

# **Waxahachie Independent School District**

## **District Improvement Plan**

**2023-2024**



# Mission Statement

Waxahachie ISDs dynamic, focused educational experiences will produce graduates who will positively impact the world.

## District Motto

"Excellence in Education"

## Vision

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

## Value Statement

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 5
- District Processes & Programs 8
- Perceptions 10
- Priority Problem Statements 12
- Priorities 15
- Priority 1: Student Growth 16
- Priority 2: Honor and Support Staff 24
- Priority 3: Community and Stakeholder Relationships 29
- Priority 4: Financial Integrity 32
- Title I 37
- 1.1: Comprehensive Needs Assessment 38
- 2.1: Campus Improvement Plan developed with appropriate stakeholders 38
- 2.2: Regular monitoring and revision 38
- 2.3: Available to parents and community in an understandable format and language 38
- 3.1: Annually evaluate the schoolwide plan 38
- 4.1: Develop and distribute Parent and Family Engagement Policy 38
- 4.2: Offer flexible number of parent involvement meetings 38
- 5.1: Determine which students will be served by following local policy 38
- Title I Personnel 39
- District Funding Summary 40

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Waxahachie ISD is a Title I district located 26 miles south of Dallas, Texas. The District is home to 1 pre-k campus, 9 elementary campuses (2 house pre-k as well), 3 junior high schools, 1 alternative campus with both alternative learning and DAEP, 1 early college high school and 1 comprehensive high school. Total enrollment in 2022-2023 was 10,837 which represents an increase of 33.44% since 2015-2016 (8,121 learners).

In 2022-2023, the student population was 38.89 Hispanic-Latino, 38.66 White, 17.30% Black-African American, 4.13% Two or More races, and .70% Asian, 0.20% American Indian-Alaskan Native and 0.11% Native Hawaiian-Pacific Islander. Females made up 48.32% of the learners and males represented 51.68%. The District's economically disadvantaged percentage was 49.79% at the fall PEIMS submission date in October of 2022.

The District's English Learner (EL) population consisted of 1,029 students. The home language survey indicated that 65% of those households had Spanish as the primary language and 32% had English as their primary language. Additionally, 43.15% of our Els were also economically disadvantaged.

The District's 884 gifted and talented learners consisted of 8.16% of our population. Our gender split in the GT group was 43.21% female and 56.79% male. Of the three major ethnic groups, our GT learners were 57.58% White, 28.96% Hispanic-Latino and 6.9% Black-African American.

The District had 1,815 learners that qualified for special education services, which represented 16.75% of our population. There were 1,173 learners with 504 accommodations, which was 10.82% of the total enrollment.

The average daily attendance for our district in 2022-2023 was \_\_ %, a(n) increase/decrease from 95.13% from the prior year.

### STAFFING

Waxahachie ISD employed 215 administrative staff, 772 teachers, 194 educational aides and 454 auxiliary staff in the 2022-2023 school year. This was an increase of 4 administrators, 45 teachers, 3 educational aides, and 10 auxiliary staff from the prior school year. The ethnic breakdown for

the full-time staff was 62.7% White, 24.3% Hispanic/Latino, 11.1% Black-African American and 1.9% Other. Females made up 79.1% of the educators and males represented 20.9%.

Professional experience for staff varied: 4.6% were new to teaching with 0-1 years of experience, 16.3% had 2-5 years, 26.9% had 6-10 years, 33.9% had 11-15 years, and 18.3 had over 20 years of experience.

Advanced degrees were held by 24.2% of our teachers: 181.9 with master's degrees and 1 with a doctorate.

Over the past 3 years, there has been a slight change in student population: White decreased from 42.36% in 20-21 to 38.04% in 22-23 (-4.32%). Hispanic population was 38.33% in 20-21 and 38.62% in 22-23, while the African American population increased from 14.55% in 20-21 to 18.19% in 22-23.

A total number of 1541 discipline referrals were reported for the 2022-2023 school year with 446 (28.94%) of the referrals for White students, 465 (30.18%) for Hispanic students,

555 (36.02%) for African American students and 75 (4.87%) for students of Other races. Disciplinary assignments for the 2022-2023 school year was: 421 ISS assignments.

