** Special Education scores fell in each tested area from 2016 to 2017. **Root Cause:** Increase in number of special education students, decrease in inclusion training and need more individualized instruction.

**Problem Statement 4:** Data shows sub-pop groups (African American, Hispanic, White, Economically Disadvantaged, English Learners, and Special Education) did not meet targeted areas in ELAR, Math, Graduation rate status, and College, Career, Military, & Readiness target. **Root Cause:** Lack of

training and implementation in Response to Intervention (RtI).

# School Processes & Programs

## School Processes & Programs Summary

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

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.

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

- Hiring of highly qualified teachers provide quality instruction.
- The Guide Mentoring Program allows current staff to support new staff.
- Variety of communication for all staff.
- All staff uses Eduphoria for online forms and district common assessments.
- Safari Montage (multimedia content storehouse) provides resources to assist instruction.
- Skyward online student enrollment provides an easy way for our students to enroll and reduces paperwork.
- Purchasing of COW (Computer on Wheels) carts w Chrome Books purchased for SPED and LOTE ; Functioning as a mobile Language Lab
- Purchasing of COW (Computer on Wheels) carts with Chrome Books, 1/one COW per core content area at minimum

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Inconsistency in vertical alignment from junior high to high school continues to be a problem. **Root Cause:** Lack of communication between campuses.

**Problem Statement 2:** Limited resources to supplement TEKS Resource System (TRS) lessons. **Root Cause:** Funding and access to materials.

**Problem Statement 3:** Often the follow through on the planning periods for staff is lacking. **Root Cause:** Follow up by administration. Teachers do not communicate and utilize curriculum specialist.

**Problem Statement 4:** Lack of structured Response to Intervention (RTI) process at the high school level. **Root Cause:** Lack of training by staff and lack of clear guides for well thought out program to assist students.

**Problem Statement 5:** Lack of one on one device for students. District relies on students to Bring Your Own Device (BYOD), but not every student has usable device. **Root Cause:** Funding and economic disadvantages.

**Problem Statement 6:** Lack of chromebook sets for each classroom. Departments have them, but not each class. **Root Cause:** Budgeting and expense of technology

# Perceptions

## Perceptions Summary

Waxahachie High School is focused on being the best academically and with extracurricula. Our campus believes every student can be successful. Our goal is to prepare our students to be ready for the next step in their lives. Real world lessons and expectations will allow our students to grow into young men and women.

Waxahachie High School believes that every student can be successful and will have a positive experience through the educational process. At the high school, students have the opportunity to be involved with a variety of clubs, athletics, UIL, cheer, choir, band, yearbook, student council, drill team, theater, Interact, choir, and dance. We encourage students to get involved outside of the classroom. Waxahachie High School students should be Proud, Polite, and Productive individuals on campus and in the community.

In addition, Waxahachie High School works to meet the needs of our family and community members. This partnership is crucial to the success of each student and their readiness to advance to the next grade level. Our mission is to provide the support our parents and community needs in order to make a positive impact on student learning.

## Perceptions Strengths

- Purposeful Planning Time "W Lab" for teachers provides alignment and continuity of instruction.
- Communication with all teachers and staff fosters a unified effort.
- Dual Language Enrichment Model for the Bilingual program establishes optimal learning for ELL Students.
- Multimodal communication for staff, parent and students.
- PLC provide a structured time for teachers to collaborate on best practices to work with all students.
- Participation of students in extracurricular activities provides a sense of community and involvement for students.
- English to Spanish translation services are provided for Spanish speakers.
- School Messenger communicates important events to all stakeholders.
- Skyward Parent Portal (grades, attendance, enrollment information, and health record) keeps parents informed of student progress.
- Use of Twitter by the campus and district is another means that keeps our community informed.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Waxahachie High School is lacking involvement in certain populations of students. **Root Cause:** Lack of opportunity for some students to belong,

**Problem Statement 2:** Lack of parental involvement at the high school level. **Root Cause:** Parents change focus at this level. Priorities change.

