Waxahachie Independent School District

Waxahachie High School

2023-2024 Improvement Plan

Mission Statement

Our Mission
Waxahachie ISD's is a district where innovation thrives and growth is limitiless.

Vision

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

Core Beliefs

Our Beliefs

We believe that

• meaningful engagement and relationship building are essential for student success.

• students have unique qualities and deserve a unique education.

• parents, educators, and the community guide each student in designing and fulfilling his/ her educational vision.

• every student deserves the opportunity to learn through success, failure and discovery.

• change and growth occur best in a stimulating and innovative learning environment.

• students learning to voice their individual thoughts is imperative for progress in both themselves and the community.

• all students deserve to be taught by highly effective teachers who are committed to professional growth and passionate about learner success.

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Comprehensive Needs Assessment

Revised/Approved: May 30, 2023

Demographics

Demographics Summary

Waxahachie High School is a school-wide Title I school serving 9-12th grade students in Ellis county. Although this plan focuses on the 2022-2023 school year, the demographics information is a lagging indicator from the 2021-2022 state reports unless otherwise noted. Waxahachie High School student enrollment has continued to grow yearly. In the 2022-2023 student enrollment was 2,795 including with students in 6 different racial demographic reporting categories.

Attendance rates dropped significantly post COVID-19. WHS has worked tirelessly and continually to improve attendance levels since experiencing the initial drop in attendance mentioned above. Overall attendance rates have improved over the last year.

Waxahachie High School serves students in the following special populations: English Language Learners (ELL) , Gifted and Talented (GT), Special Education, and Career and Technology. Additionally, WHS has a large population of economically disadvantaged and at-risk students.

Waxahachie High School's four-year longitudinal graduation rate has shown an increase from previous years. Graduation increased rates impacts the local community through providing a vibrant, qualified work-force and students perusing post-secondary education to increase the ultimate earning potential and income of the county.

Almost half of all students at Waxahachie High School participate in various advanced courses and academic opportunities including dual credit courses, Advanced Placement, and Pre-Advanced Placement courses, and more than half of WHS graduates were College, Career, and Military Readiness complete.

Teacher to student ratios at Waxahachie High School consistently remain low. Waxahachie High School works to hire and retain diverse veteran educators to support student learning.

Demographics Strengths

Waxahachie High School stands out for its positive demographic qualities. Situated in a suburban area, it caters to students from grades 9 to 12, fostering a diverse community with a mix of cultural backgrounds, races, and economic statuses. This rich diversity contributes to a vibrant and inclusive learning environment, preparing students to thrive in an interconnected world. Specific details of demographics at Waxahachie High School are listed below.

Waxahachie High School students includes the following special populations: English Language Learners (ELL) 6.5%, Gifted and Talented (GT) 7.1%, Special Education 12.6%, and Career and Technology 79.2%. Additionally, WHS has an economically disadvantaged student population of 41.9% and an at-risk population of 51.9%.

Attendance rates have improved from 92.6% in 2021-22 to 93.51% in 2022-23. Waxahachie High School's four-year longitudinal graduation rate is 95.2% indicating an increase in rates from previous years.

A total of 47.2% of students at Waxahachie High School participate in various advanced courses and academic opportunities including dual credit courses, Advanced

Placement, and Pre-Advanced Placement courses. 368 of 607 students (60.6%) of WHS graduates were College, Career, and Military Readiness complete.

Teacher to student ratios at Waxahachie High School consist of 16.8 to 1 with the average class size of 23. The average tenure of a WHS teacher is 13.7 years of experience and 7 years of experience with the district. The ethnicity of teachers at Waxahachie High School is 9.2% African American, 5.4% Hispanic, 83.5% White, and 1.8% Asian.

Interacting with peers from different races, ethnicities, and economic backgrounds promotes open-mindedness, empathy, and global awareness which also benefits the local and school community of WHS. This exposure prepares students for the multicultural world they will navigate, encourages critical thinking, and equips them with skills to collaborate effectively in diverse teams and allow them to navigate successfully to their post-secondary aspirations. The demographic diversity of WHS fosters a community of students who value differences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a lack of diversity among staff. **Root Cause:** There is a shortage of applicants applying for openings.

Problem Statement 2: There is a lack of ESL certified teachers at WHS. **Root Cause:** There is a limited time to prepare for tests, certification has not been mandated by the district, and there are a lack of incentives for ESL certification.