## Demographics Strengths

Due to the growing, diverse student population, our WISD staff diversity has also increased.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students of low Socio-economic Status (SES) may experience inequities in access to before and after school tutorials and activities. **Root Cause:** Lack of transportation to before and after school tutoring.

**Problem Statement 2 (Prioritized):** Lack of overall communication from district to families. **Root Cause:** The district needs a more streamlined process and set expectations for communicating with families.

**Problem Statement 3:** 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 4 (Prioritized):** 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 5 (Prioritized):** Student attendance rates have suffered significantly since the COVID-19 pandemic. Attendance rates have not greatly improved. **Root Cause:** Lack of parent awareness of the importance of student attendance. Principal plan lacks required 'seat time'.

# Student Learning

## Student Learning Summary

WISD has an overall "grade" of B based on the current accountability system. WISD is currently without end of year data for grades 3-8 as will not have firm data until after the beginning of the school year. The link below contains longitudinal data for EOC scores for WISD, WHS, Global HS, and High School of Choice.

[https://docs.google.com/spreadsheets/d/14dvmTtcVQSnS-jpGSChxAFzRxUk3\\_28V/edit?usp=sharing&ouid=108561191454950787916&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/14dvmTtcVQSnS-jpGSChxAFzRxUk3_28V/edit?usp=sharing&ouid=108561191454950787916&rtpof=true&sd=true)

The preliminary 2023 STAAR EOC data shows significant improvement in the approaches grade level scores for nearly every EOC test over the district's performance in 2022. In addition, the district out performed the state on every test at this level of performance. This is also true for the district's performance at the approaches grade level versus the results of the Region 10 service area.

Related to Advanced Placement scores, WHS has seen significant increased participation in AP exams over the past two school years. While the number of students taking AP exams has improved, the number of students attempting the exams is still well behind the state and region.

AP passing rates will be available by mid-July 2023 and therefore will require the current state to be updated once they are released. 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 two years. For some courses, WISD students had AP passing rates were stronger than the state or region while in others WISD performed poorer. As of 2021, WISD lagged behind the state and region for the number/% 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 % of dual credit enrollment is only slightly lower than the state's rate. This is an area in need of significant improvement.

CCMR rates are also an area in which WISD has room to grow. As CCMR scores are a significant part of our overall district and HS campus accountability 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 this year. For example, in 2018-2019, there were only 8 certification exams passed by WHS students. This year, there were over 400 certifications earned by the Class of 2023 alone.

Related to CCMR rates by year:

2020 Accountability (2019 Seniors) 73%

2021 Accountability (2021 Seniors) 63%

2022 Accountability (2022 Seniors) 65%

There was a change in the CCMR calculation after 2020 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 test taken by district students is above the state and region however for graduating seniors, the districts rate is behind that of the region and virtually equal to the state's rate.

The five year longitudinal graduation rate for the 2023 accountability reporting period is for WHS is 96.8%. This is a 7% increase over the 2018-2019 rate of 89.3%. In this area, WHS has experience significant improvement. This increase in graduation rate is due 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 leadership 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.

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.

The district's director of Assessment and Accountability is 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.

Preliminary EOC scores do show growth across the board on all tests. One area of particular significance is the approaches grade level passing rate for English 2. The passing rate of over 80% is one that has not been enjoyed for several years if ever. This will greatly reduce the number of students in need of remediation and retesting in the coming year which will ease the burden on both teachers and testing coordinators as the number of re-testers has been a challenge.

The districts 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. The partnership between the district's comprehensive and early college high schools with its high school of choice has born fruit.

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.

Under the leadership of the Assistant Superintendent of Elementary Leadership and the Director of Teaching & Learning, the district will continue to support campuses in need of academic improvement using STAAR data and capus Tier ratings.

Three secondary campuses and one elementary campus will have new leadership for the 2023-2024 school year. Administration was focused on candidates with a record of strong culture and instructional capacity. 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.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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:** While WISD did see improvements at the approaches grade level performance on HS level EOC exams, these improvements were not seen at the meets and masters level of performance. **Root Cause:** Lack of rigor and appropriate instruction that meets not only the width of the TEKS but also the depth of the curriculum.

**Problem Statement 3 (Prioritized):** WISD continues to fall below the region and state for participation in advanced and dual credit courses as well as participation on SAT/ACT testing. **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.



