

Winnsboro Independent School District
Winnsboro High School
2024-2025 Campus Improvement Plan

Mission Statement

WHS strives to educate all students to their fullest potential, academically and socially, so that they will become life-long learners who are successful in all of their future endeavors.

Vision

WHS students will be future-ready, hard-working, reliable students who will be successful in the global marketplace.

Core Beliefs

WHS believes in fostering diligence, integrity, personal responsibility, and resilience in all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Winnsboro High School is a rural high school in Northeast Texas serving Wood, Franklin, and Hopkins counties. WHS has a current enrollment of 502 students in 9-12 grades. Demographically, WHS is 77.5% White, 15.6% Hispanic, 2.6% African-American, and 1.5% Asian. WHS is a Title I campus. WHS is 57% economically disadvantaged with 33.7% of our students considered at-risk.

Demographics Strengths

WHS students performed well on the STAAR EOC tests during the spring of 2022. All tested areas were above state and regional levels. Algebra 1 EOC scores improved 10%+ in 2023

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Algebra 1 EOC scores declined by 6% points in 2024. Scores dropped from 88% to 82% Approaches in 2024. **Root Cause:** Covid Slide, classroom management

Student Achievement

Student Achievement Summary

Following is a list of needs assessment tools utilized by WHS to assess student achievement needs: STAAR, AYP, TELPAS, TAPR, as well as frequent grade checks and progress reports at 3, 6, and 9 week periods. WHS students performed well again on STAAR in 2024, scoring at or well above state average in all tested areas. WHS passing rate dropped a bit from 88% in 2023 to 82% in 2024.

Student Achievement Strengths

WHS students consistently perform at or above state average in all tested areas. WHS students are expected to and desire to serve in their community. WHS students excel in academic and extra-curricular activities.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Algebra 1 scores dropped 6 points **Root Cause:** Covid slide and internal factors in Algebra 1 classroom.

District Culture and Climate

District Culture and Climate Summary

WHS has always prided itself on its positive school culture and climate. The 2024-25 school year continues to present challenges to that positive climate. WHS experienced a significant teacher turnover during the summer of 2024, replacing 10 staff members. However, WHS has in place a tradition of rising above challenges to foster a positive learning environment. WHS continued to implement the "get to know our students" initiative during the 2023-24 school year, and will continue to develop this program in 2024-25. Knowing our students' strengths and weakness, as well as their cultural backgrounds, will allow us to meet them where they are and bring them forward.

District Culture and Climate Strengths

All staff work hard together to maintain high morale in the face of new uncertainties in state mandates and curriculum challenges. WHS strives to see difficulties as challenges instead of setbacks.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Culture and climate are experiencing some strain **Root Cause:** Student attendance, high teacher turnover

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

WHS has a high quality staff. We pride ourselves in hiring and retaining highly qualified teachers to benefit our students. First-year teachers are assigned at least one mentor to guide them through those first tough years. WHS staff includes many teachers who have 10+ years of experience. This is valuable in this new age of Alternative Certification.

Staff Quality, Recruitment, and Retention Strengths

WHS offers faculty and staff a positive learning environment in which professional development is very important. Many staff members have been teaching at WHS for 10+ years. All departments have budgetary means to access professional development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): WHS is experiencing difficulties, with the rest of the state, in finding HQ employees **Root Cause:** Covid-19 and its aftereffects in society

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

WHS relies on the TEKS as our foundational curriculum and the basis of our instruction. WHS offers advanced programs (Honors and Dual Credit) in several curricular areas. WHS uses Criterion grading software, Brain Pop, Odysseyware, Study Island, SuperNet courses, as well as Google applications to further student success. The LMS for WHS is Canvas.

WHS also offers a credit recovery program through the Virtual School Network and Edgenuity. WHS offers a variety of endorsement pathways and will continue to add pathways to meet the needs of students.

WHS uses benchmark testing through DMAC in social studies, and released test materials from TEA in all tested areas.

WHS utilizes Interim Tests from TEA in the fall and spring for student success.