Problem Statement 3: At-risk students struggle more with discipline, academics, and behavior at WHS. **Root Cause:** At-risk students typically have difficulties outside of the school day that adversely impact their success on campus, both academically and behaviorally.

Problem Statement 4 (Prioritized): Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation. **Root Cause:** State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses.

Problem Statement 5: Students at WHS often do not have supports at home to help them achieve success academically. **Root Cause:** WHS is a Title 1 school with many families that are economically disadvantaged. There are also a large percentage of families that work during hours that students are home, or that cannot assist with academic assignments their student's bring home. Students at WHS are often tasked with helping to provide financially for their family, or support in other ways, including childcare.

Student Learning

Student Learning Summary

Waxahachie High School prides itself on fostering a dynamic educational environment where every student experiences consistent academic growth across all core subjects. Through dedicated teaching methodologies and personalized attention, the school ensures that each student progresses in their academic journey year after year. By tailoring instruction to individual needs, strengths, and areas of improvement, Waxahachie High School empowers students to conquer challenges and continually advance their academic skills. This commitment to student growth not only yields impressive academic results but also cultivates a sense of confidence and achievement among students.

The school's emphasis on holistic education goes beyond just academics. Through a comprehensive approach that includes extracurricular activities, mentorship programs, and collaborative projects, Waxahachie High School nurtures students' well-rounded development. This holistic growth prepares students not only for success within the school's walls but also equips them with the tools and mindset to thrive in higher education and beyond. In essence, Waxahachie High School's dedication to fostering consistent academic growth in every student underscores its commitment to producing confident, capable, and accomplished individuals prepared to excel in a rapidly evolving world.

Waxahachie High School's approach to curriculum, instruction, and assessment is characterized by innovation, collaboration, and student choice, fostering a dynamic and engaging learning environment that promotes holistic student development.

1. **Innovative Curriculum Design:**

- The school leverages innovative teaching methods and technology to enhance the curriculum, making learning relevant and engaging for students.
- Blending traditional subjects with interdisciplinary projects and real-world applications encourages critical thinking and creativity.
- Incorporating emerging topics and skills, such as digital literacy and problem-solving, ensures students are well-prepared for the future.

2. **Collaborative Teaching Practices:**

- Collaborative planning among teachers within and across content areas encourages the integration of diverse perspectives and approaches.
- Joint projects and team-teaching initiatives foster a cohesive learning experience, enabling students to make connections across subjects.
- Regular sharing of best practices and lesson ideas enhances instructional quality and innovation school-wide.

3. **Empowering Student Choice:**

- Providing students with a degree of autonomy over their learning path enables them to pursue areas of interest and aligns with their individual learning styles.
- Offering elective courses and flexible project options lets students explore diverse subjects, fostering a sense of ownership in their education.
- Student involvement in designing projects and setting learning goals enhances motivation and promotes a deeper understanding of content.

4. **Varied Assessment Strategies:**

- Moving beyond traditional exams, the school employs diverse assessment methods, such as project-based assessments, portfolios, and presentations.
- Formative assessments are integrated into the learning process to provide timely feedback and guide instructional adjustments.
- Assessment criteria consider not only academic achievement but also critical thinking, problem-solving, and collaboration skills.

By combining innovation, collaboration, and student choice, Waxahachie High School cultivates an educational experience that goes beyond the conventional. This approach empowers students to become active participants in their learning journey, equipping them with the skills and mindset needed to thrive in a rapidly evolving world.

Student Learning Strengths

Waxahachie High School works to ensure every student experiences consistent academic growth across all four core subjects each year. Waxahachie High School's approach to curriculum and instruction is developed through strong Professional Learning Communities in the content areas (PLCs). Combined with a large offering of extra-curricular activities, a newly implemented mentorship programs, and other collaborative projects, Waxahachie High School is proud to offer all students a well-rounded education and High School experience. Our students achieve high levels in a variety of ways at Waxahachie High School through academics, sports, arts, and clubs.

70% of students at Waxahachie High School are involved in extra-curricular, co-curricular, or other activities in addition to their academic ventures.

There are 40 different interest-related activity clubs offered to students on the Waxahachie High School campus.

A total of 47.2% of students at Waxahachie High School participate in various advanced courses and academic opportunities including dual credit courses, Advanced Placement, and Pre-Advanced Placement courses.

368 of 607 students (60.6%) of WHS graduates were College, Career, and Military Readiness complete.