# 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 ensures a guaranteed and viable curriculum through the use of the TEKS Resource System. Based on feedback from teachers and administrators, assessment processes are being reviewed and adjusted allowing for a deeper dive into assessment results. Elementary will use formative assessments to monitor student process and secondary will use common formative assessments as part of the PLC initiative. WISD strategically created a district wide assessment calendar specifically for NWEA MAP and Interim Assessments allowing for consistency across each campus. A key focus is placed on each student's academic growth.

WISD offers professional learning opportunities both in person and through Bridge, our online learning platform, to support teachers' goals and district initiatives. This has allowed teachers choices of professional learning as well as given the opportunity to go back and review things they have learned. We also provide teacher choice in professional learning through iNation.

All district teachers and administrators have attended training on professional learning communities and have started engaging in the work of establishing collaborative teams on campuses. This aligns with our core value of collaboration.

The district utilizes Google tools to increase collaboration among staff and students, both on campuses and in district departments. The creation of a new innovative learning cohort will provide additional training and opportunities to increase the effective use of digital tools in the classroom.

Waxahachie ISD received TEA's ECF Grant helping to push one to one devices to grades K-12. Collectively as a district, we will empower students and teachers to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

WISD has a vibrant School Health Advisory Council (SHAC) and District Education Improvement Committee (DEIC). Both consist of district staff, parents and community members that meet regularly to provide directions for the district to gather thoughts, opinions and advice on what strengths are, what areas need to be improved, and suggestions on new ideas.

Surveys have been distributed to all stakeholders during the school year to gather feedback and make decisions aligned with our core values of community and belonging.

## District Processes & Programs Strengths

- District-wide guaranteed and viable curriculum (TEKS Resource System)
- 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
- New choice schools are being launched at Marvin (Biomedical-STEM) and Howard (Dual Language).
- Next Step Counseling services have been added to support student mental health wellness.
- Branching Minds has been used for grades K-8 to house all documentation related to student growth and intervention for both academics and behavior.
- DIR-S app supports safety and security across campuses and the district in partnership with Waxahachie emergency service providers.

### **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):** Results Driven Accountability (RDA) data continues to show there is an over representation of minority and Special Population students who are being placed in both Out of School Suspensions (OSS) and placed in Off-campus expulsion settings for behavior offenses. **Root Cause:** There is not a consistent, district-wide SEL/PBIS program in place that provides consistent and equitable services for all students. Inconsistent classroom and campus management plans and training opportunities for campuses.

**Problem Statement 4 (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 5 (Prioritized):** Teachers are struggling to meet the demand of HB4545 requirements and students needing 30 hours of accelerated instruction for each STAAR/EOC exam that they fail to meet a performance level score of approaches or higher on the STAAR assessment in addition to the grade level required curriculum. **Root Cause:** Inconsistent differentiation in the classroom and lack of training for resources specifically with Measuring-up and LLI.

# Perceptions

## Perceptions Summary

Based on the data discussed by the committee, which consisted of the 2023 student, parent, and staff satisfaction surveys, the 2021-2022 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 77 percent of elementary students saying that they learn a lot in their classes. However, only half of elementary students said the work they do in class “makes them really think,” and only 48 percent said they believe their homework helps them learn. In addition, only 21 percent of elementary students believe that they get a chance to explain their ideas in class. Eighty-one percent of secondary students say that they must work hard in class to receive a good grade, and 75 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 2023 staff survey. Seventy-eight percent feel comfortable providing feedback to their supervisors, and 75 percent believe their leaders are transparent. However, only 34 percent “strongly agree” that they have the tools and resources they need to be successful, and only 37 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-eight percent believe that student learning is a priority in Waxahachie ISD, and 84 percent say that their child has every opportunity to be successful in Waxahachie ISD. However, communication from campuses could be improved, with only 46 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-five 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 90 percent say that campus grounds are clean and well-maintained.

Ninety percent of staff enjoy their work within the district, and 87 percent said they are proud to work for Waxahachie ISD. This is reflected in the students' opinions, with 94 percent of elementary students saying that their teachers want them to do their best, and 67 percent of elementary students saying that their teacher helps them keep trying when the work gets hard, a sentiment that half of secondary students echoed.

