

**Waxahachie Independent School District**  
**Waxahachie Global High**  
**2024-2025 Campus Improvement Plan**

# Mission Statement

Waxahachie Global High will develop the talents of students and foster a desire to pursue higher education by immersing them in a smaller unconventional learning community that maximizes their talents through the integration of academics with technology in a hands-on, real world environment.

## Vision

The vision of Waxahachie Global High is to educate a diverse student population, many of who are first generation college students, and provide these students with the opportunity and skills required to become a successful college student. The students at the school are exposed to a more rigorous and relevant curriculum which is geared towards the higher standards of a college curriculum. The school uses project-based learning techniques to have the students use higher-ordered thinking skills and problem-solving strategies. These skills and strategies allow the students to become adaptable in an ever changing global community and become better equipped at obtaining careers that are not in existence today. The exemplar program allows the faculty and staff to aid these students in fulfilling their dreams and career goals.

## Core Beliefs

Waxahachie Global High is designed to attract first generation college students, minorities, females and students wishing to pursue a career in a STEM field and provide them with a free post-secondary education for the first two years. Ideally, these students would graduate with the Associates Degree before transferring to a four year university. The orientation curriculum proposed by Waxahachie Global High School would help get the students college-ready by exposing them to the rigors of various college-level expectations.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Waxahachie Global High School is our district's Early College High School campus. We are a small campus with a little over four hundred students. Ranking as a Three A school, we are a school of choice. Students must apply to attend Global. No student is assigned to Global through a feeder school. The campus is open to any student in Waxahachie eligible to attend high school. Global and Schools like Global are tasked with offering under-represented populations the opportunity to earn college credits, but we accept anyone with dedication and willingness to work hard to achieve their goals.

Students on our campus can earn their College Associates Degree as they complete their high school courses. In many years, we will average 90-95% of our students earning their Associate's Degree two weeks before graduating high school. Along with the Associate's Degree, our students can earn several trade and industry certifications within the three endorsement areas (Business and Industry, Public Services Endorsement, and STEM) offered at Global. Within the Endorsements, students take classes in 3D Animation and Video Game Design, E-Sports, Education and Teaching, Health Science, Cybersecurity, and Engineering. While each field we offer represents a strong and growing occupation, Health Science is our largest area of study, with a little more than half of our student body.

Our Dual Credit classes are actual College classes taught by instructors certified through the college for which they teach. Most of the instructors are embedded staff on the Global Campus. We also use a few adjunct professors supplied to us from the colleges. When a student passes the college class, they are awarded credit for the corresponding high school class. Global partners with two colleges, U.T. Tyler in Tyler, Texas, and Navarro College Waxahachie Campus. Our science and Math courses are through U.T. Tyler, and all other courses are from Navarro College. Our student associate degrees are confirmed through Navarro College. We are the only "A" rated campus by the Texas Education Agency in Ellis County.

### Demographics Strengths

Global High School is a diverse campus with similar demographics to our district's.

#### WISD Demographics

47% White

33.8% Hispanic

14% Black

4.8% Other

#### Global High School Demographics

42% White

41% Hispanic

9% Black

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Global High School increased from 36% economically disadvantaged students to 39%, but still want to increase this target population where it

mirrors our district of 47%. **Root Cause:** In years past, Global recruited students and did not specifically target the at-risk and economically disadvantaged students from the junior high schools.

**Problem Statement 2 (Prioritized):** Global enrollment is lower than the expectations of an early college high school blueprint recommended enrollment number. **Root Cause:** The recruitment plan for Global was not a priority in past leadership, and enrollment numbers have been on a decline.

# Student Learning

## Student Learning Summary

Global High School is the only "A" Rated High School in Ellis County by the Texas Education Agency. We enjoy an almost 100% Graduation Rate, graduating our students CCMR (College, Career, Military Ready) through several different avenues. We measure our students' growth through MAP Testing, Pre AP Checkpoints, and STARR, End of Course, exam scores.

## Student Learning Strengths

Global High School is a School of Choice. No student in Waxahachie is assigned to our campus. Students have to apply and be accepted to attend. We do not discriminate based on race, religion, test scores, or economic eligibility. Global High School tries to accept every student wishing to be dedicated and work hard to achieve their education. Students on our campus must be willing to put much effort toward being Global students if they want to succeed. Our students can earn their college Associate's Degree while completing high school, which means taking several college classes every semester, even as freshmen. This can be a daunting task. Many, if not most, of our Junior and Senior students have twelve to fifteen college hours per semester on top of the required high school courses.