WHS offers 18 career pathways and 28 certifications in our Career and Technology Education center.

In 2022-23, 273 total student certifications were awarded, of those,125 were graduating seniors.

Teacher to student ratios at Waxahachie High School consist of 16.8 to 1 with the average class size of 23.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation. **Root Cause:** State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses.

Problem Statement 2: Students at WHS often do not have supports at home to help them achieve success academically. **Root Cause:** WHS is a Title 1 school with many families that are economically disadvantaged. There are also a large percentage of families that work during hours that students are home, or that cannot assist with academic assignments their student's bring home. Students at WHS are often tasked with helping to provide financially for their family, or support in other ways, including childcare.

Problem Statement 3: Staff at WHS have not participated in a collaborative PLC on a regular basis. **Root Cause:** WIth our Master Schedule in the last few years, it has been impossible to align all like-content teachers with a PLC class period to fit within the schedule.

Problem Statement 4 (Prioritized): Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth. **Root Cause:** Neither the district nor campus had a specific PLC strategies and practices in place.

Problem Statement 5: At-risk students struggle more with discipline, academics, and behavior at WHS. **Root Cause:** At-risk students typically have difficulties outside of the school day that adversely impact their success on campus, both academically and behaviorally.

Problem Statement 6 (Prioritized): Every student at WHS is not showing academic growth in all four core content areas every year. **Root Cause:** Limitations have been placed on numerous students based upon unmeasurable data and previous performance on State and local assessments. Academic growth of every student, every year, in every core class has not been properly prioritized by all instructional staff in the past.

School Processes & Programs

School Processes & Programs Summary

Processes and programs of Waxahachie High School allow for the retaining and retention of high-quality staff, appropriate use of facilities, and well-monitored and appropriate use of funds.

The plan for enhancing staff quality, recruitment, and retention at Waxahachie High School is rooted in creating an environment that fosters continuous growth, collaboration, and job satisfaction. A key component of this strategy is the implementation of Professional Learning Communities (PLCs), which will serve as a driving force behind increasing teacher satisfaction and overall staff excellence.

1. **Recruitment:**

- Develop a comprehensive recruitment strategy that highlights the school's commitment to professional development, collaborative culture, and student-centered approach.

- Establish partnerships with local universities and colleges to attract aspiring educators interested in joining a thriving learning community.

- Offer competitive compensation packages, signing bonuses, and incentives to attract high-quality teachers to the school.

2. **Retention:**

- Implement a mentorship program that pairs experienced educators with new hires, providing guidance and support during the transition.

- Provide ongoing opportunities for professional development, including workshops, seminars, and certifications, to help teachers continuously improve their skills.

- Foster a positive and inclusive school culture that recognizes and celebrates the contributions of staff members, enhancing their sense of belonging and value.

3. **Professional Learning Communities (PLCs):**

- Establish PLCs within subject departments to encourage regular collaboration, idea sharing, and best practice discussions among teachers.

- Allocate dedicated time for PLC meetings, where educators can analyze student performance data, discuss teaching strategies, and address challenges collectively.

- Recognize and reward PLC-driven initiatives that lead to improved student outcomes and innovative teaching methods, further boosting teacher satisfaction.

4. **Feedback Mechanism:**

- Develop a system for regular feedback collection from teachers to gauge their needs, concerns, and suggestions for improvement.

- Use the feedback to tailor professional development opportunities, address issues, and make informed decisions that enhance staff morale.

5. **Career Advancement Opportunities:**

- Create pathways for teachers to take on leadership roles, such as department heads, curriculum coordinators, or mentor teachers, providing them with opportunities for growth and increased responsibility.

- Establish a transparent promotion process that recognizes and rewards educators for their dedication and contributions.

By implementing these strategies, Waxahachie High School can create an environment that attracts, retains, and empowers high-quality educators. The focus on Professional Learning Communities will not only enhance collaboration and teaching effectiveness but also contribute to elevated teacher satisfaction and overall school success.

Waxahachie High School also demonstrates a remarkable commitment to the effective use of its facilities and financial resources, ensuring an optimal learning environment for students. The school's astute management of its facilities is evident in its ability to create versatile spaces that cater to a wide range of educational needs. By repurposing areas and utilizing multi-purpose rooms, the school maximizes the utility of its physical spaces, promoting collaborative learning, extracurricular activities, and community engagement.