**Problem Statement 3:** Parents feel they need to be contacted more regarding students grades. **Root Cause:** Lack of communication to parents by teachers - positive and negative.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) 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

## 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
- Community surveys and/or other feedback

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

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



# Goals





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

**Performance Objective 1:** By June 2019, 90% of the parental engagement goals will be completed by encouraging and promoting a climate which fosters family engagement in the education of the students.

**Evaluation Data Source(s) 1:** District websites, Parent Conference, Surveys. Open House, Guide to the Tribe Night, College Night.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Revise and update campus, and teacher websites to ensure parents have access to pertinent information and news:	Principals and Teachers	<ul style="list-style-type: none"> <li>- Parent and teacher communication will increase.</li> <li>- Student achievement will increase.</li> <li>- Parents will be informed regarding tests and upcoming assignments.</li> <li>- Teachers will give additional details to assignments.</li> </ul>				
2) Provide Financial Aid night for parents and students.	Counselors	<ul style="list-style-type: none"> <li>-Increase parent and student knowledge in applying for financial aid</li> <li>-Increase students applying for financial aid</li> </ul>				
3) Provide parents with online resources and Practical Parent Education classes to support children at home with content area coursework	Principal, Counselors, Teachers	<ul style="list-style-type: none"> <li>- Improve student achievement</li> <li>- decrease student not finishing assignments and receiving zeros.</li> <li>- Allow parents to feel better connected to the school system.</li> </ul>				
	<p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Title I (211) - 0.00</p>					
4) Utilize different methods of communications to connect with parents and promote involvement in the education process through social media and school messenger.	Staff, Principals, Counselors	<ul style="list-style-type: none"> <li>- Parents will attend more school related activities</li> <li>- Parents and students will meet deadlines.</li> </ul>				
5) Provide parents and students with a college and career night.	Counselors Campus Administrators	-Increase in students enrolling in post high school education (college and trade schools)				

6) Provide parents with informational meetings about all the programs we have at Waxahachie High School (Open House, Indian Scholars, Seniors, Advanced classes)	Counselors Teachers Campus Administrators	-Increase parental involvement -Increase in student achievement				
<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>						

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 2:</b> Lack of parental involvement at the high school level. <b>Root Cause 2:</b> Parents change focus at this level. Priorities change.



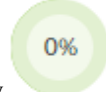

# Goal 2: Waxahachie High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 1:** By June 2019, create an environment where 100% of the students feel safe and secure in a positive learning environment.

**Evaluation Data Source(s) 1:** Safety Drills, Discipline Data, Surveys, and Attendance Data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create, discuss and implement different safety - Seek Shelter, Fire, Lockdown, and other drills ( EOP). Use protocols adopted and outlined by the Texas School Safety Center with the "I Luv You Guys" training.	- Principal - Asst. Principals - Security -Waxahachie Emergency Response teams	- Students and staff will understand drill procedures. - Safety for students and staff. - Gather feedback from staff, students and security on the execution of the different drills. - Evaluate each drill for improvements. -Common, simple vocabulary -Good communication during drills				
2) Review and implement the district's Human Sexuality Program curriculum at grades 6-12	Superintendent, Assistant Superintendent, Health and PE teachers, School Health Advisory Committee (SHAC)	Increase student awareness of risky sexual behavior. Decrease dropout rates due to pregnancy.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 3) Support the district policy on awareness education program, and training for staff members in the following areas: Bullying and Cyber-bullying, Child Abuse, Sexting, Dating Violence and Suicide Prevention.	Principal and Counselors	- Bullying incidents will decrease - Sexting incidents will decrease - Suicide incidents will decrease - Increase in parent attendance in counselor led meetings. - Students will feel safe (survey)				
4) Develop and implement a plan to assist students and parents who transition between campuses or grade levels	Principal and counselors	- Students will choose their career path. - Increase in students taking upper level classes. - Increase in participation in extracurricular programs.				

