

Waco Independent School District
Waco High School
2019-2020 Campus Improvement Plan



Mission Statement

Mission Statement Through the consistent application of high-quality instruction and proactive communication with all WHS stakeholders, WHS professional educational staff will secure student success and empower students and staff via modeling positive behaviors as WHS becomes an Exemplary campus.

Waco High School Where Pride Runs Deep

P ersonal Responsibility

R espect

I ntegrity

D etermination

E xcellence

Vision

Waco High School fosters an academically diverse and challenging curriculum within a secure and exciting environment. Our graduates are the leaders of today and tomorrow.

Waco High School - Home of Waco's academic, artistic, and athletic leaders
... today, tomorrow, and always!

Core Beliefs

Lion Pride Runs Deep!

Trust

Communication

Nurture Relationships

Respect Differences

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

Finish Together
Differentiated Learning
Safety & Facilities
Recruit & Retain

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco High is located in West Waco and educates high school-aged students in grades 9-12 from the north, west and east Waco neighborhoods. The student population at Waco High is diverse ethnically, academically, economically and socially. The student population is 2,021 and dis-aggregates as follows: African American students (32.41%), Anglo students (10.80%), Asian students (0.49%), Hispanic students (54.22%) Economically Disadvantage (96%), At-Risk (69%), Homeless/Unaccompanied Youth (4%), Career and Technology Education students (53%), Gifted and Talented students (16%), ELL (14%) and Special Ed. (12%). Waco High offers 125 dual credit and advanced placement courses. This is a 239% increase above the number of classes offered last year.

WHS currently has 130 teachers, with 95% being state certified

Demographics Strengths

The student population and the faculty and staff population are ethnically diverse. Waco High provides educational opportunities that address the academic ability level of every student. Extra-curricular and co-curricular activities are provided to meet the various students' interests and to develop the social skills of the diverse student population. Diversity improves cognitive skills, including critical thinking and problem solving. Diversity helps students develop social skills that employers value. Diversity allows students to learn from each other across cultural boundaries. Diversity enhances students' leadership skills.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There have been large gaps in the past STAAR End of Course results of white students and the results of African American students, as well as the results of English Language Learners. **Root Cause:** Students in various subgroups lack basic and grade level academic skills.

Student Academic Achievement

Student Academic Achievement Summary

Spring 2018 EOC Fall 2018 EOC (re-testers) Spring 2019

ELAR I 44% 13% 46.64%

ELAR II 46% 14% 39.73%

Algebra I 74% 22% 81.14%

Biology 77% 41% 83.60%

U S History 88% 43% 87.58

Passing Rate By Test and Subgroup:

ELAR I ELAR II Algebra I Biology US History

White 56% 72% 82% 89% 94%

African Am. 36% 44% 74% 74% 83%

Hispanic 47% 54% 85% 83% 88%

Eco. Dis. 37% 51% 81% 79% 85%

Student Academic Achievement Strengths

Waco High School continues to train and support teachers regarding AVID strategies. Teachers are held accountable for incorporating these AVID strategies in their lessons, and this expectation is schoolwide.

Waco High School continues to promote post-high school opportunities that will increase college enrollment.

Waco High School continues to build data profiles on all students.

Waco High School continues to prepare students for the TSI/ACT/SAT/PSAT.

Waco High School continues to build our Advanced Academics Program.

Students continue to demonstrate excellence in Skills USA, Fine Arts, and Athletic competitions.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There were gaps in the pass rate among subgroups on the 2019 Spring STAAR results of White students and other subgroups such as African American, Hispanic, and Economically Disadvantaged students. **Root Cause:** In each of the 2014, 2015 and 2016 school years, nearly 200 freshmen have been placed in Waco High School by middle school campus Grade Placement Committees despite having failed eighth grade courses, STAAR Reading, Math and Science exams, but only 50% of them succeed with high school academic expectations. Although this number has decreased to 117 students for the 2018-2019 school year, this is still an ongoing issue.

School Processes & Programs

School Processes & Programs Summary

Waco High has highly qualified, effective teachers in every core area. Their experience and mentoring have benefited new teachers. Waco High School is committed to the excellence of student academics and supports the teaching staff by providing time for all core subject teachers to participate in PLC meetings daily. Having daily PLCs has assisted all teachers in implementing the TEKS, understanding the scope and sequence, reviewing data and collaborating to improve instruction.