Curriculum, Instruction, and Assessment Strengths

Dual Credit programs in English, Science, and Math afford students the opportunity to gain college credit for high school classes, while our Honors courses for underclassmen prepare students for the challenges of college coursework. Our Credit Recovery program allows students to recover credits to keep them on track for graduation. We utilize Criterion grading software access to all students in all core classes. CTE programs for study at WHS have strengthened students' career readiness once leaving high school.

WHS added Culinary and Food Processing for the 2023-24 school year, and will add Kinesiology 2 in 2024-25 to complete another pathway in Health Science.

Family and Community Engagement

Family and Community Engagement Summary

WHS enjoys strong support regarding community involvement. Parents are encouraged to get involved with the many aspects of the school: we have 9th grade orientation, Open House in the fall and spring, College and Career night, our College /Career Symposium in the fall, the CTE extravaganza in the spring, and many extra-curricular events such as pep rallies, band concerts, and awards ceremonies. There are numerous opportunities for the families and community members to be involved. The Covid-19 years have presented WHS with lots of obstacles to overcome regarding parent and community engagement. WHS has used Zoom, Facebook Live, and other platforms to reach out to parents and the community.

WISD added Rooms software as the district communication system for 2023-24. This will allow students and parents to communicate with teachers and staff in one digital location.

Family and Community Engagement Strengths

WHS family and community involvement is strong. We offer many opportunities throughout the school year for community members to visit and get involved in the happenings at WHS including Freshman Orientation, College and Career Night, Grade level Parent Meetings, and Open House/Meet the Teacher, and the CTE Extravaganza.

WHS, while not an open campus, is very receptive to parent and community presence on campus.

District Organization

District Organization Summary

WHS is a 9-12 campus. Each core subject area is set up as teams of teachers, most of whom have a common planning period (core classes and tested areas). Our traditional schedule with 8 classes each day allows teams to meet multiple days of the week to vertically align, plan teaching strategies, and discuss curriculum. The schedule also allows students to access more classes o further their individual learning needs.

District Organization Strengths

All of WHS teachers and aides are involved with at least one student group or organization on campus. Teacher/Sponsor engagement with all staff ensures that students and teachers work together outside of the academic area for support and growth.

Technology

Technology Summary

In 2024-25, WHS will be a one-to-one school. Every student will be assigned a chromebook to be used at school and home. WHS has also set up the distance learning lab and AAVTC lab for access to all teachers on a rotational basis. Every teacher has a dedicated teacher computer in each room. WHS teachers use technology to enhance student learning and better prepare students for the technological world they will soon enter.

Technology Strengths

WHS continues to add technology for student success and WHS teachers are willing to learn new strategies to implement new technologies. WHS has had great success implementing Google apps in the educational process. WHS has a robust wireless internet system with access points for every room on campus. WHS offers courses in Edgenuity and the Virtual School Network, as well as online college courses through NTCC. WHS uses Google Classroom as the LMS.

Demographics

Demographics Summary

Winnsboro High School is a rural high school in Northeast Texas serving Wood, Franklin, and Hopkins counties. WHS has a current enrollment of 500 students in 9-12 grades. Demographically, WHS is 78.8% White, 14.7% Hispanic, 2.4% African-American, and 1.7% Asian. WHS is a Title I campus. WHS is 57.4% economically disadvantaged with 33.3% of our students considered at-risk.

Demographics Strengths

WHS has strong community support. Parents are encouraged to volunteer and attend many events that showcase student achievement, as well as informational events, such as Open House, College/Career Night, and Freshmen Orientation

Student Learning

Student Learning Summary

Students perform well on state assessments, always above state average on every assessment. WHS has a rigorous curriculum in place that utilizes technology to lead our students into 21st century learning. WHS is focuses on offering more and more CTE programs of study to give our students and advantage in the global marketplace.

