

# **Waxahachie Independent School District**

## **District Improvement Plan**

**2024-2025**

**Accountability Rating: C**



# Vision

Our vision is to be a district where innovation thrives and growth is limitless.

# Core Beliefs

We value choices because they make us unique and are critical to learning.

We value a collaborative culture that honors and supports all who positively impact the lives of our students.

We value an environment of belonging that respects individual differences and ensures equality for all.

We value relationships that broaden learning experiences and enrich our community.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
District Processes & Programs .....	10
Perceptions .....	12
Priority Problem Statements .....	14
Priorities .....	17
Priority 1: Student Growth .....	17
Priority 2: Honor and Support Staff .....	25
Priority 3: Community and Stakeholder Relationships .....	31
Priority 4: Financial Integrity .....	36
Title I .....	41
1.1: Comprehensive Needs Assessment .....	41
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	41
2.2: Regular monitoring and revision .....	41
2.3: Available to parents and community in an understandable format and language .....	41
3.1: Annually evaluate the schoolwide plan .....	41
4.1: Develop and distribute Parent and Family Engagement Policy .....	41
4.2: Offer flexible number of parent involvement meetings .....	41
5.1: Determine which students will be served by following local policy .....	41
Title I Personnel .....	43
District Funding Summary .....	44

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Waxahachie Independent School District is a suburban school district in Ellis County. The county is estimated to have a population of 222,829 as of 2023. The city of Waxahachie's population is 48,671 (est.), according to Waxahachie.com. Waxahachie ISD serves over 11,000 students annually in its two high schools, three 6-8 middle schools, seven K-5 elementary schools, two PK-5 elementary schools, one early childhood PreK school, and one alternative school. Over the past year, the student population has grown by 786 students, which is approximately a 7% increase.

The district student ethnic base during the fall 2023-2024 data collection (or Snapshot) was 36.74% white, 18.77% African American, 39.31% Hispanic, 4.24% two or more races, and less than 1% American Indian, Asian, and Pacific Islander respectively. There was a change in the student ethnic base from the previous year, specifically an increase in the African

American, Hispanic and two or more races categories. 51.24% of our students are considered economically disadvantaged, 9.79% Emergent Bilinguals (English Language Learners), 18.2% Special Education, 9.16% Gifted & Talented, and 46.34% at-risk.

District staff is comprised of 1,689 people. Of these, 784 are teachers, 228 are administrative staff, 200 are paraprofessionals, and 477 are auxiliary staff. 68.9% of our staff is white, 8.5% African American, 21% Hispanic, 1% is 2 or more races, Asian, or American Indian and/or Pacific Islander. 99.1 % of the staff are certified and the average number of years of experience is 12.3 years.

The WISD has strong relationships with local and nearby colleges and universities, including Nelson University (formerly SAGU), Navarro, Tarleton and UT Tyler. Waxahachie ISD is one of the biggest employers of the city. Other major employers include DART and Baylor Scott and White.

### Demographics Strengths

GT identification increased from 9.16% to 9.77% at a rate of .61%

Teacher retention rate stayed consistent in 75%

Staff percentage in Hispanic or Black categories increased slightly from 20.2% to 21.6%

Average daily attendance increased by .5% from the 22-23 school year to the 23-24 school year

Pregnancy related serviced decreased from .09% to .03%

### Possible Weakness:

High School of Choice attendance dropped significantly from 21-22 but increased from 22-23 to 23-24

Intervention indicator increased 8.9 % from the 22-23 school year to 23-24 school year

Data shows a struggle in retention of beginning teachers in the 0-5 year category

Data shows a trending decline in educational aides over a 2 year span

Staff ethnicity does not reflect the same ethnicity as our student population; we are increasing in this area but not as the rate of our student population

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Diverse student populations are not having their social and emotional needs addressed. **Root Cause:** District staff needs additional professional development to learn who to connect to all students, especially those from diverse backgrounds.

**Problem Statement 2:** There has been an increase in the number of discipline incident referrals related to nicotine and THC vaping devices. The increase in these types of infractions has had a significant impact on the DAEP placements for the district. **Root Cause:** Ease of accessibility to these devices as well as ease in concealing them at the campus. Students not being aware of the potential health risks associated with the use of the devices as well as the legal ramifications that may incur when using the devices.

**Problem Statement 3 (Prioritized):** WISD's Intervention indicator increased 8.9 % from the 22-23 school year to 23-24 school year. **Root Cause:** A lack of vertical alignments of core content and consistency throughout the district in Tier 1 instruction over multiple years has caused this increase in need for intervention with students in core academic areas.

**Problem Statement 4 (Prioritized):** TAPR Data shows a decrease in retention of beginning teachers in the 0-5 year category from the 22-23 school year to the 23-24 school year. **Root Cause:** First-year and second-year teachers receive support from their campus mentors, however with the additional amount of responsibilities this year placed on both the mentor and mentee, the support was minimal on most campuses.

# Student Learning

## Student Learning Summary

WISD has an “unofficial” rating of “C”(76) based on the 2023 accountability system that is still pending litigation. STAAR/EOC scores will be released at the end of May 2024, but there is not a released date for district/campus A-F ratings. Once released, more information can be found on TEA’s 2024 Accountability Rating System page.

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-rating-system>

The link below contains longitudinal data for STAAR/EOC scores for WISD broken down by campus.

- STAAR Data Comparison- State-R10-WISD-Campus 2019-2024  
<https://docs.google.com/spreadsheets/d/16B0MwpVdnaPco63NDVthX9PjG2fIDxi6/view>

The preliminary 2024 STAAR EOC data shows a slight decrease in both the Approaches and Meets performance levels with Masters staying consistent over two years at 17%. The overall Domain I component score decreased from 47 to 46 in 2024 which is equivalent to a scaled score of 79 to a 78. Growth also showed a slight decrease dropping 2% from 65% to 63%. Overall, grade 5 had the biggest growth percentage at 72% and grade 11 for US History showed the highest component score of 70 for Domain I. In a three year comparison, GR5 science showed a significant drop and US History showed the biggest gain.

WISD incorporated Benchmark Phonics as a research-based, systematic, and explicit phonics program that teaches students the essential skills for reading and spelling. It provides differentiated instruction and intervention for students at various levels of proficiency. It also integrates phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction in engaging and interactive lessons. Our elementary campuses have seen significant gains during the 2023-2024 school year.