Parent and community involvement is strong in Waxahachie ISD, with 8,819 registered volunteers through Relatrix. The Education Foundation for Waxahachie ISD gave nearly \$150,000 to students and staff members in the 2022-2023 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 three 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 22-23 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):** Student attendance continues to be lower than pre-COVID, which impacts student learning as well as district funding. **Root Cause:** The COVID pandemic changed the way people see school attendance, and the increase in parents working from home has made it easier to keep children home when they might otherwise have gone to school.

**Problem Statement 2 (Prioritized):** Increased workload for all staff members has led to burnout and overwhelm. **Root Cause:** Increasing numbers of unfunded state mandates have in turn increased the number of non-teaching tasks required of teachers and other staff members.

**Problem Statement 3 (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 4 (Prioritized):** 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.

# Priority Problem Statements

**Problem Statement 1:** Student attendance continues to be lower than pre-COVID, which impacts student learning as well as district funding.

**Root Cause 1:** The COVID pandemic changed the way people see school attendance, and the increase in parents working from home has made it easier to keep children home when they might otherwise have gone to school.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Increased workload for all staff members has led to burnout and overwhelm.

**Root Cause 2:** Increasing numbers of unfunded state mandates have in turn increased the number of non-teaching tasks required of teachers and other staff members.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Despite best efforts, there is still an engagement gap between the district and Hispanic families with limited English proficiency.

**Root Cause 3:** Even with translation services, it can still be difficult for non-Spanish speakers to engage with non-English speakers.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** 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 4:** 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 4 Areas:** Perceptions

**Problem Statement 5:** 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 5:** 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 5 Areas:** District Processes & Programs

**Problem Statement 6:** Results Driven Accountability (RDA) data continues to show there is an over representation of minority and Special Population students who are being placed in both Out of School Suspensions (OSS) and placed in Off-campus expulsion settings for behavior offenses.

**Root Cause 6:** There is not a consistent, district-wide SEL/PBIS program in place that provides consistent and equitable services for all students. Inconsistent classroom and campus management plans and training opportunities for campuses.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** 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 7:** 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 7 Areas:** District Processes & Programs

**Problem Statement 8:** Teachers are struggling to meet the demand of HB4545 requirements and students needing 30 hours of accelerated instruction for each STAAR/EOC exam that they fail to meet a performance level score of approaches or higher on the STAAR assessment in addition to the grade level required curriculum.

**Root Cause 8:** Inconsistent differentiation in the classroom and lack of training for resources specifically with Measuring-up and LLI.

**Problem Statement 8 Areas:** District Processes & Programs

**Problem Statement 9:** 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 9:** Inconsistent RtI/MTSS intervention system with Tier I instruction leading to higher referral rates and over-identification of students with disabilities.

**Problem Statement 9 Areas:** District Processes & Programs

**Problem Statement 10:** WISD continues to fall below the region and state for participation in advanced and dual credit courses as well as participation on SAT/ACT testing.

**Root Cause 10:** 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 10 Areas:** Student Learning

**Problem Statement 11:** 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 11:** 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 11 Areas:** Student Learning

**Problem Statement 12:** Lack of overall communication from district to families.

**Root Cause 12:** The district needs a more streamlined process and set expectations for communicating with families.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** 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 13:** 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 13 Areas:** Demographics

**Problem Statement 14:** Student attendance rates have suffered significantly since the COVID-19 pandemic. Attendance rates have not greatly improved.

**Root Cause 14:** Lack of parent awareness of the importance of student attendance. Principal plan lacks required 'seat time'.

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** Students of low Socio-economic Status (SES) may experience inequities in access to before and after school tutorials and activities.

