

# District Education Improvement Committee

Quarterly Meeting

September 11, 2025

Teaching, Learning & Innovation Offices (Main PD Room)

51 Northgate Dr

Waxahachie, Tx 75165

4:45 P.M. - 6:15 P.M.

## Agenda

- Welcome
- Celebrations
- District Improvement Plan
  - Review Comprehensive Needs Assessment process from Spring 2025
  - Consider priority needs for 2025-2026 school year
  - Recommend Priority Problem Statements
    - Consider new and/or existing Key Strategic Actions
- 2025-2026 Title Funds Review
- 2025-2026 Parent and Family Engagement Policy review and adoption
- Next meeting
  - November 20, 2025
    - Begin calendar development process

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## Minutes

- Welcome - Lisa Mott, Asst. Supt. of Elementary Learning, started the meeting at 4:45 welcoming members and going over the expectations for the DEIC meetings for the year.
- Celebrations - Several members shared the following: Finley rep. appreciates all the new renovations at Finley, MAP testing worked today, Northside and Dunaway have new playgrounds and students are excited, beautiful new cafeteria at Howard, lots of new teachers in the profession in our district and they are excited to be here.
- District Improvement Plan - Mott explained the federal accountability and requirements of the plan and how it mirrors the Balanced Scorecard. She reminded the committee about the work done in the spring on the Comprehensive Needs Assessment. The CNA found sixteen Problem Statements from that work and now the DEIC will need to review and determine which Problems Statement will be prioritized for the 2025-2026 school year. Members were broken up into four subcommittees to review Problem Statements from Student Learning, Processes and Programs, Perceptions and Demographics. Each group reported out with the statements they prioritized. Student Learning combined two statements into one and settled on 4 priority statements. The Processes and Programs committee combined two statements and settled on three statements. Perceptions and Demographics committee combined statements #13 & #15, and kept statements #16 and #14 as is. Afterwards, each subcommittee read through the District Improvement Plan and

connected Priority Problem Statements with Key Strategic Actions. Some committees suggested adding new Key Strategic Actions. Mott reported these suggestions will be reviewed by the WISD Cabinet for editing and approval.

- 2025-2026 Title Funds Review - Christi Kubin, Director of Federal Programs and Grants, reviewed the purpose of Title I, II, III & IV and gave a report of the increases and decreases of the award amounts and examples of expenditures funded by these grants. The floor was open to any questions.
- 2025-2026 Parent and Family Engagement Policy review and adoption - The committee had the opportunity to review and revise the policy. With no changes needed, Mary Schueler made a motion to approve the policy and Jeff Salizar seconded. The motion was approved unanimously.
- Mott thanked the committee for their work and reminded them of the next regular meeting scheduled November 20, 2025. She especially recognized student representative Nathan Vera for his participation on the committee. As the next meeting will be the time to start planning the academic calendar for the 2026-2027 school year, she asked the members to begin the process of getting input from their colleagues.
- Mott adjourned the meeting at 6:00 P.M.

# **DISTRICT EDUCATION IMPROVEMENT COMMITTEE**

September 11, 2025





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# Celebrations

# District Improvement Plan

Lisa Mott

- Review needs assessment process from Spring 2025
- Consider priority needs for 2025-2026 school year
- Recommend Prioritizing Problem Statements
  - Consider new and/or existing Key Strategic Actions

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# Title Funds Updates

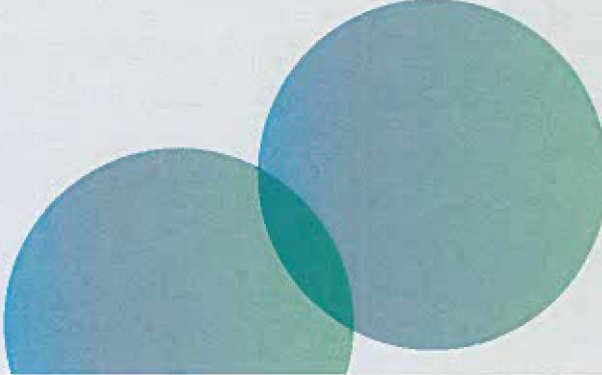

Christi Kubin




# Title Budgets 2025-2026



Title funds are federal monies that are meant to supplement, not replace, existing state funding for education. Elementary and Secondary Education Act of 1965, NCLB 2002, ESSA 2015