Student Learning Strengths

WHS focuses on educating the whole child, not just testing. This focus gives students tools to overcome challenges and the ability to think on their own, to adapt to new situations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: WHS is experiencing a slight drop in academic achievement across the curriculum **Root Cause:** Covid-19 and Remote Learning

School Processes & Programs

School Processes & Programs Summary

1. Bilingual/ESL - WHS has a full-time ESL aide who travels with our ESL students to mainstream classes. We group them all in the same class when possible for each content area.

2. Honors/DC - WHS has an English program of study that includes Honors (9th and 10th) and Dual Credit (11th and 12th) English classes, as well as Honors Biology, Chemistry, Algebra 1, and Physics. WHS also offers DC Calculus, DC A&P, and DC US History. Also, WHS offers several Dual Credit and Continuing Ed Health Science courses. Students may also complete a CNA program.

School Processes & Programs Strengths

ESL program allows ESL students to mainstream classes with support.

Honors/DC courses prepare students for college level writing, reading, and math/science studies.

DC Health Science and Cont Ed courses prepare students for the global workforce.

Perceptions

Perceptions Summary

WHS prides itself on community and parent involvement. We advocate that parents be involved. We offer many opportunities for community involvement, including Open House, College and Career Night, Grade level parent meetings, CTE extravaganza, etc.

Priority Problem Statements

Problem Statement 1: Algebra 1 scores dropped 6 points

Root Cause 1: Covid slide and internal factors in Algebra 1 classroom.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: WHS is experiencing difficulties, with the rest of the state, in finding HQ employees

Root Cause 2: Covid-19 and its aftereffects in society

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Algebra 1 EOC scores declined by 6% points in 2024. Scores dropped from 88% to 82% Approaches in 2024.

Root Cause 3: Covid Slide, classroom management

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

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

Parent/Community Data

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

Support Systems and Other Data

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





Goals

Goal 1: WHS will focus on continuous CTE expansion and improvement for student success.

Performance Objective 1: WHS will offer CTE programs of study and courses that lead to industry-based certifications for students

High Priority

Evaluation Data Sources: Commissioner Goal 5





Strategy 1 Details	Reviews			
<p>Strategy 1: WHS offers 68 CTE courses and added Kinesiology 2 in a Health Science pathway for 2024-25. Strategy's Expected Result/Impact: WHS students will graduate as CTE completers. Staff Responsible for Monitoring: Principal, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: WHS will focus on continuous CTE expansion and improvement for student success.

Performance Objective 2: WHS will promote and showcase CTE programs.

High Priority

Evaluation Data Sources: Sign in sheets, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: WHS will schedule at least one CTE Extravaganza event during the 2024-25 school year.</p> <p>Strategy's Expected Result/Impact: Students and Parents will learn more about the CTE programs of study offered at WHS.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: WHS will recruit and employ quality teachers and staff.


Performance Objective 1: Recruit, hire, retain qualified employees

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: WHS will recruit, hire, and retain highly qualified employees and provide opportunities for on-going training in order to improve student success</p> <p>Strategy's Expected Result/Impact: Continued improvement in student success.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WHS will provide feedback through classroom walkthroughs and utilization of the TTESS teacher evaluation system.</p> <p>WHS will employ targeted walkthroughs to provide feedback to teachers. Goal is to walk-through each teacher classroom on campus at least once every 2 weeks.</p> <p>Strategy's Expected Result/Impact: Increased student success</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WHS will offer professional development for teachers specific to increased access to advanced coursework and career-tech education.</p> <p>Strategic Priority #3</p> <p>Strategy's Expected Result/Impact: Greater student enrollment in CTE coursework and dual credit courses</p> <p>Staff Responsible for Monitoring: Principal, Curriculum director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer Teacher mentoring and coaching for new teachers and teachers new to the campus. Each new teacher will be assigned a mentor from the appropriate department.</p> <p>Strategic Priority #1</p> <p>Strategy's Expected Result/Impact: Higher teacher retainment</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 3: WHS will promote parent and community involvement and outreach in the learning process.