**Root Cause 15:** Lack of transportation to before and after school tutoring.

**Problem Statement 15 Areas:** Demographics

# Priorities

## Priority 1: Student Growth





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

### High Priority

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

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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<br/>Assistant Superintendent of Elementary Leadership<br/>Assistant Superintendent of Learning<br/>Director of Teaching and Learning</p> <p><b>Problem Statements:</b> Student Learning 1</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Ensure the use of high-quality instructional materials and research-based instructional strategies.</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<br/>Assistant Superintendent of Elementary Leadership<br/>Assistant Superintendent of Learning<br/>Director of Teaching and Learning<br/>Curriculum Coordinators</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Defined Learning - Title II (255) - \$9,980, DBQ Online - Title II (255) - \$4,800, Summit K-12 - Title III (263) - \$4,455, Curriculum Asso. - Title III (263) - Ellevation - \$16,275, Scholastic - Title III (263) - \$1,819.79, Lead4Ward - Title II (255) - Accountability Connect - \$3,000, HQIM - Amplify - Local Funds</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>Assistant Superintendent of Elementary Leadership<br/>Assistant Superintendent of Learning<br/>Director of Teaching and Learning</p> <p><b>Problem Statements:</b> Perceptions 2</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>Assistant Superintendent of Elementary Leadership<br/>Assistant Superintendent of Learning<br/>Director of Teaching and Learning</p> <p><b>Problem Statements:</b> Student Learning 1</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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.</p> |
| <p><b>Problem Statement 3:</b> WISD continues to fall below the region and state for participation in advanced and dual credit courses as well as participation on SAT/ACT testing. <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**

**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.

**Perceptions**





**Problem Statement 2:** Increased workload for all staff members has led to burnout and overwhelm. **Root Cause:** Increasing numbers of unfunded state mandates have in turn increased the number of non-teaching tasks required of teachers and other staff members.

**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<br/>Director of Student Services</p> <p><b>Problem Statements:</b> Demographics 4 - District Processes &amp; Programs 3</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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> General Counsel<br/>Director of Safety and Security<br/>Director of Educational Leadership and Counseling Services</p> <p><b>Problem Statements:</b> Demographics 4</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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<br/>Executive Director of Special Services<br/>Director of Student Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Inspire School Programs - Title IV - \$12,500, Project Wisdom - Title IV - six schools - \$1,835.94</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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<br/>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 |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| 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> District Leadership Team</p> <p><b>Problem Statements:</b> Demographics 5 - Perceptions 1</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> 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 .</p> <p><b>Problem Statement 5:</b> Student attendance rates have suffered significantly since the COVID-19 pandemic. Attendance rates have not greatly improved. <b>Root Cause:</b> Lack of parent awareness of the importance of student attendance. Principal plan lacks required 'seat time'.</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> <p><b>Problem Statement 3:</b> Results Driven Accountability (RDA) data continues to show there is an over representation of minority and Special Population students who are being placed in both Out of School Suspensions (OSS) and placed in Off-campus expulsion settings for behavior offenses. <b>Root Cause:</b> There is not a consistent, district-wide SEL/PBIS program in place that provides consistent and equitable services for all students. Inconsistent classroom and campus management plans and training opportunities for campuses.</p> |

## Perceptions





**Problem Statement 1:** Student attendance continues to be lower than pre-COVID, which impacts student learning as well as district funding. **Root Cause:** The COVID pandemic changed the way people see school attendance, and the increase in parents working from home has made it easier to keep children home when they might otherwise have gone to school.

**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<br/>Assistant Superintendent of Elementary Learning<br/>Assistant Superintendent of Learning<br/>Various District Directors</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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<br/>Assistant Superintendent of Elementary Learning<br/>Director of Advanced Academics and STEAM Education<br/>Various Curriculum Directors and Coordinators</p> <p><b>Funding Sources:</b> CEV - Title IV - Personal Fin. Lit. Certs. - \$2,525</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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<br/>Assistant Superintendent of Elementary Learning<br/>Various Curriculum Directors and Coordinators</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Increase community partnerships to enhance and broaden learning experiences.<br><b>Strategy's Expected Result/Impact:</b> Increased student academic performance<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning<br>Assistant Superintendent of Elementary Learning<br>Various Curriculum Directors and Coordinators   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <b>Strategy 5:</b> Increase exposure and awareness of Armed Forces post-secondary opportunities and implement a JROTC program.<br><b>Strategy's Expected Result/Impact:</b> Increased student academic performance<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning<br>Director of Career and Technology<br>Assistant Superintendent of Learning<br>Post Secondary Student Advisors  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**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.<br/> <b>Strategy's Expected Result/Impact:</b> Increase % of students engaged in activities<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning<br/>                     Assistant Superintendent of Elementary Learning<br/>                     Executive Director of Athletics<br/>                     Director of Fine Arts</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Collect and monitor engagement and success data of students in enrichment activities<br/> <b>Strategy's Expected Result/Impact:</b> Increase % of students engage in activities<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning<br/>                     Assistant Superintendent of Elementary Learning<br/>                     Executive Director of Athletics<br/>                     Director of Fine Arts</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Create and implement a plan to recruit and retain staff to lead and engage in student activities.<br/> <b>Strategy's Expected Result/Impact:</b> All Extracurricular, UIL, and co-curricular activities have staff leadership<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning<br/>                     Assistant Superintendent of Elementary Learning<br/>                     Executive Director of Athletics<br/>                     Director of Fine Arts</p>    | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |                  |            |            |                  |