Waco High School administration offers a monthly "New Teacher Huddle" that focuses on supporting continuous improvement and building capacity with the teachers who are new to the profession, as well as those who are new to the campus.

We offer classroom discipline support and interventions through our Behavior team comprised of two Behavior Specialists, Behavior Aides, and a Restorative Discipline Facilitator. The Behavior Team helps support new teachers.

Administrators conduct at least 4 walkthroughs per week in their assigned T-TESS area to better support teachers as needed.

Administrators meet with their T-TESS teachers at the end of every grading term to discuss student and staff performance data to assess what is working and to identify what support is needed for continuous improvement.

Waco High is working on upgrading and replacing affordable technology as needed. Waco High students use technology to increase their higher-order thinking skills.

Waco High students have access to computer equipment and the Internet to complete assignments.

Title II class-size reduction: Waco High School puts a student cap on End of Course (EOC) tested subjects. Those classes that have an EOC test in the spring are capped at 21 students with minimal exceptions. Waco High School also utilizes Edmentum as the credit recovery program which minimizes the need for students to retake the class in a face-to-face classroom setting.

Waco High School Advanced Academic classes are capped in order to assist with high learning expectations.

Waco High School utilizes co-teaching classes for special education students and has a limited number of seats per section to obtain the best learning environment for all students.

Waco High School Master schedule is built with the student needs as priority number one. When placing courses, student needs and requests always come before the teacher requests.

Each EOC tested subject has a common PLC time.

All teachers have a minimum of 2 days a week before or after school tutorial times. Tutorial times are posted by each teacher. Students have access to tutors throughout the school day in the Grand Central Station (GCS) tutorial lab. The tutorial lab is staffed with tutors for each core subject.

Waco High School offers summer school for credit recovery and EOC tutorials. Students have the opportunity to regain credits via Edmentum and there has been much success with the program. Students also can attend EOC tutorials each week until EOC retest.

Waco High School assists students transitioning from middle school to high school via a summer bridge program. The program gives students the opportunity to learn about high school and set goals for furthering their education. Summer bridge classes are taught by our most esteemed teachers and are sought out by incoming students. The summer bridge program also assists in building pride in being a high school student.

8th-grade STAAR scores are considered when building student schedules. There are specific classes set in place with highly effective teachers for subject areas that students may not have done well in. Those classes are kept at a low student-teacher ratio to assist with building skills necessary to be successful in high school.

Waco High School has a college and career counselor who seeks to assist students with postsecondary goals. The college and career counselor meets with students regularly to help students apply to college, complete Free Application for Federal Student Aid (FAFSA), and submit scholarship applications. The college and career counselor also provides students the Texas Success Initiative (TSI) testing opportunities each week. The Waco High School college and career counselor also schedule visits from many college campuses and seeks out recruiters to come meet with our students via classroom presentations and cafeteria pop-ins. College lessons are taught in English class on the first day of each new 6 weeks. The college lessons focus on a variety of different topics and are specific to the grade level and time of year.

Each month counselors present information to assist students with various topics including suicide prevention, bullying, college awareness, goal settings, and character. WHS has a policy for students who are suicidal and the policy is explained to all staff members. Counselors work to provide necessary resources for all students who are at-risk to themselves.

Bullying is handled as a team and support with assistant principals and the restorative team. Communication between departments is very important to assist students in feeling safe at all times on campus.

Waco High School utilizes a specific curriculum taught by teachers and counselors to inform students of the many aspects involved with dating and relationships. All students receive the lessons via a specified class. Discussion and role-play is involved and students have the opportunity to ask questions and seek information to assist them as they make important decisions.

School Processes & Programs Strengths

Low turnover in most departments has strengthened those departments in understanding the Waco High culture, understanding the students and understanding the TEKS.

The Grand Central Station (GCS) Lab remains a vital tool that students utilize as needed for tutorials during the school day.

The number of Advanced Placement and Dual Credit courses offered is monitored to meet the needs of the increased number of students who are interested in advanced placement and dual credit courses.

Remediation classes provide academic support for students who have not passed English I and/or English II STAAR.

AP teachers hold Saturday School tutorial sessions to prepare students for AP exams.

Saturday School tutorials are provided for students enrolled in all End of Course Exam subjects.

Teachers who teach core subjects meet 5 days a week in Professional Learning Communities (PLC).