Our student learning strengths have to be dedicated students. With Global being a school of choice, the students commit to attending. Global also has an excellent teaching staff willing to help in any way to support our students. We have also been fortunate that the district has supported Global by allowing us to have our college staff embedded within our regular high school teachers. This allows our students to have much more individual support and tutoring than they would be able to get in a traditional college setting.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Biology EOC scores decreased in all three categories from the previous school year. **Root Cause:** We did not have an established plan for advisory that could provide interventions for students that could have benefited.

**Problem Statement 2 (Prioritized):** Students struggle to pass the TSIA test and would like to increase the number of freshmen who pass it from 40% to 70%. **Root Cause:** Students are not prepared to come to Global to take the assessment and a much-needed resource to prep is not available.

**Problem Statement 3 (Prioritized):** Our average daily attendance increased from 95.6% in 2022-2023 to 96.14%, but still below our 97% goal for Global HS. **Root Cause:** Global did not allow incentives for students with good attendance for the year.

**Problem Statement 4 (Prioritized):** Our CCMR percentage increased from 94% in 2022-2023 to 98% in 2023-2024 school year, but still not 100% **Root Cause:** There has not been a tracking system used in previous years and was unable to identify the two students that did not meet their CCMR.

# School Processes & Programs

## School Processes & Programs Summary

Global High School utilizes the Texas Resources system scope and sequence and the College Boards Pre-Advanced Placement materials for our standard curriculum. Our College classes are taught like a college class using the college curriculum by college-certified instructors. Global has tutorial time embedded in each school day where students can visit any teacher on campus for extended learning. We partner with two different colleges, Navarro College with a Waxahachie campus and the University of Texas at Tyler. Both college campuses offer twenty-four-hour tutorial help online. We have also planned periods within the day to support our HB4545 students, matching them with subject teachers in subjects they may not have been successful on the STARR test they took either here or at Junior High.

## School Processes & Programs Strengths

Global High School has worked hard to provide the ability for students to earn their Associate's Degree by working with the colleges to provide curriculum and instruction to meet college standards. We have also worked with the district's Career and Technical Education Director to provide CTE tracks that are in demand post-high school.

We use a variety of testing to evaluate our student's growth and track their progress. We give the MAP test three times a year. We have an Interim test we give to measure our students' growth toward the End of Course Exams, as well as the End of Course Exams at the end of the year. On the college side, we use the SLOs, Student Learning Objectives, that the students take each semester. Although it may seem like a lot of testing, it is embedded within the class time.

Education is not the only thing on the minds of our students. Many of our students have stressors they bring to school with them. We are fortunate this year to have a crisis counselor who comes to meet with several students every Friday. This has been a tremendous help for a dozen or so students.

Another thing we are looking forward to this year is our guest college counselor, whom we expect to have by the second semester. This person will come one day a week to work with our students, planning their courses more for after they leave us, but should help get them into a four-year college after graduation.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Many of our students are suffering from the stress of family life and the workload demanded by having a full-time college schedule of classes. **Root Cause:** Our students have to take the responsibility of college up to four years before most high school students. This requires a level of maturity and discipline not accustomed to their age.

**Problem Statement 2 (Prioritized):** Students struggle outside of school hours and need tutoring after school hours. **Root Cause:** There is not specific after-school tutoring times at Global.

**Problem Statement 3 (Prioritized):** Teachers attendance rate could improve. **Root Cause:** Teachers receive 10 days each year to use at their convenience.

**Problem Statement 4 (Prioritized):** CEIC committee wasn't as purposeful in 2023-2024 in helping make decisions for the campus. **Root Cause:** The meetings were more informational about Global, but with new Global leadership, they wanted to wait for a full year for any type of implementation of processes.

# Perceptions

## Perceptions Summary

Global High School is a friendly campus. Our students are very accepting of each other. We strive to have a welcoming culture. Our students are greeted in the morning by one of the principals, the office personnel, a teacher, or our security guard. We open the doors to the cafeteria at 7 AM to allow parents to drop off students and allow them to get to work. We also have a transfer bus between WHS and Global for students who ride a school bus. We have a limited number of students, so our class sizes are much more manageable than at the comprehensive high school on Down 287.