We have re-evaluated K-2 assessments for the 2024-2025 school year to give us more enhanced and robust data to best support our students. Both mClass and a Math Diagnostic will be introduced at the beginning of the school year to better support our instruction at the start of the school year.

Destination Imagination: Destination Imagination (DI) is a global educational program that challenges students to use their creativity, teamwork, and problem-solving skills to solve open-ended challenges. DI aims to inspire and equip students with the skills they need to thrive in the 21st century, such as creativity, critical thinking, communication, and collaboration. The challenges are in the areas of science, technology, engineering, mathematics, fine arts, improvisation, and service learning. The teams present their solutions at regional, state, and global tournaments. Destination continues to grow in WISD as we have two teams that qualified for Globals in 2024.

WISD implemented an elementary Math Telescoping Pathway as well as a secondary Math and Science Acceleration Pathway for students. A telescoped class simply means that the students will move faster through the curriculum so they can cover part of the next grade's curriculum. The Accelerated pathway aims to identify students who excel at an advanced pace and aspire to pursue the highest levels of mathematics and science.

Locally created Unit Assessments for secondary and Quick Checks for elementary were incorporated in the 2023-2024 school year to collaborate regularly to improve teaching practices and student outcomes. Each campus worked to set aside PLC time allowing teachers collaboration time to internalize lessons, enhance student learning by aligning curriculum, and instruction with the standards and expectations of the school or district. The Assessment and Accountability team attended approximately 100 PLC meetings to educate staff about the Data Dashboards and how to use the data to best support their students.

Advanced Placement participation: WHS has seen increased participation in AP exams year over year. While the number of students taking AP classes has improved, the number of students attempting the exams is still well behind the state and region.

- 2023 Participation Rates:  
State: 23%  
R10: 28%  
WISD: 12% (lagging indicator)

AP passing rates will be available by mid-July 2024. WHS has instituted an incentive program and AP celebration to reward students and recognize them for their hard work in AP courses for the past three years. For some courses, WISD students had AP passing rates which were stronger than the state or region. In others, WISD performed below the state and region. As of 2021, WISD lagged behind the state and region for the number/percentage of students in grades 9-12 who completed and earned credit for one advanced or dual credit course. While enrollment has improved, there is still work to be done in order to meet the needs of our learners by pushing them to take advanced courses.

Dual Credit, on the other hand, has experienced a decline in enrollment at WHS. With Global ECHS requiring all students to be enrolled in dual credit classes, the district's percentage of dual credit enrollment is slightly higher than the state's rate. This is an area we will continue to monitor for improvement.

- % of graduates w/ dual credit:  
State: 24%  
R10: 23%  
WISD: 28% (lagging indicator)

Further, CCMR rates are an area in which WISD has given much attention to during the 2023-2024 school year. CCMR scores account for 40% of Domain I in the A-F Accountability system which is calculated in our overall district and HS campus scores. Increases in industry certifications, TSIA scores, as well as successful completion of College Bridge courses are all manners in which WISD have made significant improvements the past several years. In 2023, WHS students earned over 400 certifications earned by the Class of 2023 alone.

- Industry Based Certifications:  
State: 28%  
R10: 26%  
WISD: 39% (lagging indicator)
- Related to CCMR rates by year:
  - 2020 Accountability (2019 Seniors), 73%
  - 2021 Accountability (2020 Seniors), 63%
  - 2022 Accountability (2021 Seniors), 65%
  - 2023 Accountability (2022 Seniors), 65%
  - 2024 Accountability (2023 Seniors), on track for 90% +

There was a change in the CCMR calculation after 2022 and WISD is making adjustments to meet the demands of the new system. The district must increase its CCMR rates by a dramatic amount in order to meet the new 88% threshold for an "A" rating on this indicator. This is up 23% from the former floor of 65%.

The percent of WISD students who take the SAT or ACT still lags behind the region and state. The at or above criterion scores for all tests taken by district students is above the state and region. However, the district's rate is behind that of the region and virtually equal to the state's rate for graduating seniors.

- % of Tested Annual Graduates:  
State: 72%

- R10: 82%
- WISD: 44% (lagging indicator)
- College Ready Students:
  - State: 53%
  - R10: 58%
  - WISD: 47% (lagging indicator)

WISD graduation rates have been consistent since 2020.

- 2020: 94.7%
- 2021: 96.9%;
- 2022: 94.9%
- 2023: 96.1%
- 2024: (lagging indicator)

A higher graduation rate is attributed to the combination of an on-campus credit recovery program at Waxahachie High School as well established and robust High School of Choice option for at-risk students. The number of students graduating from the HSoC has more than tripled over the past four school years.

### **Student Learning Strengths**

WISD continues to update and review the Balanced Scorecard in order to help us focus on our four priorities that were established by district and campus leaders. Through the implementation of the Balanced Scorecard, the entire district will continue to focus on Student Growth, Supporting and Honoring Staff, Community and Stakeholder Relationships, and Financial Integrity. The focus on these priorities has helped leadership in its decision making and the determination of which programs or initiatives are most important for meeting the long term desired outcomes stated in the Scorecard. During the 203-2024 school year, our Balanced Scorecard has branched to incorporate individual campuses needs (cascading).

WISD continues the development of a professional learning community across the district. Campus guiding coalitions have been established and will continue to receive training and support with our implementation partner, Solution Tree. Many campuses across the district have built in PLC time to the school day.

The district's Director and Associate Director of Assessment and Accountability are highly effective and able to provide campus leaders (and all other staff) accurate and up to date information so that instructional decisions can be made in real time. The development of the STAAR Dashboard makes data more easily accessible for staff in order to plan for student intervention and celebrate student growth. For the 2024-2025 school year students will be able to have more ownership of their learning with individualized students dashboards.

The district's graduation rate improvements over the past 4 years is a source of great pride. It has taken a significant investment of time, energy, and funding (for the district's web based credit accrual and recovery program APEX) in order to make the improvements necessary. While WISD is still 2% below the 98% rate set by TEA, its 7% improvement rate since 2018-2019 is no less impressive. High School of Choice has seen an increase in graduation rates over the last several years.