<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 4</p> <p>5) Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students.</p>	<p>Director of Career and Technology, Ellis County School Age Parenting/CTE Coordinator, PRS Staff, CEHI Instructor</p>	<ul style="list-style-type: none"> <li>- Drop out rate will not increase.</li> <li>- Schedules will be developed to meet the needs of each student.</li> <li>- Increase on students attend college.</li> <li>- Day care will be provided.</li> </ul>				
<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 2:** Waxahachie High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 2:** Discipline incidents will decrease by 15% each semester.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrators and Staff will be visible during the day.	Principals, Teachers, Staffs, Interns.	- Decrease in referrals - Decrease in tarries - Positive culture and climate				
2) Implement Restorative Discipline Practices to build meaningful relationships with students and parents.	Principals, Staff, Counselors, Parents, and Teachers.	Referrals will decrease Better communication between students and teachers. Increase parent involvement				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 3:** Encourage students to get involved in the Fine Arts, Athletics, CTE, Clubs and Organizations by 10 %.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage organizations to self promote throughout the 2018-2019 school year through daily announcements, open house, Junior High Transition, and schedule pickup,	Principals Staff Students Community	Students will feel a sense of pride and connection at WHS (survey)  Attendance will improve  Student involvement will increase				

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

**Performance Objective 1:** By June 2019, 80% of all student groups (African American, Hispanic, White, Economically Disadvantaged, English Learners, and Special Education) will meet 'Approach Grade Level' on all sections of End Of Course test.

**Evaluation Data Source(s) 1:** Texas Academic Performance Report -TAPR Report, Common Assessments, End Of Course, Benchmarks, 9 week grades, Comparison of previous years, Skyward Data.

## Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will utilize the TEKS resource system to build common assessment and lesson plans.	Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers	- Teachers will create specific lessons relating to the TEKS. - Student Achievement - Provides vertical and horizontal alignment to improve instruction.				
2) Curriculum planning sessions for grade level leaders, department heads, and district teams in all content areas	Curriculum and Instruction Department, Principals, Teachers.	- Increase student achievement. - Improve quality of lesson plans. - Scores will improve on the common assessments. - EOC scores will improve. - Hands on activities will increase.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>3) Increase the number of walkthroughs in all core classes.</p>	Curriculum and Instruction Department, Principals, Teachers	- Increase of Advanced levels on STAAR - Increase number of walkthroughs - Increase student engagement. - Increase student scores on the DCA's				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 7</p> <p>4) Sustain the WISD Framework for Effective Teaching and Learning: (a). Support the online lesson planning system (Eduphoria), (b). Staff development on, Sheltered Instruction, (c). Support the usage of Thinking Maps, and (d). Provide training to classroom teachers in Thinking Maps Refresher Training and Initial Training to new staff</p>	Curriculum and Instruction Department, Principals, Teachers	- Lesson plans will be more detailed regarding specific activities. - Common assessments scores will increase. - EOC scores will improve for special education students.				

5) Increase staff access to STAAR/EOC and other assessment data for improvement of instruction and learning by using the following programs: Eduphoria Aware, Skyward Student Information System, CLASS	Curriculum and Instruction Department, Principals, Technology Lead	- Documentation in PLC Learning Notebooks - Documentation of professional development sessions on Eduphoria Aware - TAPR Reports				
6) Increase student use of technology to enhance academic achievement:	Curriculum and Instruction Department, Principals, Technology Lead	- Teachers will incorporate more technology in the classroom. - Increase the number of DCA™s administered through technology - Increase EOC scores. - Failure rate will decrease.				
7) Develop and implement district standards and expectations for grade level courses for all levels: (a). Review and revise the Grades 9-12 Course Catalogs; including all House Bill 5 implications, and (b). Review and organize Career and Technology pathways and clusters	Director of Career and Technology, Curriculum and Instruction Department, Principals, Counselors, Teachers	Help				
<b>Comprehensive Support Strategy</b> 8) Increase the percentage of special education students included in general education classes	Director of Special Education, Diagnosticians, Principals	- Attendance for Special education students will improve. - Special education scores will increase on the DCA™s. - Passing rate for each 9 weeks should improve. - Discipline referrals will decrease for special education students.				
9) Monitor and revise, as needed, the appropriate identification of students by all student groups in the Gifted/Talented program: Review available identification testing materials	G/T Coordinator, G/T Specialists	- Increase the number of GT students in the program. - Increase the number of students taking the GT/Talented program test. - Increase teacher professional development for gifted and talented students.				
10) 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.	Lead Counselors, Counselors, Principals, Teachers	- Increase Post-secondary enrollment information - Texas High Education Coordinating Board Report. - Students receiving scholarships will increase. - Increase in students atten Help Help Help Help				
11) Increase the percent of students participating in Pre-AP, AP, and/or Dual Credit courses.	Counselors, Principals, Teachers	- Enrollment data - AP test score results				
12) Increase the percent of students taking PSAT and SAT or ACT tests:	Counselors, Principals	- State Assessment data - TAPR Data				
13) Increase student performance on PSAT and SAT or ACT tests: (a). Increase the percent of National Merit Scholars, and (b). Offer SAT/ACT courses at Waxahachie High School	Counselors, Principals	- State Assessment data - TAPR Data				
14) Guidance counselors will meet with each student to review their personal graduation plans in order to increase the percent of students graduating on the RHSP and DAP plans or Foundation Plan (H.B 5)	Counselor(s), Principals, Career Technology (CTE) Counselors,	- State Assessment data - TAPR Data - PGP Personal Graduation Plans				