Financial resources at Waxahachie High School are thoughtfully allocated to prioritize student growth and success. The school maintains a transparent budgeting process that involves stakeholders, ensuring that funds are directed towards initiatives that enhance both academic and non-academic experiences. Investments in technology, modern teaching tools, and infrastructure upgrades reflect the school's dedication to equipping students with the tools they need to excel in a dynamic and tech-driven world.

Furthermore, the school's prudent financial management extends beyond day-to-day operations. It strategically plans for future needs, establishing reserve funds that serve as a safety net during unforeseen circumstances or for planned expansions. This proactive approach showcases the school's commitment to sustaining a high-quality educational experience for its students while maintaining a strong financial foundation. In essence, the effective use of facilities and financial resources at Waxahachie High School underscores its mission to provide a comprehensive, forward-looking education that prepares students for success in all aspects of their lives.

School Processes & Programs Strengths

Waxahachie High School attracts and retains high-quality educators. With a new focus on Professional Learning Communities, teachers have a better understanding of research based instructional strategies. Waxahachie High School also demonstrates fiscal responsibility with finances and budgeting and an effective use of its facilities.

Teacher to student ratios at Waxahachie High School consisted of 16.8 to 1 with the average class size of 23. There are 282 teachers on staff at Waxahachie High School. The average tenure of a WHS teacher is 13.7 years of experience and 7 years of experience with the district.

All teachers on campus have been trained by Solution Tree for PLCs and have been given a time with their content area during the school day to meet every week together to plan.

WHS sent the Biology and Algebra 1 teams of teachers to professional development conferences (CAST and CAMT) for further training. The Biology team also attended Rockin' Review conference for STAAR EOC remediation training.

Waxahachie High School also purchased programs to provide more support for students. We purchased U-World to assist students and teachers with AP, PAP, ACT, SAT, and TSI scores. We also purchased Canvas as the high school's primary learning platform to be integrated by the end of the 23-24 school year.

Every classroom was outfitted with a Smart Board for instructional purposes.

We have added a Communications and Special Projects Coordinator who works with our social media platforms, communications sent from the school to all stakeholders, and marketing of any events or deadlines that students and parents need to be aware of.

As a campus, we worked hard with our budget to save money to purchase needed items for future use. At the end of the 2022-23 school year, the district received $170,000 from our campus budget to help replenish funds for the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Less than 70% of the WHS student population is involved in extracurricular, co-curricular, or UIL activities. **Root Cause:** Many of our students are economically disadvantaged and cannot afford to take advantage of extracurricular or co-curricular activies. Many students work to help support families. It is difficult for many of our students to find their niche in such a large population of students.

Problem Statement 2 (Prioritized): Campus-wide student surveys indicate a lack of confidence in school safety by students. **Root Cause:** There is a lack of information and understanding of safety protocols and procedures at the student level.

Problem Statement 3: Students at WHS do not uniformly adhere to disctrict and campus expectations for behavior as evidenced by disciplinary referral rates. **Root Cause:** Students and parents are not familiar with the Student Code of Conduct, as it is often selected to be read digitally. WHS staff is not consistently enforcing and monitoring expectations of student behaviors.

Problem Statement 4 (Prioritized): According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause:** There has not been a program to regularly recognize staff in recent years.

Problem Statement 5: WHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. **Root Cause:** There is a lack of highly qualified applicants applying for positions posted at WHS. There have been struggles with getting open positions posted to multiple platforms.

Problem Statement 6: Staff at WHS have not participated in a collaborative PLC on a regular basis. **Root Cause:** WIth our Master Schedule in the last few years, it has been impossible to align all like-content teachers with a PLC class period to fit within the schedule.

Problem Statement 7 (Prioritized): Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth. **Root Cause:** Neither the district nor campus had a specific PLC strategies and practices in place.

Problem Statement 8 (Prioritized): Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause:** The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.

Problem Statement 9: Parent and family engagement events are sparsely attended. **Root Cause:** Many parents and students have a lack of transportation or work in the evenings. THey often do not have time availability or childcare to attend events during day or evening hours.

Problem Statement 10: Current and projected growth at WHS, combined with the size of the WHS campus, create logistical issues related to classroom locations, facility maintenance, and use of space for various academic and non-academic needs. **Root Cause:** We have outgrown our current building and must be creative in managing our spacial resources to meet the needs of all stakeholders.