WISD has a very strong CTE department which has made significant improvements in the number of industry certifications earned by students over the past 4 years. From a total of 8 industry certs in 2019 to over 400 for this year's graduation class, the rate of growth is obviously substantial.

Through a rigorous process of interviews which involved committees of leaders from both district leadership and the campuses, WISD believes that they have hired well for the upcoming year, and beyond. For the 2024-2025 school year WISD will be opening Jimmy Ray Elementary as well as a larger capacity Wilemon STEAM



Academy to house more students. Future plans expand junior highs to 1200 student capacity and new elementaries will have a 800 student capacity. WISD will open its second comprehensive high school in Fall of 2027.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Concern remains regarding student growth and the performance at the Meets and Masters level of STAAR/EOC exams. While there was improvement in the approaches scores in many areas of secondary testing, the same improvement was not as expected on elementary campus. **Root Cause:** WISD administration, through an exercise gleaned from training on the Effective Schools Framework, determined that the root cause of the problem is that students are routinely not provided with grade level assignments and/or instruction.

**Problem Statement 2 (Prioritized):** WISD's performance in key areas of college, career, or military readiness, including AP exam participation, dual credit courses, and SAT/ACT testing, lags behind regional and state levels as indicated by the Texas Academic Performance Report. **Root Cause:** Students continue to express hesitation and reluctance to attempt the AP exam which accompanies each AP course. This is no doubt related to a feeling of unpreparedness which is a result of a need to both adequately prepare students for the exam and to make sure that they know the benefits of passing the tests.

**Problem Statement 3 (Prioritized):** Our instructional practices are not aligned across the district. **Root Cause:** Consistent two-way communication and expectations among shareholders.

**Problem Statement 4 (Prioritized):** Concern remains regarding student growth and the performance levels for STAAR/EOC exams. **Root Cause:** Students are routinely not provided with grade level assignments and/or tier I instruction to meet their diverse needs and abilities.

**Problem Statement 5 (Prioritized):** Student discipline behavior is hindering academic performance. **Root Cause:** Student ownership of their outcomes lacks data driven decision making to best support student performance and progress.

## District Processes & Programs

### District Processes & Programs Summary

Waxahachie ISD researches and implements vetted programs to provide a strong curriculum for our students and staff. WISD has adopted High-Quality Instructional Materials at 4 elementary campuses and will expand to all elementary schools for the 24-25 school year. Professional development will focus on the new curriculums being rolled out. Staff will use PLC time to focus on new resources, curriculum, and technology. The data team has created useful dashboards to help campus staff interpret data. The team will continue to train teachers to analyze data further. The use of HQIM and detailed phonics instruction has resulted in fewer dyslexia referrals.

The district recruits staff through student teachers, job fairs, and postings on internal and external job boards. Teachers are selected through a process that involves screening, interviewing, and background checks. The teacher induction program involves collaboration through human resources and curriculum and instruction. The teacher mentoring program lasts for up to two years. Teacher retention is supported through mental health programs, employee assistance programs, mentorship, support from curriculum and instruction, and teacher recognition.

The Impact Cohort, Leadership Academy and Aspiring Principal Academy are helping to grow leaders in the district. Mentoring programs help develop aspiring and new educators. New teachers to the district are supported with up to two years of mentoring and support throughout TLI department. Next year, we will have all new curriculum materials. The MTSS process is becoming more well-defined. The counseling department will have a coordinator of counseling and mental health to support student needs.

The District continues to have strong programs in UIL, Destination Imagination, Career & Technology Education, Fine Arts, and Athletics. The district offers a variety of school choice options. Junior high campuses have added more STEAM materials. Staff are encouraged to participate in the technology coalition and TCEA conference.

WHS is meeting the needs of students through college, career, and military guidance and counseling. Two college and career advisors at WHS and one at Global support students throughout their high school careers to help them make informed decisions about their future plans. Junior high and elementary campuses host yearly career days. Counselors help with transitions and schedule selection. We have a robust yearly college and career fair.

The District has a 1:1 deployment of devices for students and the technology team's goal is to provide as many devices as possible from 1st grade through a student's senior year. Every 2nd and 8th grade will receive a new device. A device insurance policy could be helpful to keep devices working properly.

### District Processes & Programs Strengths

- Use of High Quality Instructional Materials
- Targeted Professional Learning to support teacher goals and district initiatives
- Collaboration increased using tech tools and promethean boards
- Increased student devices and wireless connections
- Campus Improvement Plans support the goals of the District Improvement Plan which is aligned to the districts core values and our balanced scorecard

- The district is focused on individual student growth
- Professional Learning Communities implementation districtwide
- Choice schools in dual language, STEAM Academy, and Biomedical Academy
- Next Step Counseling services continues to support student mental health wellness.
- DIR-S app supports safety and security across campuses and the district in partnership with Waxahachie emergency service providers.
- The assessment and accountability data team has moved the understanding and use of student data forward in a way that directly impacts student growth.

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

**Problem Statement 1 (Prioritized):** WISD has a higher special education identification rate (15.3%) than the state (11.3%) , region (and three comparable districts (9.7%, 11.6, and 10.5%) within our Peer group in OnPoint Data Suites) **Root Cause:** Inconsistent RtI/MTSS intervention system with Tier I instruction leading to higher referral rates and over-identification of students with disabilities.

**Problem Statement 2 (Prioritized):** WISD is seeing an increased trend of students managing their emotions, coping with the complexities of life, developing a positive self image and taking responsibility and ownership for their actions. **Root Cause:** WISD does not have a consistent SEL program among all campuses that allows for a more consistent and in-depth SEL curriculum teaching individuals social and emotional skills necessary for life and academic success.

**Problem Statement 3 (Prioritized):** Advanced level students are underperforming on assessment participation compared to their peers across the state and region on SAT, ACT, and Advanced Placement. This trend is also evident in lack of distinctions and designations across each campus with their 40 comparison schools. **Root Cause:** Lack of parental training and student awareness starting in fifth grade with an emphasis on college expectations and the importance of national testing.

**Problem Statement 4 (Prioritized):** WISD does not regularly identify teachers and auxiliary staff with leadership potential. **Root Cause:** Create leadership development programs and an aspiring administrator academy to help develop more teacher leaders and assistant principals to understand the roles and responsibilities of instructional leadership.