15) 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	- CTE enrollment data - PEIMS data				
16) Increase the percent of students meeting the requirements of the RHSP and DAP	Assistant Superintendent, High School Principal, High School Counselors	- TAPR data - Student graduation data - Annual Report to the Board				
<b>Comprehensive Support Strategy</b> 17) Continue to support the Response to Intervention (RtI) layered model of support by utilizing programs designed to improve individual achievement for each student.	Curriculum and Instruction Department, Special Education Director, Principals, Asst. Principals, SST Committees, Region 10	- Progress Monitoring Data (Reading Recovery, dyslexia, First Steps and LLI) - Diagnostic tasks (First Steps) - Reduced number of referrals to special education - Reduced number of student retentions				
18) Ensure that all teachers are committed to working collaboratively in processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and SST meetings.	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees, Region 10	- Documentation in PLC Learning Notebooks - Purposeful Planning Scheduled Visits				
<b>Comprehensive Support Strategy</b> 19) Decrease the percent of students not completing high school by utilizing the following programs and initiatives: (a). Waxahachie High School of Choice, (b). LEAD Program at Waxahachie High School, (c). Summer Programs and STAAR Camp, (d). STAAR Failure Recovery Courses at Waxahachie High School, and (e) Night School	Principals, Counselors, PEIMS Clerks	- PEIMS data - TAPR Report - Course Enrollment numbers				
20) 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	Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches	- District Local Funds - Tribal Council - Survey - Service on a committee - Grade level or department meetings - District Common Assessment data				
<b>Comprehensive Support Strategy</b> 21) Review the district Framework for Response to Intervention (RtI): (a). Review RtI plan based on feedback from campus staff, (b). Create and/or identify a Universal Screener for math and reading for all students, 9-12.	Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches	- Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process				
<b>Comprehensive Support Strategy</b> 22) Reevaluate Tier I and II district initiatives and programs to the RtI plan and graphic, (a). Reassess roles of the RtI committee members, and (b). Develop tiers for behavioral RtI plan for grades 9-12.	Curriculum and Instruction Department, Principals, Teachers, Instructional Coaches	- Documentation of RtI plans in Eduphoria - Feedback from campus SST members - Improvement in students on a tier the WISD RtI process				