Performance Objective 1: Parental Involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents are encouraged through electronic and paper communication to meet the teachers, administrators, and sponsors of all school activities and events</p> <p>Strategy's Expected Result/Impact: Increased number of parents attending New Student Orientation, Open House, grade-level informational meetings, etc.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: WHS will promote parent and community involvement and outreach in the learning process.

Performance Objective 2: PARENTAL INVOLVEMENT

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.

Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.

Reviewing the requirements and options of the graduation programs with your child.

Monitoring your child's academic progress and contacting teachers as needed. [See ACADEMIC PROGRAMS on page 18 & Academic Counseling on page 25 of Student Handbook.]

Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (903) 342-3641 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See REPORT CARDS/PROGRESS REPORTS AND CONFERENCES on page 50.]

Becoming a school volunteer. [See policies at GKG and contact Assistant to the Superintendent, (903) 342-3737.]

Participating in campus parent organizations. Parent organizations include: PTO, Ag Boosters, Band Boosters, Raider Pride (Athletics) & Raiderettes.





Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact David Pinnell, principal.]

Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and School Health Advisory Council on page 44.]

Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.

Attending board meetings to learn more about district operations. [For further information, see policies at BE and BED.]





Evaluation Data Sources: SBDM, Title I meetings, grade level meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) SBDM will meet bi-annually to advise the administration and be a liaison between school and community improvement.</p> <p>Strategy's Expected Result/Impact: SBDM will help admin prioritize needs assessment to further school improvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: WHS will continue to focus on improving infrastructure and facilities to promote student success.

Performance Objective 1: Technology Enrichment





Strategy 1 Details	Reviews			
<p>Strategy 1: Computer labs (4 independent labs) are dedicated for student access to technology. Strategy's Expected Result/Impact: Labs will allow students to access online instruction(Canvas, Google Classroom, Edgenuity, TxVSN) during the school day. Staff Responsible for Monitoring: Principal, Technology Director, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Wireless connectivity over entire campus allows access to laptops, iPads, and Chromebooks. Strategy's Expected Result/Impact: Wi-fi will allow students to connect to online instruction in classrooms in real time. Staff Responsible for Monitoring: Principal, Technology Director, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will each receive a district device to use as we begin the 2024-25 school year. WHS will be one-to-one with chromebooks. Strategy's Expected Result/Impact: One-to-one devices allow students to access online instruction and assignments 24 hours a day, especially when they are absent from school, allowing students to stay caught up with their work. Staff Responsible for Monitoring: Principal, Technology Director, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Technology training for teachers - to improve teacher and student technology use, teachers will be trained in technology periodically throughout the year. WHS will utilize IT staff and WHS staff members to lead technology training in-house. Strategy's Expected Result/Impact: Teachers will have greater access to technology and software through training and can take that knowledge to the classroom Staff Responsible for Monitoring: Principal, Technology Director, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Google Classroom will be WHS Learning Management System for 2024-25.</p> <p>Strategy's Expected Result/Impact: Student access to instruction via internet when at school or at extra-curricular events, or at home</p> <p>Staff Responsible for Monitoring: Principal, AP, teachers</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: WHS will continue to address facilities /infrastructure needed to expand CTE programs of study. Meat processing lab will be functional for 2024-25 school year.</p> <p>Strategy's Expected Result/Impact: Offer more pathways of study in CTE for student success</p> <p>Staff Responsible for Monitoring: Superintendent, Principal, CTE director,</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: WHS will continue to focus on improving infrastructure and facilities to promote student success.

Performance Objective 2: WHS will work with Ideal Impact regarding HVAC system improvement to create a safe and positive learning environment.

Evaluation Data Sources: Ideal Impact reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ideal Impact will continue to monitor and adjust set points in the HVAC system to keep classrooms at optimal temperatures and humidity for an optimal learning environment.</p> <p>Strategy's Expected Result/Impact: More students on task and lower utility costs</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 1: Scheduling is aligned with TEKS and students are offered more rigorous curriculum including Co-Enrollment/Dual-Enrollment courses.