**Problem Statement 5 (Prioritized):** Students do not all know what a CCMR point is, how to get it, or why it is important. **Root Cause:** Education about the CCMR point is not happening until late in a student's high school years.

**Problem Statement 6:** Leadership development programs could be stronger. Consider using the aspiring administrator academy to help develop more teacher leaders and assistant principals to understand the roles and responsibilities of instructional leadership. **Root Cause:** Failure to regularly identify teachers and auxiliary staff with leadership potential.

**Problem Statement 7:** Students do not all know what a CCMR point is, how to get it, or why it is important. They do not seem to understand until they are about to be seniors and want an off period. **Root Cause:** Education about the CCMR point is not happening until late in a student's high school years. Consider starting this freshman year or earlier.

# Perceptions

## Perceptions Summary

Based on the data discussed by the committee, which consisted of the 2024 student, parent, and staff satisfaction surveys, the 2022-2023 TAPR, and other sources, the Perceptions committee feels that perceptions of Waxahachie ISD are primarily strong, with room for improvement in some areas.

This group looked at three areas: Student Engagement, Staff Engagement, and Parent/Guardian/Community Engagement.

**Students** largely take pride in their work, with 75 percent of elementary students saying that they learn a lot in their classes. However, just under half of elementary students said the work they do in class “makes them really think,” and only 51 percent said they believe their homework helps them learn. In addition, only 22 percent of elementary students believe that they get a chance to explain their ideas in class. Eighty-five percent of secondary students say that they must work hard in class to receive a good grade, and 69 percent take pride in their academic work.

**Staff members** believe their leaders treat them with respect, with 87 percent agreeing with that statement on the 2024 staff survey. Seventy-eight percent feel comfortable providing feedback to their supervisors, and 84 percent believe their leaders are transparent. However, only 35 percent “strongly agree” that they have the tools and resources they need to be successful, and only 32 percent “strongly agree” that they get the training they need to be successful.

**Parents** are quite pleased with Waxahachie ISD, with 82 percent saying they are proud to have a child in Waxahachie ISD. Eighty-six percent believe that student learning is a priority in Waxahachie ISD, and 86 percent also say that their child has every opportunity to be successful in Waxahachie ISD. However, communication from campuses could be improved, with only 48 percent of parents “strongly agreeing” that they regularly receive feedback from school staff, and only 49 percent “strongly agreeing” that they feel well-informed about the issues impacting their child’s campus.

## Perceptions Strengths

Waxahachie ISD remains a great place to work, with clearly-defined goals for all staff members through the Balanced Scorecard. Ninety-four percent of staff members said they are committed to helping the district achieve its goals, and 87 percent know how their work aligns with the overall goals of their campus and the district.

Waxahachie ISD also provides a safe environment for students and staff. Eighty-three percent of parents said Waxahachie ISD provides a safe environment for their children, and 87 percent say that campus grounds are clean and well-maintained.

Eighty-four percent of staff enjoy their work within the district, and 81 percent said they are proud to work for Waxahachie ISD. This is reflected in the students’ opinions, with 93 percent of elementary students saying that their teachers want them to do their best, and 65 percent of elementary students saying that their teacher helps them keep trying when the work gets hard, a sentiment that more than half of secondary students echoed.

Parent and community involvement is strong in Waxahachie ISD, with more than 10,000 registered volunteers through Relatrix. The Education Foundation for

Waxahachie ISD gave more than \$150,000 to students and staff members in the 2023-2024 school year. Numerous businesses and individuals throughout the community donate to student organizations and campuses each year.

Waxahachie ISD continues to show a commitment to transparency by actively listening to students, staff members, parents, and the community through both in-person events and surveys. Waxahachie ISD held two town hall meetings open to the public in the 2022-2023 school year, and district administrators visited every campus and department in the district twice during the 23-24 school year for listening rounds. In addition, the district continues to invest in communications, implementing both the ParentSquare app for communication with families and the Qualtrics program for data collection.

Waxahachie ISD continues to hold a strong relationship with the City of Waxahachie, including the Waxahachie Police Department. This provides substantial benefits to the entire district and its stakeholders. WISD's six School Resource Officers are a vital part of the district's safety and security program. In addition, the City provides numerous programs and facilities, such as parks, that directly benefit students all year.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Despite best efforts, there is still an engagement gap between the district and Hispanic families with limited English proficiency. **Root Cause:** Even with translation services, it can still be difficult for non-Spanish speakers to engage with non-English speakers.

**Problem Statement 2:** The district has not adequately trained volunteers on the mobile functionality of the volunteer database, which is a barrier to entering volunteer hours and ensuring that every contribution is celebrated. **Root Cause:** Families are increasingly mobile, and without training on the mobile system for recording volunteer hours, some people are simply not able or willing to log their hours.

**Problem Statement 3 (Prioritized):** There are so many forms of communication coming out of the district, it's hard to know where to find the information needed. **Root Cause:** While the district has a solution, ParentSquare, that streamlines communication, not all staff members are using it.

**Problem Statement 4 (Prioritized):** Families, staff, and community members do not understand current budget constraints due to state funding. **Root Cause:** The school finance system is complicated, and the state continues to place the blame on school districts for high property taxes and funding shortfalls.

**Problem Statement 5 (Prioritized):** The district received fewer parent survey responses in the 23-24 school year than it did in the 22-23 school year. **Root Cause:** There is so much information coming at parents that the survey got lost in the shuffle. In addition, parents do not understand the importance of filling out the survey, and what the district does with the data gleaned from the survey.

# Priority Problem Statements

**Problem Statement 1:** WISD's Intervention indicator increased 8.9 % from the 22-23 school year to 23-24 school year.

**Root Cause 1:** A lack of vertical alignments of core content and consistency throughout the district in Tier 1 instruction over multiple years has caused this increase in need for intervention with students in core academic areas.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** TAPR Data shows a decrease in retention of beginning teachers in the 0-5 year category from the 22-23 school year to the 23-24 school year.

**Root Cause 2:** First-year and second-year teachers receive support from their campus mentors, however with the additional amount of responsibilities this year placed on both the mentor and mentee, the support was minimal on most campuses.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The district received fewer parent survey responses in the 23-24 school year than it did in the 22-23 school year.