<b>Comprehensive Support Strategy</b> 23) Increase passing rate of the English Language Arts/Reading state assessment in African American students by 6% (26% to 32%)	Principal Teachers Curriculum Core Content Coordinators	-Meet state assessment passing standards				
	<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> Title I (211) - 0.00					
<b>Targeted Support Strategy</b> 24) Increase passing rate of the Math state assessment in African American students by 7% (24% to 31%)	Principal Teachers Curriculum Content Coordinators	Meet state assessment passing standards				
	<b>Problem Statements:</b> Student Academic Achievement 4					
<b>Targeted Support Strategy</b> 25) Increase graduation rate of African American students by 2.1% (87.9% to 90%)	Principal Counselors Teachers	Increase graduation rate of African American students				
	<b>Problem Statements:</b> Student Academic Achievement 4					
<b>Targeted Support Strategy</b> 26) Increase passing rate of the Math state assessment in Hispanic students by 19% (21% to 40%)	Principal Teachers Curriculum Core Content Coordinators	-Meet state assessment passing standards				
	<b>Problem Statements:</b> Student Academic Achievement 4					
<b>Targeted Support Strategy</b> 27) Increase graduation rate of Hispanic students by 4.9% (85.1% to 90%)	Principal Counselors Teachers	-Increase graduation rate of Hispanic students				
	<b>Problem Statements:</b> Student Academic Achievement 4					
<b>Targeted Support Strategy</b> 28) Increase passing rate of the Math assessment in White students by 20% (39% to 59%)	Principal Teachers Curriculum Core Content Coordinators	-Meet state assessment passing standards				
	<b>Problem Statements:</b> Student Academic Achievement 4					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 29) Increase passing rate of the Math state assessment in Economically Disadvantaged students by 9% (27% to 36%)	Principal Teachers Curriculum Core Content Coordinators	-Meet state assessment passing standards				
	<b>Problem Statements:</b> Student Academic Achievement 4					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 30) Increase graduation rate of the Economically Disadvantaged students by 7.3% (82.7% to 90%)	Principal Counselors Teachers	-Increase graduation rate of Economically Disadvantaged students				
	<b>Problem Statements:</b> Student Academic Achievement 4					

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>31) Increase College, Career, Military and Readiness (CCMR) target in Economically Disadvantaged students by 2% (37% to 39%)</p>	Principal Counselors Teachers	-Increase number of students in College, Career, Military and Readiness (CCMR)				
<b>Problem Statements:</b> Student Academic Achievement 4						
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>32) Increase passing rate of the English Language Arts/Reading state assessment in Special Education students by 10% (9% to 19%)</p>	Principal Teachers Special Education Department	-Meet state assessment passing standards				
<b>Problem Statements:</b> Student Academic Achievement 1						
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>33) Increase passing rate of the Math state assessment in Special Education students by 7% (16% to 23%)</p>	Principal Teachers Special Education Department	-Meet state assessment passing standards				
<b>Problem Statements:</b> Student Academic Achievement 3						
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>34) Increase graduation rate of Special Education students by 13.4% (76.6% to 90%)</p>	Principal Counselors Special Education Department	-Increase graduation rate of Special Education students				
<b>Problem Statements:</b> Student Academic Achievement 4						
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>35) Increase College, Career, Military, &amp; Readiness (CCMR) target in Special Education students by 14% (13% to 27%)</p>	Principal Counselors Teachers Special Education Department	-Increase number of students in Career, Military & Readiness (CCMR)				
<b>Problem Statements:</b> Student Academic Achievement 4						
<p><b>Targeted Support Strategy</b></p> <p>36) Increase passing rate of the English Language Arts/Reading state assessment in English Learner students by 11% (18% to 29%)</p>	Principal Teachers Curriculum Core Content Coordinators	-Meet state assessment passing standards				
<b>Problem Statements:</b> Student Academic Achievement 4						
<p><b>Targeted Support Strategy</b></p> <p>37) Increase passing rate of the Math state assessment in English Learner students by 22% (18% to 40%)</p>	Principal Teachers Curriculum Core Content Coordinators	-Meet state assessment passing standards				
<b>Problem Statements:</b> Student Academic Achievement 4						
						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> English 1 and English 2 scores fell between 2016 to 2017 <b>Root Cause 1:</b> Students have gaps in writing and editing. Teacher planning time is limited throughout the department.
<b>Problem Statement 3:</b> Special Education scores fell in each tested area from 2016 to 2017. <b>Root Cause 3:</b> Increase in number of special education students, decrease in inclusion training and need more individualized instrucion.
<b>Problem Statement 4:</b> Data shows sub-pop groups (African American, Hispanica, White, Economically Disadvantage, English Learners, and Special Education) did not meet targeted areas in ELAR, Math, Graduation rate status, and College, Career, Military, & Readiness target. <b>Root Cause 4:</b> Lack of training and implementation in Response to Intervention (RtI).