**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.<br><b>Strategy's Expected Result/Impact:</b> Increased staff capacity and job satisfaction<br><b>Staff Responsible for Monitoring:</b> Director of Public Relations   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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> Creation and distribution of survey to staff.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff satisfaction and engagement<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Director of Public Relations</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Develop and implement listening and learning protocols and create action-oriented responses from staff survey results.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement<br/>                     Improvement in student academic performance<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Executive Director of Learning</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Develop and implement connection and collaboration rounding (listening and learning) with staff to determine level of engagement and actionable follow-up.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement<br/>                     Improvement in student academic performance<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Assistant Superintendent of Learning</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>   |                  |            |            |                  |

**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.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement<br/>                     Improvement in student academic performance<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Assistant Superintendent of Learning<br/>                     Director of Teaching and Learning</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Collaboratively identify and monitor the implementation of essential TEKS to ensure student learning<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement<br/>                     Improvement in student academic performance<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Assistant Superintendent of Learning<br/>                     Director of Teaching and Learning<br/>                     Teaching and Learning Coordinators<br/>                     Director of Advanced Academics and STEAM Education</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Implement initiatives of the guiding coalition to support campus instructional design and delivery.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement<br/>                     Improvement in student academic performance<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Assistant Superintendent of Learning<br/>                     Director of Teaching and Learning<br/>                     Teaching and Learning Coordinators<br/>                     Director of Advanced Academics and STEAM Education</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>   |           |     |     |           |

**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<br/>Increased job satisfaction and engagement<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>Assistant Superintendent of Elementary Leadership<br/>Assistant Superintendent of Learning<br/>Department Directors</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> KickUp - Title II (255) - \$27,104, Estrellita - Title III (263) - \$297, Region X - Title II (255) - Building Thinking Classrooms - \$500</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| 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<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>Assistant Superintendent of Elementary Leadership<br/>Assistant Superintendent of Learning<br/>Department Directors and Leadership</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| 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<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent<br/>Assistant Superintendent of Secondary Leadership<br/>Assistant Superintendent of Elementary Leadership<br/>Department Leadership</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |

| 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<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources<br/>Director of Federal Programs and Grants</p>                       | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |





**Performance Objective 4 Problem Statements:**

| District Processes & Programs  |
|--|
| <p><b>Problem Statement 5:</b> Teachers are struggling to meet the demand of HB4545 requirements and students needing 30 hours of accelerated instruction for each STAAR/EOC exam that they fail to meet a performance level score of approaches or higher on the STAAR assessment in addition to the grade level required curriculum. <b>Root Cause:</b> Inconsistent differentiation in the classroom and lack of training for resources specifically with Measuring-up and LLI.</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.<br/> <b>Strategy's Expected Result/Impact:</b> Increased student academic performance<br/>                     Increased student and family engagement and satisfaction<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership<br/>                     Assistant Superintendent of Elementary Leadership<br/>                     Director of Public Relations</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</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(Fall 2023).<br/> <b>Strategy's Expected Result/Impact:</b> Increased student academic performance<br/>                     Increased student engagement and satisfaction<br/> <b>Staff Responsible for Monitoring:</b> Superintendent of Schools<br/>                     Director of Public Relations</p>                             | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>      |                  |            |            |                  |