**Root Cause 3:** There is so much information coming at parents that the survey got lost in the shuffle. In addition, parents do not understand the importance of filling out the survey, and what the district does with the data gleaned from the survey.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Families, staff, and community members do not understand current budget constraints due to state funding.

**Root Cause 4:** The school finance system is complicated, and the state continues to place the blame on school districts for high property taxes and funding shortfalls.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There are so many forms of communication coming out of the district, it's hard to know where to find the information needed.

**Root Cause 5:** While the district has a solution, ParentSquare, that streamlines communication, not all staff members are using it.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** WISD's performance in key areas of college, career, or military readiness, including AP exam participation, dual credit courses, and SAT/ACT testing, lags behind regional and state levels as indicated by the Texas Academic Performance Report.

**Root Cause 6:** Students continue to express hesitation and reluctance to attempt the AP exam which accompanies each AP course. This is no doubt related to a feeling of unpreparedness which is a result of a need to both adequately prepare students for the exam and to make sure that they know the benefits of passing the tests.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Our instructional practices are not aligned across the district.

**Root Cause 7:** Consistent two-way communication and expectations among shareholders.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Concern remains regarding student growth and the performance levels for STAAR/EOC exams.

**Root Cause 8:** Students are routinely not provided with grade level assignments and/or tier I instruction to meet their diverse needs and abilities.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Student discipline behavior is hindering academic performance.

**Root Cause 9:** Student ownership of their outcomes lacks data driven decision making to best support student performance and progress.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** WISD does not regularly identify teachers and auxiliary staff with leadership potential.

**Root Cause 10:** Create leadership development programs and an aspiring administrator academy to help develop more teacher leaders and assistant principals to understand the roles and responsibilities of instructional leadership.

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

**Problem Statement 11:** Students do not all know what a CCMR point is, how to get it, or why it is important.

**Root Cause 11:** Education about the CCMR point is not happening until late in a student's high school years.

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

**Problem Statement 12:** Advanced level students are underperforming on assessment participation compared to their peers across the state and region on SAT, ACT, and Advanced Placement. This trend is also evident in lack of distinctions and designations across each campus with their 40 comparison schools.

**Root Cause 12:** Lack of parental training and student awareness starting in fifth grade with an emphasis on college expectations and the importance of national testing.

**Problem Statement 12 Areas:** District Processes & Programs

**Problem Statement 13:** WISD has a higher special education identification rate (15.3%) than the state (11.3%) , region (and three comparable districts (9.7%, 11.6, and 10.5%) within our Peer group in OnPoint Data Suites)

**Root Cause 13:** Inconsistent RtI/MTSS intervention system with Tier I instruction leading to higher referral rates and over-identification of students with disabilities.

**Problem Statement 13 Areas:** District Processes & Programs

**Problem Statement 14:** WISD is seeing an increased trend of students managing their emotions, coping with the complexities of life, developing a positive self image and taking responsibility and ownership for their actions.

**Root Cause 14:** WISD does not have a consistent SEL program among all campuses that allows for a more consistent and in-depth SEL curriculum teaching individuals social and emotional skills necessary for life and academic success.

**Problem Statement 14 Areas:** District Processes & Programs

**Problem Statement 15:** Despite best efforts, there is still an engagement gap between the district and Hispanic families with limited English proficiency.

**Root Cause 15:** Even with translation services, it can still be difficult for non-Spanish speakers to engage with non-English speakers.

**Problem Statement 15 Areas:** Perceptions



# Priorities



Revised/Approved: July 23, 2024









## 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> Use multiple forms of data to measure student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform instruction and improve student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership</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> Ensure the use of high-quality instructional materials, research-based instructional strategies and ensure fidelity of the written, taught and tested curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3, 4</p> <p><b>Funding Sources:</b> Accountability Connect - Title II (255) - \$3,033, Lowman Daily Warm-ups - Title II (255) - Secondary - \$1,700, Vista Higher Learning - Title III (263) - Immigrant - \$3,004.33, Dreambox - Title III (263) - student accounts &amp; onsite PD - \$14,662, Scholastic Magazine - Title III (263) - dual language support - \$2,117.50, NROC Project - Title I (211) - Teas College Bridge - \$22,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure PLC's focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in teacher capacity Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership</p> <p><b>Problem Statements:</b> Demographics 3</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> Develop, implement, and sustain walkthrough protocols to ensure desired classroom environments and research based instructional practices are in alignment with T-TESS and district expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in teacher capacity Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The district will revise and ensure the consistent use of a Multi-tiered System of Support that addresses needs of students at-risk of not mastering grade level material.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer students will be identified for Special Education Services</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The district will recruit and retain highly effective teachers for lower performing campuses to increase student achievement in math. (Title II)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in teacher capacity Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Elementary Leadership</p> <p><b>Funding Sources:</b> Stipends - Title II (255) - \$34,000</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:**

**Demographics**

**Problem Statement 3:** WISD's Intervention indicator increased 8.9 % from the 22-23 school year to 23-24 school year. **Root Cause:** A lack of vertical alignments of core content and consistency throughout the district in Tier 1 instruction over multiple years has caused this increase in need for intervention with students in core academic areas.

**Student Learning**

**Problem Statement 3:** Our instructional practices are not aligned across the district. **Root Cause:** Consistent two-way communication and expectations among shareholders.  
**Problem Statement 4:** Concern remains regarding student growth and the performance levels for STAAR/EOC exams. **Root Cause:** Students are routinely not provided with grade level assignments and/or tier I instruction to meet their diverse needs and abilities.




**District Processes & Programs**






**Problem Statement 1:** WISD has a higher special education identification rate (15.3%) than the state (11.3%) , region (and three comparable districts (9.7%, 11.6, and 10.5%) within our Peer group in OnPoint Data Suites) **Root Cause:** Inconsistent RtI/MTSS intervention system with Tier I instruction leading to higher referral rates and over-identification of students with disabilities.