Waco High School's most effective classroom teachers share their best teaching practices and ideas with all staff members during training days throughout the school year.

Waco High School administrators participate in several job fairs throughout the year in order to recruit the most highly qualified applicants possible.

Advanced Academics has mobile laptops for the students in their program.

The college lab is utilized daily.

Computers in the library are updated.

The computers in the Student Credit Recovery Lab are frequently updated.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Waco High School has a high number of students on Level 2 of RtI. Waco High School teachers lack an understanding of how to differentiate instruction to address the various levels of students' academic skills. Teachers who are new to the campus or the profession become disillusioned and leave the campus or the profession after a year or two. **Root Cause:** Waco High School has students with a wide range of academic skills, social skills and cultural interests. Inexperienced teachers struggle to manage the discipline of students who lack basic reading, writing, mathematical and organizational skills.

Perceptions

Perceptions Summary

Attendance rate Year to Date (YTD) is 91.85% (Females: 91.74% and Males 91.97%)

Graduation Rate is 90.1%

Waco High has involved parents who support their children at school events.

Parents utilize the WACOISD App to keep up with the children's absences, tardies, and grades.

Waco High has outstanding Adopt-a-School and community partnerships that provide mentoring, tutoring, speakers, cultural experiences and incentives/snacks for tutorials.

Waco High has a strong Parent Teacher Student Association (PTSA) that offers support throughout the year for students and staff.

The Waco High website is current and provides parents, students and others meaningful and relevant information, which includes a monthly parent newsletter.

Waco High employs a Parent Involvement Specialist.

Parent Involvement has increased by 218% over the last two years, with over 3,200 parents attending events during the 2018-2019 school year.

Each department is designated throughout the year to recognize a "Teacher of the Month." A trophy, "Lion" is passed every 2 weeks from one staff member to another with kind words and praise for going above and beyond the call of duty. Also, an annual award is given to recognize "The Most Improved Teacher."

The 6 Weeks Incentive Lunch after each grading period has been successful for motivating students to work towards being rewarded for four categories of achievement: Most Improved Student, Perfect Attendance, A and A/B Honor Roll, and for No Discipline Referrals.

The number of pep rallies and student recognition events continues to increase. The school climate and culture continues to improve for both students and staff. Students from private schools are continuing to transfer to Waco High. We had over 190 staff attend this year's Faculty Christmas Party.

Perceptions Strengths

Waco High has a School/Home Compact that was created by students, teachers, and parents.

Parent and Business Representatives are actively involved with the Campus Decision Making Council (CDMC) and the Parent Teacher Student Association (PTSA).

Waco High offers a variety of opportunities and activities to address the diverse academic interests of students ranging from Career and Technology (CTE) classes to Advanced Academics.

Leadership Education And Development (LEAD) and Viable Options In Community Endeavors (VOICE) continue to support the social needs of Waco High students with weekly meetings and outings.

In-School Suspension (ISS) incidents are lower compared with the previous school year. Although our Out of School Suspension (OSS) and District Alternative Education Placement (DAEP) incidents have increased slightly, the incidents are nowhere near the number we had back in the 2014-2015 school year.

2014-2015 2015-2016 2016-2017 2017-2018 2018-2019

ISS 1626 453 353 459 355

OSS 1168 800 671 548 584

DAEP 172 189 124 126 137

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Waco High School struggles to meet its annual Average Daily Attendance (ADA) goal, especially among African American (AA) girls. **Root Cause:** Some Waco High School students, especially AA females, lack adult support and guidance that can lead to academic success.

Priority Problem Statements

Problem Statement 1: There have been large gaps in the past STAAR End of Course results of white students and the results of African American students, as well as the results of English Language Learners.

Root Cause 1: Students in various subgroups lack basic and grade level academic skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There were gaps in the pass rate among subgroups on the 2019 Spring STAAR results of White students and other subgroups such as African American, Hispanic, and Economically Disadvantaged students.

Root Cause 2: In each of the 2014, 2015 and 2016 school years, nearly 200 freshmen have been placed in Waco High School by middle school campus Grade Placement Committees despite having failed eighth grade courses, STAAR Reading, Math and Science exams, but only 50% of them succeed with high school academic expectations. Although this number has decreased to 117 students for the 2018-2019 school year, this is still an ongoing issue.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Waco High School has a high number of students on Level 2 of RtI. Waco High School teachers lack an understanding of how to differentiate instruction to address the various levels of students' academic skills. Teachers who are new to the campus or the profession become disillusioned and leave the campus or the profession after a year or two.