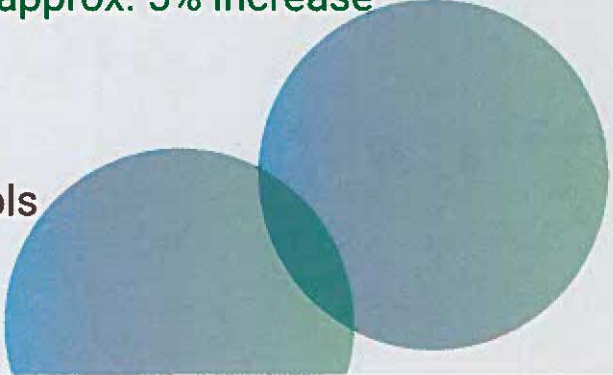


**Title I, Part A** - provide additional funding for school districts to fund resources used to improve the quality of educational programs and ensure students from low-income families have opportunities to meet challenging state assessment standards.     **approx. 7% decrease**

**Title II, Part A** - increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly-qualified principals, etc.     **approx. 11% decrease**

**Title III, Part A** -ensure that English Learners (EL) and immigrant students attain English language proficiency and meet the same challenging State academic content and students academic achievement standards all children are expected to meet.     **approx. 5% increase**

**Title IV, Part A** - applies to all students

- Access to a well-rounded education
  - Improve school conditions safe & healthy schools
  - Technology integration     **approx. 6% increase**
- 

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# **2025-2026 Parent and Family Engagement Policy**

Christi Kubin



# Next Meeting

November 20, 2025

Begin calendar development

# **Waxahachie Independent School District**

## **District Improvement Plan**

### **2025-2026**

**Accountability Rating: C**





# 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Waxahachie Independent School District is a suburban school district in Ellis County. The city of Waxahachie's population is 41,140 (est.), according to [census.gov](https://www.census.gov) (2020 census). Waxahachie ISD serves over 11,000 students annually in its two high schools, three 6-8 middle schools, three PK-5 elementary schools, seven K-5 elementary schools, one early childhood PreK school, and one alternative school. The district student ethnic base during the fall 2024-2025 data collection (or Snapshot) was 34.79% white, 19.20% African American, 40.47% Hispanic, 4.47% two or more races, and less than 1% American Indian, Asian, and Pacific Islander respectively. There was a change in the student ethnic base from the previous year, specifically an increase in the African American, Hispanic and two or more races categories. 48.76% of our students are considered economically disadvantaged, 10.38% Emergent Bilinguals (English Language Learners), 17.91% Special Education, 9.01% Gifted & Talented, and 47.12% at-risk (OnPoint Fall 2024).

District staff is comprised of 1,700 people. Of these, 796 are teachers, 235 are administrative staff, 232 are educational aides, and 476 are auxiliary staff (OnPoint Fall 2024).

		American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More		Male		F
year	Count	Count	%	Count	%	Count	%	Count	%	Count		Count	%	Count	%	Count	%	C
2024-2025	1,700	13	0.8%	2	0.1%	210	12.4%	442	26.0%	0		1,015	59.7%	18	1.1%	353	20.8%	1

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

### Demographics Strengths

GT identification increased from 959 in '23-'24 to 1,009 in '24-'25 an increase of 5%

### Possible Weaknesses:

Staff Retention Rate for teachers (087) for all years of experience. When compared to '22-'23 and '23-'24 the district rate has gone down 0.9%. Comparing the same years by campus 5 campuses had consistent increasing retention rates, four campuses had consistent decreasing retention rates and eight campuses had up and down retention rates. Overall, 7 campuses increased their retention rate for teachers from '22-'23 to '24-'25, while the rest decreased.

<b>Waxahachie ISD</b>	<b>75.00%</b>
Waxahachie H S	82.00%
Waxahachie H S Of Choice	83.30%
Waxahachie Global H S	80.60%
Finley J H	73.40%
Howard J H	65.60%
Coleman J H	67.60%
Northside EL	68.60%
Dunaway EL	75.70%
Shackelford EL	72.70%
Wedgeworth EL	66.70%
Felty EL	75.00%
Clift EL	56.10%
Marvin Biomedical Academy	76.50%
Turner Prekindergarten Academy	88.90%
Wilemon Steam Academy	93.90%
Simpson EL	55.60%

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

Percentage in Attendance-(Cumulative) decreased from 94.9% in '23-'24 to 94.6% in '24-'25. Also, PiA declined in all sub groups (OnPoint Fall '24).