Perceptions

Perceptions Summary

Based on Student and Parent Survey results, Waxahachie High School boasts a notably positive school culture and climate that greatly contributes to the overall educational experience of its students. This thriving environment is characterized by a sense of inclusivity, where students from diverse cultural, racial, and economic backgrounds come together to create a positive community. The school's commitment to fostering a welcoming atmosphere is evident in its emphasis on tolerance, empathy, and open communication. Students are encouraged to express themselves freely, leading to a rich exchange of ideas and perspectives that enriches the learning process.

The school's administration and teachers play a pivotal role in shaping this positive culture by promoting collaboration, cooperation, and mutual support among students. This nurturing environment extends beyond academics, encompassing extracurricular activities, clubs, and sports, where students find avenues to explore their passions and talents. The holistic approach to education at Waxahachie High School not only prepares students for academic success but also equips them with the interpersonal skills and cultural competence necessary to excel in an interconnected world. The school's commitment to a positive school culture and climate creates a foundation for lifelong learning, personal growth, and a strong sense of belonging among its diverse student body.

Increasing community and parent engagement at Waxahachie High School is of paramount importance for fostering a thriving educational environment and supporting students' holistic growth. Active involvement of parents and the broader community plays a pivotal role in creating a supportive ecosystem that enhances the overall quality of education.

Firstly, strong community and parent engagement enhances student success by creating a seamless partnership between the school, families, and the community. When parents are engaged in their child's education, they become valuable collaborators in the learning process, reinforcing classroom lessons and providing additional support at home. This synergy between school and home contributes to improved student attendance, higher academic achievement, and better overall well-being.

Secondly, community and parent engagement positively impact the school's culture and climate. By involving parents and community members in school activities, events, and decision-making processes, a sense of shared ownership is cultivated. This collaborative spirit not only creates a welcoming atmosphere but also builds trust and open lines of communication between all stakeholders. It leads to a more inclusive environment where diverse perspectives are valued, fostering a sense of belonging for students and encouraging their active participation in their own education.

Furthermore, community and parent engagement enriches the learning experience beyond the classroom. The involvement of community members, including local businesses and organizations, exposes students to real-world applications of their learning and widens their understanding of various fields. Moreover, it empowers students to make connections between their education and future career possibilities. Overall, increased engagement from parents and the community amplifies the positive impact of education, creating a holistic, supportive, and collaborative ecosystem that nurtures student success.

Perceptions Strengths

Waxahachie High School relies on community participation and feedback to create a positive school culture to improve the overall academic environment for students. WHS C.A.R.E.S was instituted to create a positive school culture where academics were the central theme in the process. Approximately 900 students were awarded incentives and privileges with WHS C.A.R.E.S.

During our parent survey:

77 % of parents were proud to have a child at WHS, 81% of believe that their student have every opportunity to be successful, 79% of parent believed that student learning is a

priority, 76% were satisfy with the quality of education, and 67 % of parent felt that the campus was a safe environment.

Our student data also reflected positively with our campus culture and climate:

65% of students take pride in their academics, 58% believe that they are receiving high quality instruction, 50% believe their teachers encourage them when the work gets hard, and 58% believe that their teachers expectation encourage them to do their best.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus-wide student surveys indicate a lack of confidence in school safety by students. **Root Cause:** There is a lack of information and understanding of safety protocols and procedures at the student level.

Problem Statement 2 (Prioritized): According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause:** There has not been a program to regularly recognize staff in recent years.

Problem Statement 3 (Prioritized): Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause:** The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.

Priority Problem Statements

Problem Statement 1: Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation.

Root Cause 1: State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Every student at WHS is not showing academic growth in all four core content areas every year.

Root Cause 2: Limitations have been placed on numerous students based upon unmeasurable data and previous performance on State and local assessments. Academic growth of every student, every year, in every core class has not been properly prioritized by all instructional staff in the past.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus-wide student surveys indicate a lack of confidence in school safety by students.

Root Cause 3: There is a lack of information and understanding of safety protocols and procedures at the student level.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: According to staff survey results, only 55% of staff feel recognized for their achievements.

Root Cause 4: There has not been a program to regularly recognize staff in recent years.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: Less than 70% of the WHS student population is involved in extracurricular, co-curricular, or UIL activities.

Root Cause 5: Many of our students are economically disadvantaged and cannot afford to take advantage of extracurricular or co-curricular activies. Many students work to help support families. It is difficult for many of our students to find their niche in such a large population of students.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth.