We are the only "A" rated high school campus in Ellis County, and sometimes parents and students think that if the student attends Global, they will naturally be successful. Coming to global requires a lot of dedication and work by the students. We also try to have fun and support the students socially. We have four major dances throughout the year, not counting Prom. We also have various dress-up days, and activities for the students to participate in, such as our Talent Show, Spring Kick-off, Lipsync battle, and others.

## Perceptions Strengths

Global High School teachers contact our students whenever a student misses a day of school, informing the parents of what their student missed and how long they have to turn the work in. We are working to have the highest Attendance rate in years. COVID changed our attendance rate, dropping us into the mid-90 % range. We are currently running about 97% hoping to increase that to 98% before the end of the year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We need more parent involvement in student activities. We don't have anyone planning our junior and senior activities for the end of the year.  
**Root Cause:** Our PTO dissolved last year after struggling the two years prior. Parents seem to be too involved with making a living with our economy, and are not willing to devote the extra time needed to make a PTO work.

**Problem Statement 2 (Prioritized):** Parents don't understand how or that they can access their student's college work online. This would help them track their student's progress or lack of progress in college classes.  
**Root Cause:** Parents often don't take advantage of the information they are given at the beginning of school. It may be overwhelming with all of the other information they get at the beginning of the school year.



# Priority Problem Statements

**Problem Statement 1:** Global High School increased from 36% economically disadvantaged students to 39%, but still want to increase this target population where it mirrors our district of 47%.

**Root Cause 1:** In years past, Global recruited students and did not specifically target the at-risk and economically disadvantaged students from the junior high schools.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our average daily attendance increased from 95.6% in 2022-2023 to 96.14%, but still below our 97% goal for Global HS.

**Root Cause 2:** Global did not allow incentives for students with good attendance for the year.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Our CCMR percentage increased from 94% in 2022-2023 to 98% in 2023-2024 school year, but still not 100%

**Root Cause 3:** There has not been a tracking system used in previous years and was unable to identify the two students that did not meet their CCMR.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students struggle outside of school hours and need tutoring after school hours.

**Root Cause 4:** There is not specific after-school tutoring times at Global.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** We need more parent involvement in student activities. We don't have anyone planning our junior and senior activities for the end of the year.

**Root Cause 5:** Our PTO dissolved last year after struggling the two years prior. Parents seem to be involved with making a living with our economy, and are not willing to devote the extra time needed to make a PTO work.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Students struggle to pass the TSIA test and would like to increase the number of freshmen who pass it from 40% to 70%.

**Root Cause 6:** Students are not prepared to come to Global to take the assessment and a much-needed resource to prep is not available.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Global enrollment is lower than the expectations of an early college high school blueprint recommended enrollment number.

**Root Cause 7:** The recruitment plan for Global was not a priority in past leadership, and enrollment numbers have been on a decline.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Biology EOC scores decreased in all three categories from the previous school year.

**Root Cause 8:** We did not have an established plan for advisory that could provide interventions for students that could have benefited.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Parents don't understand how or that they can access their student's college work online. This would help them track their student's progress or lack of progress in college classes.

**Root Cause 9:** Parents often don't take advantage of the information they are given at the beginning of school. It may be overwhelming with all of the other information they get at the beginning of the school year.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Teachers attendance rate could improve.

**Root Cause 10:** Teachers receive 10 days each year to use at their convenience.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** CEIC committee wasn't as purposeful in 2023-2024 in helping make decisions for the campus.

**Root Cause 11:** The meetings were more informational about Global, but with new Global leadership, they wanted to wait for a full year for any type of implementation of processes.