**Priority 3: Community and Stakeholder Relationships**

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

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

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Creation and distribution of survey to community and stakeholders.<br/> <b>Strategy's Expected Result/Impact:</b> Increased community and stakeholder engagement and satisfaction<br/> <b>Staff Responsible for Monitoring:</b> Director of Public Relations</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| 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.<br/> <b>Strategy's Expected Result/Impact:</b> Increased student academic performance<br/>                     Increased community and stakeholder engagement and satisfaction<br/> <b>Staff Responsible for Monitoring:</b> Superintendent of Schools<br/>                     Director of Public Relations</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| 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.<br/> <b>Strategy's Expected Result/Impact:</b> Improved communications and increased stakeholder engagement<br/> <b>Staff Responsible for Monitoring:</b> Director of Public Relations<br/>                     Director of Bilingual &amp; ESL Education<br/><br/> <b>Problem Statements:</b> Demographics 2 - Perceptions 3</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 4 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Find a solution to reach all volunteers with training materials. Make materials available on the district website, send by email, print handouts, and provide in-person training at PTO and Boost club meetings.<br/> <b>Strategy's Expected Result/Impact:</b> Increased stakeholder satisfaction and engagement<br/> <b>Staff Responsible for Monitoring:</b> Director of Public Relations<br/><br/> <b>Problem Statements:</b> Perceptions 4</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |

| Strategy 5 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 5:</b> Host informational sessions to educate parents on the importance of student assessment preparation for tests such as SAT, ACT, and Advanced Placements.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will score at advanced levels on state and regional tests.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Secondary Leadership<br/>Asst. Superintendent of Learning<br/>Director of Advanced Academics</p> <p><b>Problem Statements:</b> Student Learning 3 - District Processes &amp; Programs 4</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>                                |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 2:</b> Lack of overall communication from district to families. <b>Root Cause:</b> The district needs a more streamlined process and set expectations for communicating with families.</p>   |
| Student Learning   |
| <p><b>Problem Statement 3:</b> WISD continues to fall below the region and state for participation in advanced and dual credit courses as well as participation on SAT/ACT testing. <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 4:</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>                           |
| Perceptions  |
| <p><b>Problem Statement 3:</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 4:</b> 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. <b>Root Cause:</b> 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.</p>   |







**Priority 4: Financial Integrity**

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

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

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




| 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<br/>Improvement in student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| 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<br/>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 I (211) - \$3,000, Reg. X - Title II (255) - \$1,000, Reg. X - Title IV - \$1,000</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| 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 (if needed), and will work with the Education Service Center to provide services to identified migrant students (if needed).</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>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| 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<br/>~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>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |

| 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.</p> <p><b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels<br/>~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> Tip411 - Title IV - \$4,220, Care Solace - Title IV - \$40,000</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| 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<br/>~Audit Findings will continue to show sound practices in documentation compliance<br/>~Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Secondary Leadership<br/>Asst. Superintendent of Elementary Leadership<br/>Director of Federal Programs and Grants</p>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |           |     |     |           |

**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 deploy long range (10+ year) plan for facilities.<br><b>Strategy's Expected Result/Impact:</b> Stakeholder engagement and satisfaction<br>Increased student academic performance<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Chief Financial Officer  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <b>Strategy 2:</b> Sustain bond oversight committee.<br><b>Strategy's Expected Result/Impact:</b> Stakeholder engagement and satisfaction<br>Increased student academic performance<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Chief Financial Officer  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 Key Work processes.<br><b>Strategy's Expected Result/Impact:</b> Improve financial efficacy<br><b>Staff Responsible for Monitoring:</b> Superintendent's Cabinet  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <b>Strategy 2:</b> Develop budget skills in all budget managers.<br><b>Strategy's Expected Result/Impact:</b> Increase staff capacity<br>Improve financial efficacy<br><b>Staff Responsible for Monitoring:</b> Chief Financial Officer  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <b>Strategy 3:</b> Implement financial health systems check.<br><b>Strategy's Expected Result/Impact:</b> Improve financial efficacy<br><b>Staff Responsible for Monitoring:</b> Chief Financial Officer   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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**

Please see Title1Crate for the following documentation.