High Priority

Evaluation Data Sources: TAPR, School Report Card, STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: The 8 period schedule will allow time to successfully master TEKS (all 1 credit courses have been scheduled for 36 weeks).</p> <p>Strategy's Expected Result/Impact: More time on task</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be afforded the opportunity to participate in a more rigorous curriculum (Honors & Co/Dual Credit courses) to improve college entrance exams and measure college readiness</p> <p>Strategy's Expected Result/Impact: Improved college entrance exams scores (ACT/SAT)</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students not making an A or B in any Dual Credit course will reimburse the district a portion of the tuition cost.</p> <p>Strategy's Expected Result/Impact: Increased number of students taking and being successful in college classes</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: WHS offers 13 dual credit courses on campus through NTCC for students. College Algebra and Statistics have been added for 24-25.</p> <p>Strategy's Expected Result/Impact: Increased number of students enrolled in a dual credit course</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 2: Disaggregate State Assessment data and plan appropriate staff development for increased student success.

High Priority

Evaluation Data Sources: STAAR results, TAPR, School Report Card

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate State Assessment data using DMAC and/or Eduphoria to determine areas needed to be addressed. Strategy's Expected Result/Impact: Increased success on STAAR Staff Responsible for Monitoring: Principal, Department Heads, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize staff development (based on disaggregated data) for overall increased student performance especially related to State Assessments and high school graduation. Strategy's Expected Result/Impact: Increased STAAR success Staff Responsible for Monitoring: Principal, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 3: Improve academic performance for all students, especially special populations

High Priority

Evaluation Data Sources: TAPR, School Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: Coordinate all special programs/populations to provide instruction in a variety of ways to accommodate learning styles and individual education plans.</p> <p>Strategy's Expected Result/Impact: Increased academic and social/emotional success for special populations</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HB 1416 - All students who did not meet standard on STAAR will be required to complete the mandated 15-30 hours of accelerated instruction per test (maximum of 2 tests). WHS will utilize time during the school day, and before and after school, that satisfies HB 1416 standards, to accelerate learning for those students. Students will be able to attend summer school to complete HB 1416 instruction. WHS will employ differentiated learning in Edgenuity for each student to satisfy HB 1416.</p> <p>Strategy's Expected Result/Impact: Increased STAAR success</p> <p>Staff Responsible for Monitoring: Asst. Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WHS will focus on improving instruction in Algebra 1 through innovative methods of instruction delivery, including apple TV.</p> <p>Strategy's Expected Result/Impact: Improve Algebra 1 EOC scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: iPads for teachers - State Comp Ed - 199-24 - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Interim STAAR/EOC testing in the fall and spring semesters to ascertain current algebra levels of all Algebra 1 students prior to EOC testing.</p> <p>Strategy's Expected Result/Impact: Increased success on Algebra 1 EOC and in Algebra 1 course</p> <p>Staff Responsible for Monitoring: Math dept., Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: WHS will employ Interim STAAR testing, in concert with Released STAAR tests, to determine student mastery of English 1 and English 2 STAAR testing</p> <p>Strategy's Expected Result/Impact: Increased student mastery on Algebra 1 and English 1/2 STAAR EOC tests</p> <p>Staff Responsible for Monitoring: Principal, English Dept.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: WHS will employ and integrate the AASE writing strategies into the English STAAR EOC Extended Constructed Response and Short Constructed Response writing</p> <p>Strategy's Expected Result/Impact: Improvement in writing, and overall, scores on the English 1 and 2 STAAR EOC tests</p> <p>Staff Responsible for Monitoring: Principal, Dept. head</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.