PIA by campus varies from '22-'23 to '24-'25, most campus rates are up and down (10), five campuses increasing, two campuses decreasing.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Falling teacher retention rates is requiring more of district leadership to maintain engaging culture to maintain quality teaching staff.

**Root Cause:** Rapid student enrollment, changing demographics, competitive compensation or other incentives (four-day weeks) are motivating teachers to leave the district.

**Problem Statement 2 (Prioritized):** Disciplinary Action code 27 (assault) is increasing for younger students.

**Root Cause:** Unknown.

# Student Learning

## Student Learning Summary

WISD has a preliminary rating of "C"-78 based on the 2023 accountability system and an "unofficial" rating of 74 for 2024 accountability that is still pending litigation.. Once released, more information can be found on TEA's 2025 Accountability Rating System page.

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

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

- STAAR Data Comparison- State-R10-WISD-Campus 2019-2025

<https://docs.google.com/spreadsheets/d/1ngZ4xK0kKD0AAMcYpQeY1tBU36TaXHZ/view>

The preliminary 2025 STAAR EOC data indicates a 1% decrease in both the Approaches and Meets performance levels, while Masters performance has remained steady over three years at 17%. The overall Domain I component score experienced a slight decline from 46 to 45 in 2025, corresponding to a scaled score of 73. Growth also showed a minor reduction, dropping from 64% to 61%. Notably, grade 8 math exhibited the highest growth percentage at 75%, followed by grade 8 RLA, also at 73%. Conversely, grades 4 and 7 math had the smallest growth rates at 55% and 48%, respectively. US History, with 92%, and grade 8 RLA, with 85%, demonstrated the highest scores for Domain I student achievement. On the other hand, grade 7 math (55%) and grade 5 science (59%) faced the most challenges within Domain I.

### **Amplify Skills:**

WISD is in its first year of incorporating Amplify Skills. Amplify CKLA Skills is a supplemental, research-based program designed to strengthen foundational literacy skills in grades K-2. It focuses on explicit and systematic instruction in phonological awareness, phonics, print concepts, and other essential literacy components, while aligning with the Science of Reading.

### **mCLASS/iReady:**

In 2024-2025, WISD introduced iReady and mClass/DIBEL for K-5. mCLASS/DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing early literacy skills. The primary purpose of mCLASS/DIBELS is to monitor the acquisition of early literacy skills and provide timely interventions. It is implemented as part of a school's literacy program to ensure that students develop the foundational skills necessary for reading proficiency. Teachers administer the assessments and use the results to guide instruction and interventions. This approach helps to identify struggling readers early and provide the support they need to improve their literacy skills. iReady combines diagnostic assessments with personalized instruction, ensuring that each student's learning path is tailored to their unique needs and abilities. Based on the diagnostic assessment results, iReady generates personalized instruction that caters to students' individual learning needs. These customized lessons are designed to fill gaps in knowledge, reinforce concepts, and challenge students appropriately. Both iReady and mCLASS/DIBELS are valuable tools in the educational landscape, offering data-driven insights and personalized instruction to enhance student learning outcomes. By utilizing these programs, educators can better understand their students' needs, tailor their instruction accordingly, and ultimately support the academic success of all students.

### **Destination Imagination:**



Destination Imagination (DI) is a global educational program that challenges students to use their creativity, teamwork, and problem-solving skills to solve open-ended challenges. DI aims to inspire and equip students with the skills they need to thrive in the 21st century, such as creativity, critical thinking, communication, and collaboration. The challenges are in the areas of science, technology, engineering, mathematics, fine arts, improvisation, and service learning. Destination Imagination is a dynamic organization that empowers students to unleash their creativity and develop critical life skills through innovative, hands-on challenges. By fostering a collaborative and supportive environment, DI inspires the next generation of thinkers, doers, and leaders to tackle the challenges of tomorrow. Teachers, parents, and community leaders can get involved by starting a DI team at their school. The teams present their solutions at regional, state, and global tournaments. Destination continues to grow in WISD as we have one team that qualified for Globals this school year.

#### **Telescoping and Acceleration Pathways:**

Waxahachie ISD offers both a math telescoping pathway and a secondary math and science acceleration pathway for students. The math telescoping pathway allows students to move faster through the curriculum, potentially covering material from the next grade level. The secondary acceleration pathway aims to identify and serve students who are ready for advanced coursework in math and science. The pathway is designed to allow gifted and advanced students to progress through the curriculum at a faster pace, potentially covering material from the next grade level. Students participating in the pathway can develop a stronger foundation in math, potentially leading to greater success in higher-level courses and college readiness.