**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:** Monthly discipline and infraction reports supplied by Director of Student services.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure implementation of a discipline management plan and a proactive campus-based system to encourage leadership, positive behavior, and student well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services Director of Student Services</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Project Wisdom - Title IV - \$1,799.94</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> Consistently train and utilize safety protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security Director of Educational Leadership and Counseling Services</p> <p><b>Funding Sources:</b> TIP 411 - Title IV - Citizen Observer, LLC - \$4,580</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a proactive comprehensive school counseling program that addresses student mental health and social/emotional wellness, positive behavior interventions and trauma-informed care, including conflict resolution, violence prevention, dyslexia treatments, school dropout, dating violence, physical, verbal and sexual harassment awareness [TEC 11.252(a)(3)(E)].</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</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> Continue to provide an awareness education program and training for district staff and students on Recognizing and Reporting Child Abuse, Human Trafficking, Suicide Prevention(including a parental or guardian notification procedure), and Dating Violence according to [TEC 37.0831; BQ LEGAL], [TEC 38.0041(a)], [TEC 11.252(c)(9)], and [TEC 11.252(3)(B)(i)].</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness through exposure to training Increased communication with teachers and counselors and students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 25%			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The district will create a comprehensive program to increase overall attendance, which will include student and staff incentives, require staff contact with students who have one or more absences and parent and community education on the importance of student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<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:**







Student Learning
<p><b>Problem Statement 5:</b> Student discipline behavior is hindering academic performance. <b>Root Cause:</b> Student ownership of their outcomes lacks data driven decision making to best support student performance and progress.</p>
District Processes & Programs
<p><b>Problem Statement 2:</b> WISD is seeing an increased trend of students managing their emotions, coping with the complexities of life, developing a positive self image and taking responsibility and ownership for their actions. <b>Root Cause:</b> WISD does not have a consistent SEL program among all campuses that allows for a more consistent and in-depth SEL curriculum teaching individuals social and emotional skills necessary for life and academic success.</p>

**Priority 1: Student Growth**

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

**Evaluation Data Sources:** CCMR progress reports generated by Director of Assessment and Accountability, Director of CTE, and College and Career Advisors.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create, implement, and sustain a district-wide college readiness framework to inform staff, students, and parents of advanced academics opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Learning</p> <p><b>Problem Statements:</b> District 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> Increase enrollment and success in advanced academics, Gifted and Talented, and sustain academic acceleration opportunities[TEC 11.252(c)(3)(H)].</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Learning Director of Advanced Academics and STEAM Education</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> CEV - Title IV - Student vouchers and teacher licences - \$3,475, Various travel for staff and students - Title IV - SSEP - \$9,429.10</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Evaluate and refine the district-wide career readiness framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Learning</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 4 Details	Reviews			
<b>Strategy 4:</b> Increase community partnerships to enhance and broaden learning experiences. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Various Directors	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increases exposure and awareness of Armed Forces post-secondary opportunities and implement a JROTC program. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Director of CTE  <b>Problem Statements:</b> Student Learning 2 - District Processes & Programs 5	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 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> WISD's performance in key areas of college, career, or military readiness, including AP exam participation, dual credit courses, and SAT/ACT testing, lags behind regional and state levels as indicated by the Texas Academic Performance Report. <b>Root Cause:</b> Students continue to express hesitation and reluctance to attempt the AP exam which accompanies each AP course. This is no doubt related to a feeling of unpreparedness which is a result of a need to both adequately prepare students for the exam and to make sure that they know the benefits of passing the tests.</p>
District Processes & Programs
<p><b>Problem Statement 3:</b> Advanced level students are underperforming on assessment participation compared to their peers across the state and region on SAT, ACT, and Advanced Placement. This trend is also evident in lack of distinctions and designations across each campus with their 40 comparison schools. <b>Root Cause:</b> Lack of parental training and student awareness starting in fifth grade with an emphasis on college expectations and the importance of national testing.</p>
<p><b>Problem Statement 5:</b> Students do not all know what a CCMR point is, how to get it, or why it is important. <b>Root Cause:</b> Education about the CCMR point is not happening until late in a student's high school years.</p>

**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			
<p><b>Strategy 1:</b> Explore opportunities to provide additional enrichment activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % of students engaged in activities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Athletics Director of Fine Arts</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> Collect and monitor engagement and success data of students in enrichment activities</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % of students engage in activities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Athletics Director of Fine Arts</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recruit and retain staff to lead and engage in student activities.</p> <p><b>Strategy's Expected Result/Impact:</b> All Extracurricular, UIL, and co-curricular activities have staff leadership</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Athletics Director of Fine Arts</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>				



**Priority 2: Honor and Support Staff**

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





**Evaluation Data Sources:** Staff evaluation data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish and sustain a regular system of staff recognitions. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity and job satisfaction <b>Staff Responsible for Monitoring:</b> Director of Public Relations	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish clear pathways to the classroom to attract and retain staff. <b>Strategy's Expected Result/Impact:</b> Lower the teacher turnover rate Improved student achievement <b>Staff Responsible for Monitoring:</b> Exec. Director of Human Resources	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<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>				

**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			
<p><b>Strategy 1:</b> Continue to distribute and analyze results of annual staff workplace satisfaction surveys.  <b>Strategy's Expected Result/Impact:</b> Increased staff satisfaction and engagement  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership                      Assistant Superintendent of Elementary Leadership                      Director of Public Relations</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue listening and learning protocols and create action-oriented responses from staff survey results(once per semester).  <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement                      Improvement in student academic performance  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership                      Assistant Superintendent of Elementary Leadership                      Executive Director of Learning</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide staff with mental health resources through a variety of community-based programs.  <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement                      Improvement in student academic performance  <b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WISD will provide staff with ongoing personal financial literacy.  <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide substitute teachers supporting and recognition. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity and job performance Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Executive Director of Learning	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<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>				

**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			
<p><b>Strategy 1:</b> Sustain a consistent PLC culture through dedicated time and commitment to team collaboration.  <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement                      Improvement in student academic performance  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership                      Assistant Superintendent of Elementary Leadership                      Assistant Superintendent of Learning</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> Collaboratively identify and monitor the implementation of essential TEKS to ensure student learning  <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement                      Improvement in student academic performance  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership                      Assistant Superintendent of Elementary Leadership                      Assistant Superintendent of Learning                      Director of Advanced Academics and STEAM Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement initiatives of the guiding coalition to support campus instructional design and delivery.  <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement                      Improvement in student academic performance  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership                      Assistant Superintendent of Elementary Leadership                      Assistant Superintendent of Learning                      Director of Advanced Academics and STEAM Education</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>				

**Priority 2: Honor and Support Staff**

**Performance Objective 4:** Invest in staff growth through professional learning/specialized training[TEC 11.252(3)(F)].