Performance Objective 4: Offer events to promote post-graduation choices

Improve the career relevance of high school experiences of WHS students to ensure access and success in the workforce and post-secondary institutions

High Priority

Evaluation Data Sources: Commissioner goal 5

Strategy 1 Details	Reviews			
<p>Strategy 1: College Connection - representatives from colleges, universities, military, and workforce areas are invited to WHS to interact with students and parents. Strategy's Expected Result/Impact: More students/parents involved with college and workforce entities Staff Responsible for Monitoring: Counselor, Student Services Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Career Symposiums - local business owners, employees, and entrepreneurs are invited to WHS to interact with students during classes. Strategy's Expected Result/Impact: Local business owners interacting with students to share career opportunities Staff Responsible for Monitoring: Principal, Counselor, Student Services Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Student and parent informational meetings Strategy's Expected Result/Impact: More parent/guardian involvement in school/student success Staff Responsible for Monitoring: Principal, Counselor, Student Services Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Special Education and 504 - transitions services begin at 14 and continue until graduation. Access to outside agencies are also available (DARS, Andrews Center, etc). Strategy's Expected Result/Impact: Continued success of sped and 504 students through services available in the area Staff Responsible for Monitoring: Principal, Counselor, SpEd coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: WHS offers a new 18+ Life Skills class for graduates in Special Education Strategy's Expected Result/Impact: New Class will allow students to continue to refine and add new life skills Staff Responsible for Monitoring: SpEd director, Principal, 18+ Skills teacher	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.


Performance Objective 5: Offering CTE/Vocational courses for HB 5 transition to ensure direct access and success in the workforce


High Priority

Evaluation Data Sources: Commissioner goal 5

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE/Vocational courses (currently 68) will prepare students for career opportunities in the rural setting of WISD. WHS will continue new CTE pathways including Electrical, Culinary, and Food Processing</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students; improved state accountability</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Vocational Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support and promote student membership in CTE organizations to engage students in activities that are an integral part of the instructional program.</p> <p>Strategy's Expected Result/Impact: Higher membership in CTE organizations</p> <p>Staff Responsible for Monitoring: Counselor, CTE sponsors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Offer new programs with practicums to allow students to graduate with real-world, work-related skills in their chosen field of study.</p> <p>Strategy's Expected Result/Impact: Increased student participation in practicums for on-the-job experience</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>-</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 6: Utilize Virtual High School and Credit Recovery Center for Drop-out intervention/prevention





High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: WHS participates in the SuperNet Consortium's Virtual High School to provide greater opportunities for students to accelerate/recover high school credit</p> <p>Strategy's Expected Result/Impact: Increase student success for at-risk students</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WHS's Credit Recovery Center offers students (especially those at-risk) a chance to accelerate/recover high school credit which greatly reduces drop-out rates. CRC utilizes Edgenuity and Paper modules.</p> <p>Strategy's Expected Result/Impact: Increased success for at-risk students</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 7: Extended-day tutorials





Evaluation Data Sources: TAPR, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will receive additional instruction beyond the regular school day as needed, including HB 1416 regulations regarding students who have not passed STAAR/EOC tests.</p> <p>Strategy's Expected Result/Impact: Increased academic success for at-risk students</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 8: Offering of PRS program





Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Students served under the Pregnancy Related Services program receive home-bound instruction Strategy's Expected Result/Impact: Increased success for at-risk PRS students Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 9: Site Based Decision Making Committee





Evaluation Data Sources: TAPR, School Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: SBDM will meet bi-annually to advise the administration and be a liaison between school and community</p> <p>Strategy's Expected Result/Impact: SBDM will clarify and prioritize goals for the campus based on the CNA.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 10: Improve student success through Content Mastery and Inclusion strategies





Evaluation Data Sources: TAPR, Student Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Students receive more individualized instruction/remediation in Content Mastery Strategy's Expected Result/Impact: Increased academic success for special populations Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will receive more individualized instruction through Inclusion instruction Strategy's Expected Result/Impact: Increased academic success for special populations Staff Responsible for Monitoring: Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 11: Multi-sensory teaching approach for dyslexia





Evaluation Data Sources: TAPR, State Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the multi-sensory teaching approach when necessary to aid students who have been diagnosed with dyslexia.</p> <p>Strategy's Expected Result/Impact: Benchmark tests at the end of each unit</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.