#### **Assessments/Modules:**

Locally created Unit Assessments for secondary and OER/TFAR assessments for elementary were incorporated in the 2024-2025 school year to collaborate regularly to improve teaching practices and student outcomes. Both Amplify and Eureka offer digital assessments as part of their respective OER (Open Education Resource) programs, leveraging the Texas Test Delivery System (TDS) for administration. Data is easily accessible so each campus uses PLC time allowing teachers collaboration and creating action steps to address learning gaps. Time is also given to staff to internalize lessons, enhance student learning by aligning curriculum, and instruction with the standards and expectations of the school or district. The Assessment and Accountability team continually works with staff to educate them about the Data Dashboards and how to use the data to best support their students.

#### **Student Data Dashboards:**

Starting the 2024-2025 school year, digital dashboards were added. In the increasingly digital world of education, individualized dashboards for students represent a major shift in how educational data is managed and utilized. Individualized student dashboards provide a personalized interface where students can access information about their academic progress, set goals, and receive tailored feedback. Individualized dashboards are digital platforms that compile various data points related to a student's academic journey. This includes grades, attendance records, discipline, test scores (MAP, STAAR, unit assessments/modules), HB1416 accelerated logged hours and more.

#### **Advanced Placement participation:**

Advanced Placement (AP) is a program in the United States and Canada created by the College Board, which offers high school students the opportunity to take college-level courses and exams. WHS has seen increased participation in AP exams year over year. While the number of students taking AP classes has improved, the number of students attempting the exams is still well behind the state and region.

- Participation Rates: 2023-2024 TAPR (lagging indicator)
  - State: 24%
  - R10: 30%
  - WISD: 11%

AP passing rates will be available by mid-July 2025. WHS has instituted an incentive program and AP celebration to reward students and recognize them for their hard work in AP courses for the past three years. For some courses, WISD students had AP passing rates which were stronger than the state or region. In others,

WISD performed below the state and region. As of 2021, WISD lagged behind the state and region for the number/% 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 slightly higher than the state's rate. This is an area we will continue to monitor for improvement.

- % of graduates w/ dual credit 2023-2024 TAPR (lagging indicator)

State: 24%

R10: 22%

WISD: 29%

Further, CCMR rates are an area in which WISD has given much attention to during the 2024-2025 school year. CCMR scores account for 40% of Domain I in the A-F Accountability system which is calculated in our overall district and HS campus scores. Increases in industry certifications, TSIA scores, as well as successful completion of College Bridge courses are all manners in which WISD have made significant improvements the past several years. In 2024, WHS students earned over 400 certifications earned by the Class of 2024 alone.

- Industry Based Certifications:2023-2024 TAPR (lagging indicator)

State: 33%

R10: 33%

WISD: 36%

- Related to CCMR rates by year:

- 2020 Accountability (2019 Seniors), 73%

- 2021 Accountability (2020 Seniors), 63%

- 2022 Accountability (2021 Seniors), 65%

- 2023 accountability (2022 Seniors), 65%

- 2024 Accountability (2024 Seniors), 78% +/-

- 2024 Accountability (2025 Seniors), on track for 88% +

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

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

- % of Tested Annual Graduates:2023-2024 TAPR (lagging indicator)

State: 79%

R10: 86%

WISD: 52%



- College Ready Students- Annual Graduates 2023-2024 TAPR (lagging indicator)

State: 62%

R10: 65%

WISD: 53%

WISD graduation rates have been consistent since 2020.

- 2020: 94.7%
- 2021: 96.9%;
- 2022: 94.9%
- 2023: 96.1%

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

### Student Learning Strengths

Waxahachie ISD continues to update and review the Balanced Scorecard in order to help us focus on our four priorities that were established by district and campus leaders. Through the implementation of the Balanced Scorecard, the entire district will continue to focus on Student Growth, Supporting and Honoring Staff, Community and Stakeholder Relationships, and Financial Integrity. The focus on these priorities has helped leadership in its decision making and the determination of which programs or initiatives are most important for meeting the long term desired outcomes stated in the Scorecard. During the 2024-2025 school year, our Balanced Scorecard has branched to incorporate individual campuses and department needs (cascading). WISD continues the development of a professional learning community across the district. Many campuses across the district have built in PLC time to the school day. In the 2024-2025 school year, WISD added a Coordinator of Mental Health and Counseling to help support campuses. Starting the 2025-2026 school year, WISD has hired a Social Worker to better serve the needs of our students. The district's Director and Coordinator of Assessment and Accountability are highly effective and able to provide campus leaders (and all other staff) accurate and up to date information so that instructional decisions can be made in real time. The development of the STAAR Dashboard makes data more easily accessible for staff in order to plan for student intervention and celebrate student growth.