Root Cause 3: Waco High School has students with a wide range of academic skills, social skills and cultural interests. Inexperienced teachers struggle to manage the discipline of students who lack basic reading, writing, mathematical and organizational skills.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Waco High School struggles to meet its annual Average Daily Attendance (ADA) goal, especially among African American (AA) girls.

Root Cause 4: Some Waco High School students, especially AA females, lack adult support and guidance that can lead to academic success.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Waco High School will increase the capacity of all stakeholders to support identified student needs.

Performance Objective 1: Increase student attendance to 92%, and staff attendance by 1%, lower referrals by 10% and increase the academic success of all students.

Evaluation Data Source(s) 1: 6 Weeks Attendance Data





6 Weeks Discipline Data

6 Weeks Academic Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Train teachers to increase rigor using WICOR strategies and to use scaffolding techniques that will help more students reach the A/AB Honor Roll.	2.5	WHS leadership Team and Instructional Specialists	Increased number of students making the A/AB Honor Roll				
Comprehensive Support Strategy 2) Offer teachers professional development on classroom management throughout the year by using the PBIS and CHAMPS strategies presented in Foundations training.		WHS Leadership Team and the Instructional Specialists	Reduced the number of referrals by 10% and the number of students removed from class by 5%				
Comprehensive Support Strategy 3) Train the Waco High School (WHS) faculty in AVID methodologies and WICOR strategies that will develop students' critical thinking, literacy, and math skills across all content areas. Implement an AVID tutoring program to ensure student success.		WHS Leadership Team and Instructional Specialists	Increased number of students graduating high school and an increased number of students enrolling in higher education				
Funding Sources: State Compensatory Education - 15000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Provide professional development monthly to staff to learn effective techniques for collecting and using data information from Lead4ward for effective instruction.		Instructional Specialists and ESC Region 12 Consultant District Content Specialists	Teachers will collect and use data to adjust instruction using data collected from district based assessments (DBA) and STAAR released tests.				
5) Work with students through the TOPS Lab (credit recovery), College Readiness Lab, GCS and Brazos Credit Recovery School to encourage them to stay in school. Have individualized tutoring for students in TOPS Lab and GCS.	2.4, 2.5, 2.6	Counselors	Lower dropout rate				
Funding Sources: Title 1 School Improvement - 82409.00, State Compensatory Education - 246492.00							
6) Encourage students to participate in extra-curricular activities that have various levels of physical activities and are offered year round, such as athletics, JROTC, Band and Fine Arts.		WHS Leadership Team Department Chairs Athletic Dept. Faculty/Staff	Increased enrollment in classes that offer physical activities				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Waco High School will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.





Performance Objective 1: During the 2019-2020 school year, Waco High faculty, leadership, parents and community members will implement programs to decrease the number of discipline referrals and DAEP placements by at least 10%.