Performance Objective 12: State Comp. Funding

Evaluation Data Sources: TAPR, State Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Use State Comp. Funds to support the Title 1 school-wide program, ESL programs, and remedial/accelerated classes. Funds also serve at-risk students with software options such as Criterion/NoRedInk grading, Edgenuity, and Quizlet.</p> <p>Strategy's Expected Result/Impact: Overall student success in these special population programs;</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: WHS students will demonstrate continuous improvement on State Assessments in every subject area tested and remain well above state standards, as well as continue to achieve at high levels in core curriculum, including dual credit courses.

Performance Objective 13: Title 1 Funding





Strategy 1 Details	Reviews			
Strategy 1: Use Title 1 Part C funds to support the migrant program Strategy's Expected Result/Impact: Overall student success/improvement within these areas Staff Responsible for Monitoring: Principal, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: WHS will increase student, teacher, and all other staff awareness of school safety.

Performance Objective 1: Procedures for evacuation drill





High Priority

Evaluation Data Sources: Tx Safety Center data, Local policy

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff are briefed concerning procedures for evacuation; evacuation maps are posted in each classroom; and drills in accordance with state law.</p> <p>Strategy's Expected Result/Impact: Building will be vacated in under 100 seconds</p> <p>Staff Responsible for Monitoring: Principal, District Police Officer, District Safety Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WHS will maintain locked exterior doors during the school day. Interior classroom doors will be locked at all times when students are present in the room.</p> <p>Strategy's Expected Result/Impact: Safer school campus</p> <p>Staff Responsible for Monitoring: District Safety Officer, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WHS will practice disaster, lockdown, lockout drills during the school year</p> <p>Strategy's Expected Result/Impact: Student and staff safety in disaster situations</p> <p>Staff Responsible for Monitoring: District Safety Officer, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: WHS will increase student, teacher, and all other staff awareness of school safety.

Performance Objective 2: Participation in drug free schools week

Strategy 1 Details	Reviews			
Strategy 1: WHS sponsors events during Red Ribbon week to promote being drug free. Strategy's Expected Result/Impact: Decrease in drug related incidences Staff Responsible for Monitoring: Principal, Counselor, Student Services Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: WHS will increase student, teacher, and all other staff awareness of school safety.





Performance Objective 3: Employment of district security officer and off duty officer for large events

Strategy 1 Details	Reviews			
<p>Strategy 1: The district employs three full-time district Police Officers and other off duty officers to work on safety concerns during WHS events on and off campus.</p> <p>Strategy's Expected Result/Impact: Decreased violations in school safety hazards</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: WHS will increase student, teacher, and all other staff awareness of school safety.





Performance Objective 4: Positive Behavior Supports and Utilization of ISS and DAEP

Evaluation Data Sources: TAPR, State Data

Strategy 1 Details	Reviews			
Strategy 1: Employ positive behavior supports - such as training, posted rules, modeled behavior, etc., to reinforce positive behavior. Strategy's Expected Result/Impact: Decrease in disciplinary referrals Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Behavior reduction for Students violating the Student Code of Conduct, such ISS or DAEP placements Strategy's Expected Result/Impact: Decrease in disciplinary referrals Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students who persistently violate the Code of Conduct or TEC on school property or at a school related event will be given a due process hearing and will be subject to DAEP Strategy's Expected Result/Impact: Decrease in serious disciplinary referrals Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will enforce the new Discipline Grid approved by the WISD School Board for Code of Conduct offenses. Strategy's Expected Result/Impact: Minimize repeat offenses ; clarify disciplinary procedures for consistency Staff Responsible for Monitoring: Campus Behavior Coordinator, Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: WHS will increase student, teacher, and all other staff awareness of school safety.





Performance Objective 5: Safety Protocols for Covid-19

Strategy 1 Details	Reviews			
Strategy 1: Students are allowed to wear masks or not in the school building per district protocols. Strategy's Expected Result/Impact: Covid-19 mitigation; seasonal virus mitigation Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All WHS staff will follow District protocols for Covid-19 Strategy's Expected Result/Impact: Covid-19 mitigation Staff Responsible for Monitoring: Principal, AP, Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: WHS will increase student, teacher, and all other staff awareness of school safety.