## **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**

### **DEIC Meetings -**

Sept. 13, 2023

Dec. 2023

January 11, 2024

January 25, 2024

Feb. 1, 2024

April 18, 2024

## **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> |
|----------------------|---------------------|----------------|------------|
| Amy Reeves           | Interventionist     | Titl I         | 1.         |
| Angela Strong        | Interventionist     | Title I        | 1.         |
| April Barnett        | Paraprofessional    | Title I        | 1.0        |
| April Haynes         | Paraprofessional    | Title I        | .5         |
| Asharian Frazier     | Paraprofessional    | Title I        | 1.0        |
| Elizabeth McCullough | Interventionist     | Title I        | 1.         |
| Jennifer Russell     | Instructional Coach | Title I        | 1.         |
| Joyce Hawkins        | Instructional Coach | Title I        | 1.         |
| Kelly Cobb           | Paraprofessional    | Title I        | 1.0        |
| Melissa Williams     | Instructional Coach | Title I        | 1.0        |
| Monica Borjas        | Paraprofessional    | Title I        | 1.0        |
| Monica Scoggins      | Interventionist     | Title I        | .5         |
| Stacie Hamilton      | Paraprofessional    | Title I        | 1.         |
| Stephine Cornejo     | Paraprofessional    | Title I        | 1.0        |
| Susana Marturano     | Instructional Coach | Title I        | 1.         |
| Tabitha Russell      | Interventionist     | Title I        | 1.         |



# District Funding Summary

| Title I (211)    |           |          |                         |                              |             |
|------------------|-----------|----------|-------------------------|------------------------------|-------------|
| Priority         | Objective | Strategy | Resources Needed        | Account Code                 | Amount      |
| 4                | 1         | 6        | Reg. X                  |                              | \$3,000.00  |
| <b>Sub-Total</b> |           |          |                         |                              | \$3,000.00  |
| Title II (255)   |           |          |                         |                              |             |
| Priority         | Objective | Strategy | Resources Needed        | Account Code                 | Amount      |
| 1                | 1         | 2        | Defined Learning        |                              | \$9,980.00  |
| 1                | 1         | 2        | DBQ Online              |                              | \$4,800.00  |
| 1                | 1         | 2        | Lead4Ward               | Accountability Connect       | \$3,000.00  |
| 2                | 4         | 1        | Region X                | Building Thinking Classrooms | \$500.00    |
| 2                | 4         | 1        | KickUp                  |                              | \$27,104.00 |
| 4                | 1         | 6        | Reg. X                  |                              | \$1,000.00  |
| <b>Sub-Total</b> |           |          |                         |                              | \$46,384.00 |
| Title III (263)  |           |          |                         |                              |             |
| Priority         | Objective | Strategy | Resources Needed        | Account Code                 | Amount      |
| 1                | 1         | 2        | Summit K-12             |                              | \$4,455.00  |
| 1                | 1         | 2        | Curriculum Asso.        | Ellevation                   | \$16,275.00 |
| 1                | 1         | 2        | Scholastic              |                              | \$1,819.79  |
| 2                | 4         | 1        | Estrellita              |                              | \$297.00    |
| <b>Sub-Total</b> |           |          |                         |                              | \$22,846.79 |
| Local Funds      |           |          |                         |                              |             |
| Priority         | Objective | Strategy | Resources Needed        | Account Code                 | Amount      |
| 1                | 1         | 2        | HQIM - Amplify          |                              | \$0.00      |
| <b>Sub-Total</b> |           |          |                         |                              | \$0.00      |
| Title IV         |           |          |                         |                              |             |
| Priority         | Objective | Strategy | Resources Needed        | Account Code                 | Amount      |
| 1                | 2         | 3        | Inspire School Programs |                              | \$12,500.00 |
| 1                | 2         | 3        | Project Wisdom          | six schools                  | \$1,835.94  |
| 1                | 3         | 2        | CEV                     | Personal Fin. Lit. Certs.    | \$2,525.00  |

| Title IV         |           |          |                  |              |             |
|------------------|-----------|----------|------------------|--------------|-------------|
| Priority         | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 4                | 1         | 6        | Reg. X           |              | \$1,000.00  |
| 4                | 1         | 9        | Tip411           |              | \$4,220.00  |
| 4                | 1         | 9        | Care Solace      |              | \$40,000.00 |
| <b>Sub-Total</b> |           |          |                  |              | \$62,080.94 |