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. The Multi-Tiered System of Supports (MTSS) is an educational framework designed to provide targeted support to all students has been a point of emphasis during the 2024-2025 school year. This comprehensive model integrates various levels of academic and behavioral interventions to ensure that every student receives the appropriate level of support they need to succeed. MTSS is a proactive approach that emphasizes early identification and intervention, ensuring that students do not fall behind.

MTSS is a multi-level framework that includes three tiers of support:

- Tier 1: Universal Support - This level involves high-quality instruction and positive behavioral interventions that are provided to all students in the general education setting. The goal is to prevent academic and behavioral problems by creating a supportive and inclusive environment.
- Tier 2: Targeted Support - Students who are not making adequate progress in Tier 1 receive additional support. This might include small group instruction, targeted interventions, and progress monitoring. The goal is to address specific needs and prevent further difficulties.
- Tier 3: Intensive Support - For students who continue to struggle despite the interventions at Tiers 1 and 2, more intensive, individualized support is provided. This often involves one-on-one instruction, specialized programs, and frequent progress monitoring.

New for the 2025-2026 school year is Bluebonnet Math for grades K-5. It is intended to be more engaging and interactive with our students. With the incorporation of more real-world applications, students are more motivated and interested in the material. This increased engagement translates to better retention of knowledge and higher achievement levels.

In the spring of 2025, WISD completed new construction for Wilemon STEAM Academy to increase enrollment and in the summer of 2025 completed expansion of all three junior high campuses to hold 1200 students each. WISD will open its second comprehensive high school in Fall of 2027.

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

**Problem Statement 1 (Prioritized):** Student behavior continues to hinder their academic progress on STAAR and EOCs.

**Root Cause:** The root cause of the problem is multi-leveled. Students are routinely not provided with grade level assignments and/or tier I instruction to meet their diverse needs and abilities. Student ownership of their outcomes lacks data driven decision making to best support student performance and progress.

**Problem Statement 2 (Prioritized):** Although PK programs are available, there is a need for increased participation. There is a notable disparity in kindergarten readiness among students who did not attend PK.

**Root Cause:** Lack of educational awareness among parents in disadvantaged communities regarding the benefits of early childhood education. Additionally, transportation poses a significant challenge for our families. Geographical barriers that make PK programs less accessible to families living in remote or underserved areas.

**Problem Statement 3 (Prioritized):** Our instructional practices are not aligned across the district, leading to gaps and inconsistencies among campuses and grade levels.

**Root Cause:** Clear accountability measures must be established to ensure compliance and consistency with data utilization, understanding and implementation of curriculum choices, teaching content with fidelity, ensure stakeholder accountability including administrators, educators, parents and students.

**Problem Statement 4 (Prioritized):** Behavioral disruptions in the classroom are a significant challenge for our teachers. These disruptions can take various forms, including inattentiveness, aggression, non-compliance, and other actions that interfere with effective learning.

**Root Cause:** We have not addressed the social and emotional well-being of students that would create a positive and productive classroom environment.

**Problem Statement 5 (Prioritized):** English as a Second Language (ESL) students often encounter significant challenges in the classroom that can hinder their academic progress and social integration. These challenges include language barriers, limited access to resources, feelings of isolation, and cultural differences, all of which can affect their ability to understand and engage with the curriculum.

**Root Cause:** ESL students often have varying levels of English language proficiency, which can impact their ability to comprehend lessons, complete assignments, and communicate effectively with teachers and peers.

# District Processes & Programs

## District Processes & Programs Summary

Waxahachie ISD is firmly committed to academic excellence and equitable outcomes for all students. By building on its existing strengths and addressing identified areas of need—particularly in training, calibration, intervention time, and strategic coherence—the district can move closer to realizing its mission of empowering every student to reach their full potential.