Performance Objective 6: Utilize the Raptor system for visitor access to WHS campus.

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: All non-student, non-staff will be required to get an access badge to enter WHS.</p> <p>Strategy's Expected Result/Impact: Safer, hardened school environment at WHS</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: WHS will score an A on campus A-F Accountability

Performance Objective 1: WHS will score 90+ on CCMR section by utilizing TSI, College Bridge, and students earning an IBC

High Priority

Evaluation Data Sources: A-F Accountability framework





Strategy 1 Details	Reviews			
Strategy 1: All students who do not pass the TSI will be enrolled in College Bridge to get their CCMR credit. Strategy's Expected Result/Impact: All students getting CCMR credit for Accountability Staff Responsible for Monitoring: Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: WHS will score an A on campus A-F Accountability

Performance Objective 2: WHS will increase Student Growth and Student Performance

High Priority

Evaluation Data Sources: A-F Accountability framework

Strategy 1 Details	Reviews			
Strategy 1: WHS will employ strategies from the AASE writign platform to increase writing and overall English 1 and English 2 scores Strategy's Expected Result/Impact: Increased writing scores Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: WHS will utilize TEA interim exams and subsequent data for all tested areas to drive student performance and growth Strategy's Expected Result/Impact: Increased STAAR performance Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Winnsboro High School

Total SCE Funds: \$30,000.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

NoRedInk - allows students to have access to essay/writing grading software in all classes, if teachers want to utilize it.. Edgenuity (Imagine Learning) - online, accredited courses for at-risk students (credit recovery, HB 4545) - \$28000 Edgenuity (Imagine Learning) - Credit recovery and HB 4545 accelerated instruction

Personnel for Winnsboro High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dana Martin	Teacher	1
Latasha Taylor	Aide	1
Reese Parker	Aide	1

Title I

1.1: Comprehensive Needs Assessment

CNA completed May 2024

2.1: Campus Improvement Plan developed with appropriate stakeholders

Yes

2.2: Regular monitoring and revision

Yes

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

Yes

2.4: Opportunities for all children to meet State standards

Yes

2.5: Increased learning time and well-rounded education

Yes

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

Yes

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Brandt	Teacher		1
Michael Miller	Teacher		1

Campus Funding Summary

State Comp Ed - 199-24					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	iPads for teachers		\$1,100.00
Sub-Total					\$1,100.00

Addendums

Name	Position	Program	FTE
Miller, Mike	Teacher	DC	0.0625
Miller, Megan	Teacher	CTE	0.71
Harris, J	Teacher	CTE	1
Miller, Megan	Teacher	DC	0.14
McAfee, S	Teacher	CTE	0.43
Rogers, C	Teacher	CTE	1
Groter, L	Teacher	CTE	0.75
Johnson, S	Teacher	DC	0.25
Rogers, Stacy	Teacher	CTE	1
Gilbreath, C	Teacher	CTE	0.43
Jackson, B	Teacher	CTE	1
Davis, H	Teacher	CTE	1
Wernecke, D	Teacher	CTE	1
Capehart, A	Teacher	CTE	1
McAdoo, B	Teacher	CTE	1
Jones, E	Teacher	CTE	1
Jones, T	Teacher	CTE	0.5
Thurman, J	Teacher	CTE	0.75
"	Teacher	DC	0.25
Bland, J	Teacher	CTE	0.5
Bell, K	Trainer	CTE	0.375
Ramirez, E	Aide	ESL	1
Jordan, J	Teacher	Sped	1
Jackson, C	Teacher	CTE	0.25
Johnson, M	Teacher	Sped	1
Smith, R	Teacher	CTE	1
Parker, R	Aide	Sped	1
Skipper, J	Teacher	CTE	1
Taylor, T	Aide	ISS	1
Velez, E	Aide	Title 1	1
Cole, J	Counselor	SCE	0.5

Brown, R	Aide	Library	1
Tankersley, J	Teacher	CTE	0.25