**Problem Statement 11 Areas:** School Processes & Programs

# Priorities





## Priority 1: Student Growth

**Performance Objective 1:** Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

### High Priority

**Evaluation Data Sources:** State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The students will take advantage of the tutoring available every school day to talk with teachers about any subject they are struggling with. Advisory tutoring is mandatory for students failing a class during the three weeks. Global will also provide after-school tutoring for Math and English students who need help with homework and assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand class work and meet expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers, and students</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The students will take advantage of the online tutoring offered by both of our college partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Our DC students can use either online tutoring programs for any course they may be taking. It does not matter that the course may be from the other campus. The tutoring is good for any core course. Our students will be able to get tutoring when they need it in real time.</p> <p><b>Staff Responsible for Monitoring:</b> Staff embedded Dual Credit instructors, and students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students along with teachers will monitor student growth after taking each district's common assessment and MAP assessment throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Using MAP, Interim testing, and in some cases TSI scores to see areas where growth is required. Students will be able to see and appreciate how they are progressing over the year.</p> <p><b>Staff Responsible for Monitoring:</b> Students, teachers, staff, principals.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Attendance will be monitored and parents will be notified.</p> <p><b>Strategy's Expected Result/Impact:</b> Students learn better when in class and our district will benefit from Global having a high daily average attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Parents, Teachers, students, Staff, Principals.</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Biology EOC scores decreased in all three categories from the previous school year. <b>Root Cause:</b> We did not have an established plan for advisory that could provide interventions for students that could have benefited.</p>
<p><b>Problem Statement 3:</b> Our average daily attendance increased from 95.6% in 2022-2023 to 96.14%, but still below our 97% goal for Global HS. <b>Root Cause:</b> Global did not allow incentives for students with good attendance for the year.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Students struggle outside of school hours and need tutoring after school hours. <b>Root Cause:</b> There is not specific after-school tutoring times at Global.</p>

**Priority 1: Student Growth**

**Performance Objective 2:** Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As part of the recruiting process for Global, students will learn the expectations and benefits of attending Global. Students must attend an orientation the first week of school separated by each grade level held by the principal and assistant principal of the expectations at Global High School.</p> <p><b>Strategy's Expected Result/Impact:</b> The students can hear and know the general code of conduct, the expectations, and the way of life of a Global student.</p> <p><b>Staff Responsible for Monitoring:</b> Campus staff.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus culture and expectations are gone over at the interview done for every new and or potential student coming to Global High School. No student is assigned to Global. All students have to fill out an application and then attend an interview prior to attending.</p> <p><b>Strategy's Expected Result/Impact:</b> Students know the expectations even before attending class. These interviews often happen months before the student attends their first class. Students who feel they can not meet our requirements will choose not to attend.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and the Counselor</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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>				

**Performance Objective 2 Problem Statements:**





## Demographics

**Problem Statement 1:** Global High School increased from 36% economically disadvantaged students to 39%, but still want to increase this target population where it mirrors our district of 47%. **Root Cause:** In years past, Global recruited students and did not specifically target the at-risk and economically disadvantaged students from the junior high schools.

**Problem Statement 2:** Global enrollment is lower than the expectations of an early college high school blueprint recommended enrollment number. **Root Cause:** The recruitment plan for Global was not a priority in past leadership, and enrollment numbers have been on a decline.

**Priority 1: Student Growth**

**Performance Objective 3:** Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Have every graduating senior pass the TSIA 2 before graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Any student who passes the TSIA 2 is considered to be College, Carrier, or Military Ready.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselor, AP</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Every graduating student will have earned at least nine college hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who earn nine college hours are considered by TEA to be college ready. This can be done even if a student does not pass the TSIA2 because ECHS campuses have a waiver to offer these classes before the students pass the exam.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, AP, Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 4 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
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**Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 2:** Students struggle to pass the TSIA test and would like to increase the number of freshmen who pass it from 40% to 70%. **Root Cause:** Students are not prepared to come to Global to take the assessment and a much-needed resource to prep is not available.

**Problem Statement 4:** Our CCMR percentage increased from 94% in 2022-2023 to 98% in 2023-2024 school year, but still not 100% **Root Cause:** There has not been a tracking system used in previous years and was unable to identify the two students that did not meet their CCMR.

### Perceptions





**Problem Statement 2:** Parents don't understand how or that they can access their student's college work online. This would help them track their student's progress or lack of progress in college classes. **Root Cause:** Parents often don't take advantage of the information they are given at the beginning of school. It may be overwhelming with all of the other information they get at the beginning of the school year.