# Goal 4: Waxahachie 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:** 100% of teachers will be highly qualified by November, 2017.

**Evaluation Data Source(s) 1:**

**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, HR Department.	- 100% of teachers will be highly qualified.. - Increase in staff who are ESL certified. - Increase in staff who are. Certified in Specail education.				
2) Provide incentives for teachers to obtain ESL, Bilingual, and/or GT certification/endorsement	Principal	- Increase in teachers who are ESL certified. - Increase the number of teachers who are GT certified. - ESL studetns soores will improve on EOC scores. - Overall achievement for. Studetns will increase on EOC testing.				
3) Support a Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program)	Principal	- Decrease the number of teachers leaving the high school. - Tealchers will feel better supported (survey) - Increase the number established staff helping our new teachers. More involvement.				
4) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning	Principal	- Through Curriculum - offer more professional development. - Improve student achivement. - Increase teacher lead professional development. - Increase of hours each teacher earns of PD.				
5) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams.	Principal	- Lesson plans will be more detailed - Increase Best Practice components. - Student aciehvment will increase. - DCA data will show improvement. - Lesson plan will reflect lessons.				
6) 8) Review District and SBEC requirements for certification renewal.	Principal	- Eduphoria documentation - Teacher Professional Development Portfolios - District Annual Survey				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

**Goal 4:** Waxahachie High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 2:** Trends in staffing, facility, and program needs will be gathered during 2018-2019 to be prepared for the 2019 -2020 school year.

**Evaluation Data Source(s) 2:** Demography Report, Long Range Plane Report, City of Waxahachie Land Use Zone Reports, PEIMs Data, Course Selections, Staffing Plans.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze both short and long term needs for school facilities and project the additional costs for potential staffing needs	Principal, Department Chairs, Curriculum Department, HR.	<ul style="list-style-type: none"> <li>- Increase staff as needed - per student driven needs.</li> <li>- Class size will remain under 30.</li> <li>- Student achievement will increase.</li> <li>- Increase budgets needs and requests.</li> </ul>				


# Goal 5: Waxahachie High School 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 to enhance academic growth for our students while seeking technology that meets the needs of students.


**Evaluation Data Source(s) 1:** Survey, Technology Audits, Technology budgets,

**Summative Evaluation 1:**

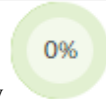
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evaluate existing technology hardware and software usage and standards; provide a model for revision	Principal	- District Technology Plan - Board Reports - Audit Findings				
2) Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms	Principal	- District Technology Plan - Board Reports - Audit Findings - ARRA Funds - Reports and Audit Findings				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