Evaluation Data Source(s) 1: 2020 school year DAEP data

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Community In Schools (CIS) services to help students, especially homeless students, to stay in school by meeting their needs.		WHS Leadership Team and CIS Staff	Sign-In Logs Increase student attendance to 92% Reduce student referrals by 10%				
	Funding Sources: State Compensatory Education - 15500.00						
2) Restorative Discipline Staff will use the Restorative Center to resolve student conflicts and meet other student needs. PBIS is utilized at WHS in the following ways: Incentive luncheons every 6 weeks to recognize students for being the Most Improved , A/B Honor Roll, No referrals, Improved Attendance. We award students for perfect attendance with gift baskets, students are given candy for completing their behavior contracts and students are given gift cards and candy for completing credits in Top Lab classes.		WHS Leadership Team Restorative Discipline Staff	Decrease discipline referrals by 10% and decrease discretionary DAEP placements by 1%.				
	Funding Sources: State Compensatory Education - 363144.00						
3) Provide campus-wide educational lessons/activities that focus on drug/alcohol prevention, harassment/dating violence prevention, unwanted physical or verbal aggression prevention and prevention of bully behavior.		WHS Leadership Team Counselors	Student participation in activities				
	Funding Sources: Title I Parent Involvement - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide students a multiple-step intervention process before sending them to District Alternative Education Placement (DAEP) for discretionary placements.		WHS Leadership Team	Documentation of intervention strategies in the Branching Minds platform to decrease DAEP placements by 10%				
5) Parental engagement is the key aspect to student success. We will continue taking events into the community to promote Waco High School and increase parental engagement opportunities. Purchasing materials for mail-outs like card stock, copy paper, butcher paper, poster boards, pens and strapping tape. Purchase drawstring bags to hold materials given to parents.	3.1, 3.2	Parental Involvement Specialist	Parent Sign-In Logs Parent Involvement Bulletin Boards Mail outs				
Funding Sources: Title I Parent Involvement - 4356.00, Title 1 School Improvement - 66679.00							
6) Provide a translator for parent involvement meetings.	3.1	Parent Involvement Specialist	Extra Duty Requisitions for the translator Parent Involvement Meeting Agendas Parent Involvement Meeting Minutes				
Funding Sources: Title I Parent Involvement - 500.00							
7) Provide additional social guidance, resources and support to African American (AA) female students who struggle with appropriate ways to demonstrate respect for those in authority and appropriate ways to manage personal conflicts.		WHS Leadership Team Parental Involvement Specialist Restorative Discipline Staff Behavior Specialist Consultant	Decrease in referrals and DAEP placements for AA females by 10%.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 2: Waco High School will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: WHS will maintain the rate of 92% for students' daily attendance

Evaluation Data Source(s) 2: Attendance Data

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host a freshmen parent meeting during the first six weeks of school to explain the importance of attendance, credits, and eliminating other barriers to success in high school.		PEIMS Parent Sign-In Logs	Maintain a 92% daily attendance rate				
Funding Sources: Title I Parent Involvement - 500.00							
2) Promote the Waco ISD APP, and use the electronic system that notifies parents when a student misses a class.		WHS Leadership Team	Improved Daily Attendance to 92% Records of electronic Parental Contacts				
3) Increase the level of support and monitoring of chronic absenteeism by making individual contact with parents and students with five or more absences each six week period throughout the school year.		PCL Counselors Assistant Principals Parent Engagement Specialists Teachers Restorative Staff	Reduced chronic absenteeism				
Funding Sources: Title I School Improvement - 29106.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Waco High School will increase student achievement for all student populations.

Performance Objective 1: Waco High students will meet the Domain I standards on all 2020 STAAR End of Course Exams.

Evaluation Data Source(s) 1: 2019 Fall and 2020 Spring EOC STAAR results in English I and II, Algebra, Biology and U.S. History.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide the Grand Central Station (GCS) Lab, AVID WICOR strategies, Lead4Ward, and Achieve3000 as instructional resources and support for teachers and students to use for remediation and differentiation in all core classes.		WHS Leadership Team and Instructional Specialists	Increase successful results on District Benchmark Assessments and on the STAAR EOC Assessments				
	Funding Sources: Title 1 School Improvement - 319084.00, State Compensatory Education - 73304.00						
Comprehensive Support Strategy 2) Provide technology and Computers on Wheels (COWs) for instructional and administrative programs including Blended Learning, project research, and formative assessments.		WHS Leadership Team and Instructional Specialists	Increase in successful results on District Benchmark Assessments and on the STAAR EOC Assessments				
	Funding Sources: Title 1 School Improvement - 27983.00						

Goal 4: Programs and processes at Waco High School will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 1: Waco High leadership will identify and implement ongoing professional support for faculty and staff, resulting in maintaining a 90% rate of teacher retention for the 2019 - 2020 school year.

Evaluation Data Source(s) 1:

Walkthrough data

Professional Dev. Certificates








PLC Minutes

Evidence of participation in the District's Mentor Program

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide each first and second year teacher a mentor for support as needed through the Waco ISD Mentor Program. We will meet monthly during our New Teacher Huddle.		WHS Leadership Team	Completion of the Mentor Program; Monthly New Teacher Huddle				
2) Build capacity of ESL and SPED programs through monthly professional development during Professional Learning Communities (PLCs) and/or faculty meetings to help teachers better understand the documentation processes.		WHS Leadership Team	Professional Development Sign-In Sheets and Agendas Improved teacher documentation skills for the ESL and SPED programs				
3) Have safeguards in place to support teachers who are struggling with instruction for immigrant and/or migrant students (if needed), as well as struggling with discipline management.		WHS Leadership Team	Fewer teachers being non-renewed				
4) Provide training that relates to the instruction of students with disabilities to teachers and educators who work primarily outside the area of special education		WHS Leadership Team	Increased percentages of students who reach their IEP goals and meet progress measure on the state assessment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Students with Dyslexia and other 504 plans will have accommodations available in all classes within the first three weeks of school. Teachers/Staff will be trained in best practices to support these students.		504 Coordinator Dyslexia Instructional Specialist	Student data indicating an increase in academic achievement				
Comprehensive Support Strategy 6) All candidates considered for hire at WHS from regional job fairs and working with alternative teacher certification programs are appropriately certified.		WHS Leadership Team	Quality instruction Lower teacher turn-over rate				
TEA Priorities Recruit, support, retain teachers and principals 7) Continue sponsoring the monthly New Teacher Huddle for teachers who are new to the campus and teachers who are new to the profession. Implement a mid-year professional development session (morning or afternoon) for new teachers that is sponsored by the district. Assistant Principals will lead some of the huddles including but not limited to: discipline, documentation for academics and behavior, classroom management, wellness, etc.		WHS Administrative Team	Additional professional support and increased teacher retention rate of 90%.				
8) Continue providing support and programs for our incoming 9th graders via the Summer Bridge program and holding informational parent meetings with the parents of 8th graders at our feeder middle schools.	2.5, 3.2	WHS Administrative Team Parent Involvement Specialist	Will aid in closing the learning gaps of our incoming 9th grade students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Train teachers to increase rigor using WICOR strategies and to use scaffolding techniques that will help more students reach the A/AB Honor Roll.
1	1	2	Offer teachers professional development on classroom management throughout the year by using the PBIS and CHAMPS strategies presented in Foundations training.
1	1	3	Train the Waco High School (WHS) faculty in AVID methodologies and WICOR strategies that will develop students' critical thinking, literacy, and math skills across all content areas. Implement an AVID tutoring program to ensure student success.
1	1	4	Provide professional development monthly to staff to learn effective techniques for collecting and using data information from Lead4ward for effective instruction.
3	1	1	Provide the Grand Central Station (GCS) Lab, AVID WICOR strategies, Lead4Ward, and Achieve3000 as instructional resources and support for teachers and students to use for remediation and differentiation in all core classes.
3	1	2	Provide technology and Computers on Wheels (COWs) for instructional and administrative programs including Blended Learning, project research, and formative assessments.
4	1	6	All candidates considered for hire at WHS from regional job fairs and working with alternative teacher certification programs are appropriately certified.

State Compensatory

Personnel for Waco High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aron Deshon Williams	Aide - Behavior Support	State Compensatory Education	1
Carlos Briggs	Aide - Behavior Support	State Compensatory Education	1
Corey Ephraim	Aide - Behavior Support	State Compensatory Education	1
George Davis	Behavior Intervention Specialist	State Compensatory Education	1
Jeana Cleaver	SIT - ELA Teacher	State Compensatory Education	1
Jeremy Hicks	Aide - Behavior Support	State Compensatory Education	1
Jeremy Mitchell	SIT/Coach	State Compensatory Education	1
Linda Brown	Aide - Behavior Support	State Compensatory Education	1
Louanna Arterburn	Counselor - High School	State Compensatory Education	1
Nina Bates	SIT/Coach	State Compensatory Education	1
Patrick R. Nichols	Aide - Behavior Support	State Compensatory Education	1
Richard Thompson	Aide - Behavior Support	State Compensatory Education	1
Robert Glynn	Behavior Intervention Specialist	State Compensatory Education	1
Robert Sharp	Restorative Justice Facilitator	State Compensatory Education	1
Sul Ross	Compensatory Credit Recovery/Coach	State Compensatory Education	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alesia Schneider	Instructional Specialist - English	Title I	1
April Roberson	Instructional Specialist - Math	Title I	1
Brenda Gomez	Instructional Specialist - Soc Studies	Title I	1
Debra McGowan	Liaison - Parent Campus	Title I	1
Jeffrey Mink	Instructional Specialist - Science	Title I	1
Keli Jackson Freeman	Specialist - Campus Parent/Community Inv	Title I	1
William Michael Irvine	Compensatory Credit Recovery	Title I	1