**Priority 2: Honor and Support Staff**

**Performance Objective 1: Honor staff contributions and achievements.**

**Evaluation Data Sources:** Staff evaluation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide breakfast for the teachers and staff every Friday morning.</p> <p><b>Strategy's Expected Result/Impact:</b> This will add a reason to look forward to Friday, to build comradery between staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Honor our staff by providng a Wolf of the Month appreciation award picked by the principal, assistant principal, counselor, and college and community service coordinator.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognize teachers that go above and beyond for our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, counselor, college, and career service coordinator.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
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**Performance Objective 1 Problem Statements:**





**School Processes & Programs**

**Problem Statement 3:** Teachers attendance rate could improve. **Root Cause:** Teachers receive 10 days each year to use at their convenience.

**Priority 2: Honor and Support Staff**

**Performance Objective 2:** Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

**Evaluation Data Sources:** Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide time in the schedule for PLC's, and make sure the schedule allows for the teachers to meet together.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to utilize each other for the better instruction of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students struggle to pass the TSIA test and would like to increase the number of freshmen who pass it from 40% to 70%. <b>Root Cause:</b> Students are not prepared to come to Global to take the assessment and a much-needed resource to prep is not available.</p>

**Priority 2: Honor and Support Staff**

**Performance Objective 3: Invest in staff growth through professional learning/specialized training.**

**Evaluation Data Sources:** Goal setting conference data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Short PD during staff meetings to address areas of concern that will be scheduled once a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely interventions in campus and classroom concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Global High School increased from 36% economically disadvantaged students to 39%, but still want to increase this target population where it mirrors our district of 47%. <b>Root Cause:</b> In years past, Global recruited students and did not specifically target the at-risk and economically disadvantaged students from the junior high schools.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Students struggle to pass the TSIA test and would like to increase the number of freshmen who pass it from 40% to 70%. <b>Root Cause:</b> Students are not prepared to come to Global to take the assessment and a much-needed resource to prep is not available.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students struggle outside of school hours and need tutoring after school hours. <b>Root Cause:</b> There is not specific after-school tutoring times at Global.</p>

**Priority 3: Community and Stakeholder Relationships**

**Performance Objective 1:** Annually increase satisfaction and engagement of students and families.

**Evaluation Data Sources:** Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review data from the parent and student climate survey given at the end of the year to address concerns.  <b>Strategy's Expected Result/Impact:</b> Improve community, parent, and student views about Global.  <b>Staff Responsible for Monitoring:</b> Principal and staff.</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				





**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> We need more parent involvement in student activities. We don't have anyone planning our junior and senior activities for the end of the year. <b>Root Cause:</b> Our PTO dissolved last year after struggling the two years prior. Parents seem to be too involved with making a living with our economy, and are not willing to devote the extra time needed to make a PTO work.</p>

**Priority 3: Community and Stakeholder Relationships**

**Performance Objective 2: Annually increase engagement of community and stakeholders.**

**Evaluation Data Sources:** Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review data to find ways to invite parents and other stakeholders to be more involved with the campus and also strengthen our PTO on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community members will be more involved and support the campus and its programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				





**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> We need more parent involvement in student activities. We don't have anyone planning our junior and senior activities for the end of the year. <b>Root Cause:</b> Our PTO dissolved last year after struggling the two years prior. Parents seem to be too involved with making a living with our economy, and are not willing to devote the extra time needed to make a PTO work.</p>

**Priority 4: Financial Integrity**

**Performance Objective 1: Ensure financial stewardship and transparency**

**Evaluation Data Sources:** Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Involve CEIC Committee in the process of determining the use of funds.  <b>Strategy's Expected Result/Impact:</b> Financial Stewardship  <b>Staff Responsible for Monitoring:</b> Campus Administrators and CEIC Team</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> CEIC committee wasn't as purposeful in 2023-2024 in helping make decisions for the campus. <b>Root Cause:</b> The meetings were more informational about Global, but with new Global leadership, they wanted to wait for a full year for any type of implementation of processes.</p>

**Priority 4: Financial Integrity**

**Performance Objective 2: Ensure effective and efficient operations with transparency**

**Evaluation Data Sources:** Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Distribute and spend campus funds with fidelity.  <b>Strategy's Expected Result/Impact:</b> Appropriate use of funds.  <b>Staff Responsible for Monitoring:</b> Principal and Secretary and CEIC team</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> CEIC committee wasn't as purposeful in 2023-2024 in helping make decisions for the campus. <b>Root Cause:</b> The meetings were more informational about Global, but with new Global leadership, they wanted to wait for a full year for any type of implementation of processes.</p>