Root Cause 6: Neither the district nor campus had a specific PLC strategies and practices in place.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.

Root Cause 7: The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Priorities

Priority 1: Student Growth

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

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			
Strategy 1: Implementation of three MAP assessments per year.	Formative			Summative
Strategy's Expected Result/Impact: Allow teachers real data to mark beginning, mid, and final results to show improvement.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration **Title I:** 2.4 **Problem Statements:** Student Learning 6				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of U-World Advanced Academic support program (College Readiness, SAT, ACT, AP, TSI)	Formative			Summative
Strategy's Expected Result/Impact: Student growth	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Asst. Principal, Advanced Academic teachers **Title I:** 2.5 **Problem Statements:** Demographics 4 - Student Learning 1, 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students needing intervention or who are identified At-risk will be served by an interventionist/tutor and/or during intervention sessions to address learning deficits and Launch Mentors will support new teachers to develop effective classroom instruction. **Strategy's Expected Result/Impact:** Increased Student Acheivement **Staff Responsible for Monitoring:** Campus Admin. **Title I:** 2.6 **Problem Statements:** Student Learning 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation. **Root Cause**: State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses.
Student Learning
Problem Statement 1: Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation. **Root Cause**: State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses. **Problem Statement 6**: Every student at WHS is not showing academic growth in all four core content areas every year. **Root Cause**: Limitations have been placed on numerous students based upon unmeasurable data and previous performance on State and local assessments. Academic growth of every student, every year, in every core class has not been properly prioritized by all instructional staff in the past.

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.

Evaluation Data Sources: Student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of WHS C.A.R.E.S - Program that emphasizes respect, empathy, and understanding. **Strategy's Expected Result/Impact:** Allow faculty and students training on Empathy, respect, and understanding with their peers. **Staff Responsible for Monitoring:** Principal, Asst. Principals, Counselors **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 2, 4 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Mentor's Care mentoring program will be implemented to benefit at-risk students who are experiencing social and emotional barriers. **Strategy's Expected Result/Impact:** Students will be equipped to reach their full potential with no emotional barriers. **Staff Responsible for Monitoring:** Campus Administration and Counselors **Title I:** 2.6 **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Mentor's Care - Title I (211) - $50,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus-wide student surveys indicate a lack of confidence in school safety by students. **Root Cause**: There is a lack of information and understanding of safety protocols and procedures at the student level.
Problem Statement 4: According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause**: There has not been a program to regularly recognize staff in recent years.

Perceptions

Problem Statement 1: Campus-wide student surveys indicate a lack of confidence in school safety by students. **Root Cause**: There is a lack of information and understanding of safety protocols and procedures at the student level.

Problem Statement 2: According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause**: There has not been a program to regularly recognize staff in recent years.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of Eduthings to track CCMR and 4-year graduations. **Strategy's Expected Result/Impact:** Better documentation of progress and growth within the CCMR and within the 4-year plans. **Staff Responsible for Monitoring:** Principal, Asst. Principals, College and Career Coordinators **Title I:** 2.4 **Problem Statements:** Demographics 4 - Student Learning 1, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Addition of a dedicated college and career specialist & move offices of CCMR specialist to more highly visible location. **Strategy's Expected Result/Impact:** Increase in CCMR impact on students, and increased visibility of CCMR office to allow better access to answer questions and receive assistance. **Staff Responsible for Monitoring:** Principal, Asst. Principals, CCMR Specialists **Title I:** 2.5 **Problem Statements:** Demographics 4 - Student Learning 1, 6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation. **Root Cause**: State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses.

Student Learning
Problem Statement 1: Every student at WHS is not CCMR (Career, College, Military Readiness) complete upon graduation. **Root Cause**: State requirements changed for CCMR completion. WHS did not have a visible or well-accessible college and career center. Students struggle meeting the requirements of TSI-A or receive certifications in CTE courses.

Student Learning

Problem Statement 6: Every student at WHS is not showing academic growth in all four core content areas every year. **Root Cause**: Limitations have been placed on numerous students based upon unmeasurable data and previous performance on State and local assessments. Academic growth of every student, every year, in every core class has not been properly prioritized by all instructional staff in the past.