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaboratively develop a professional learning system focused on the growth of staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff capacity and opportunities for meaningful leadership Increased job satisfaction and engagement Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning</p> <p><b>Problem Statements:</b> Demographics 4 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> TXCCS Conf.(registration, hotel, meals, &amp; travel) - Title II (255) - Soc. Studies - \$4,480, Scholarus/Ed. Elements - Title II (255) - Mentor Program - \$15,116, TCEA Conference - Title II (255) - \$20,924, Bridge - Title II (255) - \$17,688, CAST Conference - Title II (255) - registration, hotel, meals - \$11,244, Social Studies Services - Title II (255) - DDD - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish and sustain a goal setting process for individualized professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incorporate PLC process to all departments/campus support staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The district will partner with colleges and universities and participate in grant programs that recruit, support and sustain highly-effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources Director of Federal Programs and Grants</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>				



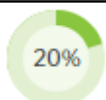
**Performance Objective 4 Problem Statements:**







Demographics
<p><b>Problem Statement 4:</b> TAPR Data shows a decrease in retention of beginning teachers in the 0-5 year category from the 22-23 school year to the 23-24 school year. <b>Root Cause:</b> First-year and second-year teachers receive support from their campus mentors, however with the additional amount of responsibilities this year placed on both the mentor and mentee, the support was minimal on most campuses.</p>
District Processes & Programs
<p><b>Problem Statement 4:</b> WISD does not regularly identify teachers and auxiliary staff with leadership potential. <b>Root Cause:</b> Create leadership development programs and an aspiring administrator academy to help develop more teacher leaders and assistant principals to understand the roles and responsibilities of instructional leadership.</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> Creation and distribution of survey to student and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance Increased student and family engagement and satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Director of Public Relations</p> <p><b>Problem Statements:</b> Perceptions 5</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> Develop and implement connection and collaboration rounding(listening and learning)with students to determine level of engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance Increased student engagement and satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Director of Public Relations</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host parent and family informational and educational events for Bilingual and Emergent Bilingual families.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communications and increased parent engagement Improved Parent relations Improved Student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Education</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Walmart - Title III (263) - PFE Event at Coleman JH 10.8.24 - \$300</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> Ensure all teachers are using only ParentSquare to communicate with parents/families, and create a plan to transition all extracurricular groups to communication through ParentSquare. Principals will lead mandatory trainings on their campuses before school starts to ensure all staff understand how to use ParentSquare.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and student satisfaction of process of information coming from the district.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Public Relations</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure families have numerous opportunities to complete parent survey, including hosting campus events where computers are set up for survey completion, numerous reminders on social media and ParentSquare, information to help parents find their child's ID for the survey, provide details about how the district uses the survey data, incentives for parents to complete surveys, and make changes to the survey to make it easier to complete.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased number of parents and students will complete the district survey.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Public Relations</p> <p><b>Problem Statements:</b> Perceptions 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> WISD will continue to participate in and support community wide events.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communications and increased parent engagement Improved community relationships Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Public Relations</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Despite best efforts, there is still an engagement gap between the district and Hispanic families with limited English proficiency. <b>Root Cause:</b> Even with translation services, it can still be difficult for non-Spanish speakers to engage with non-English speakers.</p> <p><b>Problem Statement 3:</b> There are so many forms of communication coming out of the district, it's hard to know where to find the information needed. <b>Root Cause:</b> While the district has a solution, ParentSquare, that streamlines communication, not all staff members are using it.</p>



## Perceptions



**Problem Statement 4:** Families, staff, and community members do not understand current budget constraints due to state funding. **Root Cause:** The school finance system is complicated, and the state continues to place the blame on school districts for high property taxes and funding shortfalls.

**Problem Statement 5:** The district received fewer parent survey responses in the 23-24 school year than it did in the 22-23 school year. **Root Cause:** There is so much information coming at parents that the survey got lost in the shuffle. In addition, parents do not understand the importance of filling out the survey, and what the district does with the data gleaned from the survey.


**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> Creation and distribution of survey to community and stakeholders.  <b>Strategy's Expected Result/Impact:</b> Increased community and stakeholder engagement and satisfaction  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership                      Assistant Superintendent of Elementary Leadership                      Director of Public Relations</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement connection and collaboration rounding (listening and learning) with community to determine level of engagement.  <b>Strategy's Expected Result/Impact:</b> Increased student academic performance                      Increased community and stakeholder engagement and satisfaction  <b>Staff Responsible for Monitoring:</b> Superintendent of Schools                      Director of Public Relations</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Work with our Spanish-speaking families to determine how they would like to be communicated with, both in person and by electronic means. Based on our learnings, develop a comprehensive plan for communicating with Spanish-speaking families.  <b>Strategy's Expected Result/Impact:</b> Improved communications and increased stakeholder engagement  <b>Staff Responsible for Monitoring:</b> Director of Public Relations                      Director of Bilingual &amp; ESL Education</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Host informational sessions to educate parents on the importance of student assessment preparation for tests such as SAT, ACT, and Advanced Placements.  <b>Strategy's Expected Result/Impact:</b> More students will score at advanced levels on state and regional tests.  <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Secondary Leadership                      Asst. Superintendent of Learning                      Director of Advanced Academics</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished




 Continue/Modify











 Discontinue








**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			
<b>Strategy 1:</b> Create adopted budget to actual expenditures quarterly comparison. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enhance clarity and transparency regarding the budget development process (revenue projections and expenditure projections). <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Update and deploy annual budget development calendar. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop and deploy 10 year expenditure projection plan. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			








Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The district will focus on prioritization of Title II funds by providing low-income and minority students greater access to effective teachers, principals and school leaders and focus on school(s) that are identified for school improvement under Section 1111. Expenditures will be aligned with state academic standards. The district currently has one school identified as School Improvement, however, the campus improvement needs are mainly being met through the Title I School Improvement Grant. Therefore, the district will focus use of Title II, Part A funds at campuses with the highest percentages of low-income students. Additionally, the district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 20%			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The district will provide federal funds to Private Non-Profits, via Education Service Center, according to federal guidelines and ensure services are received.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff capacity Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants</p> <p><b>Funding Sources:</b> Reg. X - Title II (255) - St. Joseph-training 9.6.24 - \$282.93</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 100%	 100%	 100%	
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The district will provide services, according to Texas Education Agency guidelines, to homeless students, neglected students residing in a children's facility, transportation for students in foster care and will work with the Education Service Center to provide services to identified migrant students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants</p> <p><b>Funding Sources:</b> Place Holder for funds set-aside - Title I (211) - \$2,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 100%	 100%	 100%	
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The district will ensure a proper system of management is used to track Title funds expenditures and federally required documentation at the campus and district level.</p> <p><b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants</p> <p><b>Funding Sources:</b> Title I Crate - Title I (211) - \$6,600</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 100%	 100%	 100%	

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The district will focus on prioritization of Title IV funds to improve the academic achievement of all students by providing all students with well-rounded education opportunities, improving conditions for safe and healthy student learning, and improving technology in order to enhance academic outcomes and digital literacy of students. Additionally, the district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community to meet the needs of students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants</p> <p><b>Funding Sources:</b> Care Solace - Title IV - \$40,000, WISD Suburban - Title IV - SSEP trip to SMU - \$35</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> To consider the best use of Title funds, the district will engage parents, teachers, students, school administrators, paraprofessionals, specialize support personnel, and community partners to participate in a collaborative committee process to ascertain the needs and strengths of the district and evaluate programs to best serve the academic achievement of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance ~Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Learning Director of Federal Programs and Grants</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> At low performing schools, the district will work with a vetted improvement partner focusing on coaching campuses and principals in order to improve the academic achievement of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement Improved school accountability ratings</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Learning</p> <p><b>Funding Sources:</b> ESF Focused Support Grant - Title I (211) - Marvin, Northside &amp; Finley - \$60,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 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			
<b>Strategy 1:</b> Develop and sustain a long range facilities plan. <b>Strategy's Expected Result/Impact:</b> Stakeholder engagement and satisfaction Increased student academic performance <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and deploy long range (10+ year) plan for facilities. <b>Strategy's Expected Result/Impact:</b> Stakeholder engagement and satisfaction Increased student academic performance <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue the work of the bond oversight committee. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> CFO	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>				

**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			
<b>Strategy 1:</b> Develop budget skills in all budget managers. <b>Strategy's Expected Result/Impact:</b> Increase staff capacity Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support Services maintains accurate information regarding projects and work orders. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	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>				



# Title I

## 1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

## 2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

The District Improvement Plan will be posted on the district's website and available in Spanish upon request.

## 3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

## 4.2: Offer flexible number of parent involvement meetings

2024-2025 Meeting Dates
November 19, 2024
Jan. 14, 2025
January 28, 2025
Apr. 15, 2025
Held at TLI 4:30-6:00

## 5.1: Determine which students will be served by following local policy

All Title I schools are school-wide campuses.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Whitten	Paraprofessional	Title I - Northside	1.0
April Barnett	Paraprofessional	Title I	1.0
April Haynes	Paraprofessional	Title I	.5
Asharian Frazier	Paraprofessional	Title I	1.0
Cortni Henke	Instructional Coach	Title I	1.
Dorianna O'Neal	Interventionist	Title I	1.
Elizabeth McCullough	Interventionist	Title I	1.
Hayley George	Instructional Coach	SCE	1.0
Jennifer Russell	Instructional Coach	Title I	1.
Kelly Cobb	Paraprofessional	Title I	1.0
Monica Scoggins	Interventionist	Title I	.5
Priscilla Lujan	Interventionist	Title I	1.
Sonia Champion	Instructional Coach/TL Coordinator	Title I	1.
Stephanie Rodriguez	Interventionist	Title I	1.
Stephine Cornejo	Paraprofessional	Title I	1.0
Susana Marturano	Instructional Coach	Title I	1.
Yoshyra Woods	Paraprofessional	Title I	1.

# District Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	NROC Project	Teas College Bridge	\$22,500.00
4	1	7	Place Holder for funds set-aside		\$2,000.00
4	1	8	Title I Crate		\$6,600.00
4	1	11	ESF Focused Support Grant	Marvin, Northside & Finley	\$60,000.00
<b>Sub-Total</b>					<b>\$91,100.00</b>
Title II (255)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Accountability Connect		\$3,033.00
1	1	2	Lowman Daily Warm-ups	Secondary	\$1,700.00
1	1	6	Stipends		\$34,000.00
2	4	1	CAST Conference	registration, hotel, meals	\$11,244.00
2	4	1	Scholarus/Ed. Elements	Mentor Program	\$15,116.00
2	4	1	Social Studies Services	DDD	\$1,500.00
2	4	1	TCEA Conference		\$20,924.00
2	4	1	TXCCS Conf.(registration, hotel, meals, & travel)	Soc. Studies	\$4,480.00
2	4	1	Bridge		\$17,688.00
4	1	6	Reg. X	St. Joseph-training 9.6.24	\$282.93
<b>Sub-Total</b>					<b>\$109,967.93</b>
Title III (263)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dreambox	student accounts & onsite PD	\$14,662.00
1	1	2	Scholastic Magazine	dual language support	\$2,117.50
1	1	2	Vista Higher Learning	Immigrant	\$3,004.33
3	1	3	Walmart	PFE Event at Coleman JH 10.8.24	\$300.00
<b>Sub-Total</b>					<b>\$20,083.83</b>

Title IV					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Project Wisdom		\$1,799.94
1	2	2	TIP 411	Citizen Observer, LLC	\$4,580.00
1	3	2	CEV	Student vouchers and teacher licences	\$3,475.00
1	3	2	Various travel for staff and students	SSEP	\$9,429.10
4	1	9	Care Solace		\$40,000.00
4	1	9	WISD Suburban	SSEP trip to SMU	\$35.00
<b>Sub-Total</b>					\$59,319.04