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

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


**Evaluation Data Source(s) 1:** Budget Allocations, Title 1 Money, Surveys, Departement Needs Assessments.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.	Principal, High School Staff, Curriulum Staff,	- Increase student achivement - Increase technology devices. - Increase number of resources per teacher. - State Assessment scores will improve.				
2) 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	Principal, Curriculum Department, High School Staff.	- Increase student achivement - DCA scores will improve. - Increase resources for the classroom teachers - Funding will be tied to needs of the campus.				
3) Title 1 funds will be allocated for staffing needs based on the needs of the students and campus.	Principals, Curriuclum, HR, High School Staff.	- Improve student achievement - Class sizes will not go above 30 in the core classes. - At risk studetns will be served in each class.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	5	Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students.
3	1	3	Increase the number of walkthroughs in all core classes.
3	1	4	Sustain the WISD Framework for Effective Teaching and Learning: (a). Support the online lesson planning system (Eduphoria), (b). Staff development on, Sheltered Instruction, (c). Support the usage of Thinking Maps, and (d). Provide training to classroom teachers in Thinking Maps Refresher Training and Initial Training to new staff
3	1	8	Increase the percentage of special education students included in general education classes
3	1	17	Continue to support the Response to Intervention (RtI) layered model of support by utilizing programs designed to improve individual achievement for each student.
3	1	19	Decrease the percent of students not completing high school by utilizing the following programs and initiatives: (a). Waxahachie High School of Choice, (b). LEAD Program at Waxahachie High School, (c). Summer Programs and STAAR Camp, (d). STAAR Failure Recovery Courses at Waxahachie High School, and (e) Night School
3	1	21	Review the district Framework for Response to Intervention (RtI): (a). Review RtI plan based on feedback from campus staff, (b). Create and/or identify a Universal Screener for math and reading for all students, 9-12,.
3	1	22	Reevaluate Tier I and II district initiatives and programs to the RtI plan and graphic, (a). Reassess roles of the RtI committee members, and (b). Develop tiers for behavioral RtI plan for grades 9-12.
3	1	23	Increase passing rate of the English Language Arts/Reading state assessment in African American students by 6% (26% to 32%)
3	1	29	Increase passing rate of the Math state assessment in Economically Disadvantaged students by 9% (27% to 36%)
3	1	30	Increase graduation rate of the Economically Disadvantaged students by 7.3% (82.7% to 90%)
3	1	31	Increase College, Career, Military and Readiness (CCMR) target in Economically Disadvantaged students by 2% (37% to 39%)
3	1	32	Increase passing rate of the English Language Arts/Reading state assessment in Special Education students by 10% (9% to 19%)
3	1	33	Increase passing rate of the Math state assessment in Special Education students by 7% (16% to 23%)
3	1	34	Increase graduation rate of Special Education students by 13.4% (76.6% to 90%)
3	1	35	Increase College, Career, Military, & Readiness (CCMR) target in Special Education students by 14% (13% to 27%)

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CNA Initial training/meeting - April 3, 2018

CNA meeting - May 11, 2018

CNA meeting to develop CNA - May 27, 2018

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Committee members include:

Matt Queen

Paul Toal

Sean Cagle

Judi Hammock

Brittany Duvall

Jennifer Hamby

Denise McClure

Debbie Gish

Tiffany Cotten

Susan Schmidt

Marilyn Lynch

Amber Huckabee

Melissa Huskisson

Tiffany Martin

Dawn Hilburn

Madeline Trevino- parent

Adan Casas- principal

## **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Revision dates:

August 31, 2018

September 2, 2018

October 29, 2018

November 2, 2018

### **2.3: Available to parents and community in an understandable format and language**

The CIP is available at the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

CIP developed May 29, 2018

Location of CIP will be the front office and on website.

The CIP is distributed in English and translation will be made to parents upon request.

### **2.4: Opportunities for all children to meet State standards**

The goals for Waxahachie High School is for all children to meet the standards set by the state by:

- Using effective instructional strategies that are scientific and research based
- Using effective instructional strategies to meet the needs of economically disadvantaged students, students from racial and ethnic groups, children with disabilities and English language learners

### **2.5: Increased learning time and well-rounded education**

WHS will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education by offering:

- Advanced Placement courses
- Dual Credit courses
- Self Paced programs
- Enrichment classes
- Various clubs and organizations
- Fine Arts department
- Career and Technology Education

-Certification opportunities

-Athletics

### **2.6: Address needs of all students, particularly at-risk**

WHS will address the needs of students in the school, but particularly the needs to those at risk of not meeting the challenging State academic standards by;

-offering enrichment classes in all core areas

-after school tutoring

-credit recovery classes

-night school

-summer enrichment

-learning lab

-data evaluations to find strengths and weakness in curriculum

-comprehensive school counseling program

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Campuses shall jointly develop with, and distribute to parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in and understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of individuals and their roles who assisted with the development of Parent and Family Engagement Policy by:

-Parent and Family Engagement Policy will be posted to the campus website.

-Parent and Family Engagement Policy will be in English and made available to parents in other languages upon request.

### **3.2: Offer flexible number of parent involvement meetings**

Waxahachie High School will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits as such services to relate to parental involvement by:

-Open House and Title I meeting- September 10, 2018

-Emails

-Call outs

-Social Media

-Mail outs

# Title I Schoolwide Element Personnel

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



# Campus Advisory Team

Committee Role	Name	Position
Administrator	Adan Casas	Principal

# Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Practical Parent Education curriculum		\$0.00
3	1	23	Intervention teacher		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00