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Present tables with information for extracurricular, UIL, and co-curricular activities at Guide to the Tribe for incoming Freshman. **Strategy's Expected Result/Impact:** Incoming 9th graders will have activities they are already interested in joining or being part of prior to scheduling them for their 9th grade courses. **Staff Responsible for Monitoring:** Campus Counselors **Title I:** 2.5, 4.2 **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit and hire high-quality staff to coach and sponsor extracurricular, UIL, and co-curricular activities on campus. Continue to build current programs to increase success at the district and state levels. **Strategy's Expected Result/Impact:** Higher rankings in the Lone Star Cup and more students participating in these activities. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Less than 70% of the WHS student population is involved in extracurricular, co-curricular, or UIL activities. **Root Cause**: Many of our students are economically disadvantaged and cannot afford to take advantage of extracurricular or co-curricular activies. Many students work to help support families. It is difficult for many of our students to find their niche in such a large population of students.

Priority 1: Student Growth

Performance Objective 5: WHS must support the social and emotional needs of all students in order to better support academic growth. For those students in need of additional supports, WHS will implement Mentors Care. Mentors Care is a student mentoring program aimed at supporting the social, emotional, and academic needs of all students. WHS has secured a partnership with Mentors Care for the 2022-2023 and 2023-2024 school years.

Evaluation Data Sources: Monthly reports from Mentors Care outlining the number of students served in the program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train all staff at WHS about the Mentor's Care program, including how to refer a student, which students will benefit the most, what Mentor's Care will offer students, and how to recommend mentors for the program. **Strategy's Expected Result/Impact:** More students will be referred and accepted into Mentor's Care and receive support to assist them in all aspects of their education. Discipline referrals for students in the program will drop and the students will be more successful academically. **Staff Responsible for Monitoring:** Campus Administration Campus Counselors **Title I:** 2.6 **Problem Statements:** Student Learning 6 - School Processes & Programs 1, 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase enrollment of students in Mentor's Care annually. **Strategy's Expected Result/Impact:** More students will be referred and accepted into Mentor's Care and receive support to assist them in all aspects of their education. Discipline referrals for students in the program will drop and the students will be more successful academically. **Staff Responsible for Monitoring:** Campus Administration Campus Counselors **Title I:** 2.6 **Problem Statements:** Student Learning 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 6: Every student at WHS is not showing academic growth in all four core content areas every year. **Root Cause**: Limitations have been placed on numerous students based upon unmeasurable data and previous performance on State and local assessments. Academic growth of every student, every year, in every core class has not been properly prioritized by all instructional staff in the past.

School Processes & Programs

Problem Statement 1: Less than 70% of the WHS student population is involved in extracurricular, co-curricular, or UIL activities. **Root Cause**: Many of our students are economically disadvantaged and cannot afford to take advantage of extracurricular or co-curricular activies. Many students work to help support families. It is difficult for many of our students to find their niche in such a large population of students.

Problem Statement 2: Campus-wide student surveys indicate a lack of confidence in school safety by students. **Root Cause**: There is a lack of information and understanding of safety protocols and procedures at the student level.

Perceptions

Problem Statement 1: Campus-wide student surveys indicate a lack of confidence in school safety by students. **Root Cause**: There is a lack of information and understanding of safety protocols and procedures at the student level.

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will be honored weekly as the Simply Excellent Educators as nominated by their peers for showing character, achievement, responsibility, empathy and /or service. Teachers will be awarded certificates and prizes for being selected. This ties into our WHS C.A.R.E.S. program as well. **Strategy's Expected Result/Impact:** Teachers will not only feel more valued and recognized, but will also be recognizing and valuing each other throughout the week. By doing this weekly, we will be able to recognize 36 different educators this year. **Staff Responsible for Monitoring:** Leadership Team **Problem Statements:** School Processes & Programs 4 - Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause**: There has not been a program to regularly recognize staff in recent years.

Perceptions
Problem Statement 2: According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause**: There has not been a program to regularly recognize staff in recent years.

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff shout-outs will be posted in the main hallway to highlight specific staff members during the year. We also will have monthly staff luncheons, assigning different departments to being specific items and giving the staff time to fellowship together in the lounge as they eat. **Strategy's Expected Result/Impact:** Teacher's will have time and reason to join in fellowship during the luncheons and enjoy good food . This will increase staff morale and connections between staff members that may or may not ever spend time to get to know one another. **Staff Responsible for Monitoring:** Leadership Team **Problem Statements:** School Processes & Programs 4 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause**: There has not been a program to regularly recognize staff in recent years.

Perceptions
Problem Statement 2: According to staff survey results, only 55% of staff feel recognized for their achievements. **Root Cause**: There has not been a program to regularly recognize staff in recent years.

Priority 2: Honor and Support Staff

Performance Objective 3: 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All content areas will have common PLC time every other day. PLCs will be well monitored and discussed by administration. Staff will also have specific half days through the year to give them even more planning time together by content area. **Strategy's Expected Result/Impact:** Collaboration will increase, engaging lesson delivery and monitored student progress will increase, therefore student success will increase. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.4 **Problem Statements:** Student Learning 4 - School Processes & Programs 7				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth. **Root Cause**: Neither the district nor campus had a specific PLC strategies and practices in place.
School Processes & Programs
Problem Statement 7: Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth. **Root Cause**: Neither the district nor campus had a specific PLC strategies and practices in place.

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will have opportunities for professional development and specialized training throughout the year at beginning of the year training and professional learning, iNation, and other professional learning dates. Staff will also have courses available in Bridge. Staff will be sent to trainings for their content areas such as APSI conference, CAMT, CAST, etc. Staff will be trained to utilize new programs such as WHS C.A.R.E.S. , EdClerk, and UWorld. Teachers will also receive frequent and immediate feedback with our "Look Fors" walkthroughs with the green feedback forms and immediate discussions with administrators. **Strategy's Expected Result/Impact:** Staff will receive appropriate trainings to encourage growth and personal development through the year. WHS Staff will be highly qualified and continuing to grow in knowledge and skills in their content area and field of education. **Staff Responsible for Monitoring:** Leadership Team **Problem Statements:** Student Learning 4 - School Processes & Programs 7				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth. **Root Cause**: Neither the district nor campus had a specific PLC strategies and practices in place.
School Processes & Programs
Problem Statement 7: Teachers across all content levels and areas do not have a uniform perspective of PLCs and how they are managed to impact student success and growth. **Root Cause**: Neither the district nor campus had a specific PLC strategies and practices in place.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: WHS added a Public Relations/Community Outreach Coordinator to facilitate ongoing, two-way communication between the school, students, families, and other stakeholders. The responsibilities of the public relations coordinator will include posting multiple times a week on three social media platforms to inform stakeholders of Waxahachie HS information. Additionally, public relations will utilize Parent Square to send updates to parents, students, and guardians. **Strategy's Expected Result/Impact:** Increased communication of information to the stakeholders of WHS. Open lines of two-way communication between WHS and all stakeholders. **Staff Responsible for Monitoring:** WHS Leadership Team **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 8 - Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 8: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause** : The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.
Perceptions
Problem Statement 3: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause** : The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continual monitoring, gathering information through deployment of various surveys/feedback requests, analyzing and responding to stakeholder and community feedback through various means of communication including, but not limited to, ParentSquare emails, three social media platforms, and person-to-person interpersonal communication. **Strategy's Expected Result/Impact:** Increased stakeholder and community input, thorough analysis of said input, and succinct responses to stakeholders to increase transparency and to ensure effective communication practices. **Staff Responsible for Monitoring:** WHS Leadership Team **Title I:** 4.2 **Problem Statements:** School Processes & Programs 8 - Perceptions 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 8: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause** : The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.
Perceptions
Problem Statement 3: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause** : The district had been using School Messenger for several years and many students and parents had blocked the phone calls or would not listen to messages left on voicemail. WHS did not have a designated staff person to manage communication across all platforms.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train all WHS staff in financial stewardship and security processes. **Strategy's Expected Result/Impact:** Staff will know and understand the policies regarding money handling and how to maintain integrity with finances for WHS. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and maintain a easily managed procedure for work order submissions as well as a check to ensure quick resolutions of work order submissions. **Strategy's Expected Result/Impact:** Increase safety and security and maintain facilities for current and future use. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: WHS utilizes multiple strategies, including campus facilities use calendars and Google Forms, to reserve/use campus facilities for campus, district, and community events. **Strategy's Expected Result/Impact:** Calendars and Google Forms will assist in streamlining the use of WHS facilities and ensuring that all stakeholders have equitable access. **Staff Responsible for Monitoring:** Campus Principal Campus Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Monica Scoggins	Interventionist	Title I	.50

Campus Funding Summary

Title I (211)					
Priority	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Mentor's Care		$50,000.00
				Sub-Total	$50,000.00