Waxahachie ISD benefits from a number of strong foundational programs and initiatives that support both student achievement and staff development. The district offers robust choice programs in dual language, STEAM, and biomedical fields, providing students with diverse and engaging learning pathways that reflect the district's commitment to innovation and academic opportunity. Instructional advancement is further supported by the Teaching Learning and Innovation Department and the Innovative Teaching Coalition, which equips teachers with strategies to effectively integrate technology into daily learning. Curriculum planning is strengthened through the provision of district-wide pacing guides and instructional slide decks, promoting both consistency and efficiency across classrooms.

Support systems for staff—especially at the elementary level—are another area of strength, with mentor programs in place to guide and retain new teachers through professional growth and practical support. Campus safety remains a top priority, with the implementation of tools such as the DIR-S app and the deployment of campus marshals ensuring secure environments where students and staff can thrive. In addition, data literacy across the district has improved significantly due to the efforts of the assessment and accountability team, allowing educators and students to make informed decisions based on performance insights. A Multi-Tiered System of Supports (MTSS) framework is in place at the elementary level, with clearly defined data cut points that help identify and support students in need of academic or behavioral intervention. The district's in-house Reading Academy cohorts also play a vital role in strengthening literacy instruction, especially in the early grades.

While these foundational systems are significant assets, a comprehensive review of district practices and stakeholder feedback highlights a number of pressing challenges. Despite the progress made, Waxahachie ISD must address persistent gaps across evaluation, instructional delivery, technology use, leadership development, and student support services. Inconsistencies in training, a lack of systemic alignment, overextended staff, and an overwhelming volume of disconnected initiatives contribute to inefficiencies and missed opportunities for student growth. Moreover, the transition between educational levels remains a key area of concern, as students often struggle with executive functioning, time management, and social-emotional regulation due to insufficient scaffolding and support.

In conclusion, the Campus Needs Assessment reveals that while Waxahachie ISD has a strong foundation of innovative programs, supportive structures, and a clear commitment to student and staff success, targeted improvement efforts are essential to ensure continued progress. Addressing identified challenges—such as aligning initiatives, strengthening professional development, enhancing intervention systems, and supporting students through key transitions—will be critical to closing achievement gaps and fostering whole-child development. With a focused, collaborative approach that builds on existing strengths, the district is well-positioned to create a more cohesive, responsive educational environment that fulfills its mission of empowering every student to thrive academically, socially, and emotionally.

## District Processes & Programs Strengths

1. Choice schools in Dual Language, STEAM Academy, and Biomedical Academy.

2. TLI and Innovative Teaching Coalition provides ready and easy-to-use ways to integrate technology into the classroom.
3. The pacing guides with slides provided by the TLI department are greatly appreciated.
4. Mentor teachers provide guidance and support for new teachers/staff.
5. DIR-S app supports safety and security across campuses and the district in partnership with Waxahachie emergency service providers. Marshals provide security on each campus.
6. The assessment and accountability data team has moved the understanding and use of student data forward in a way that directly impacts student growth. Students also have direct access to their grades, assessments, and attendance data through the Student Data Dashboard.
7. We have an MTSS framework and cut points for data collection at the elementary level.
8. We offer in-house Reading Academy Cohorts.
9. We have training for paras and as a whole group (paras) strengths and challenges discussed.
10. We use DIBELS to identify and track students' strengths and challenges in early reading progress. This program also provides appropriate intervention and grouping suggestions for students.

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

**Problem Statement 1 (Prioritized):** Teacher evaluation results may not accurately reflect student growth.

**Root Cause:** Inconsistent training, lack of calibration, and subjective scoring, raising concerns about the integrity of the TIA process.

**Problem Statement 2 (Prioritized):** Students, particularly those who are at risk, are not consistently receiving high-quality, standards-aligned instruction that enables them to meet challenging academic expectations. The current instructional approach and new resources lack the necessary flexibility, support, and time to provide effective intervention, enrichment, or acceleration--especially in critical areas like math and reading.

**Root Cause:** Over-reliance on HQIM that does not adequately support differentiated instruction for S who are behind, advanced, or at-risk, insufficient training and support, for teachers and administrators on how to use HQIM flexibly & supplement it effectively, lack of built-in, accessible intervention time & resources, preventing timely support for struggling S, resulting in teachers being under-supported.

**Problem Statement 3 (Prioritized):** Students transitioning from elementary school to junior high school and junior high school to high school are struggling with self-control, time management and overall success as a whole student.

**Root Cause:** Lack of foundational executive function skills: Executive functioning is still developing in early adolescence. Schools often assume students already possess these skills, but many haven't been explicitly taught how to manage time, set goals, or regulate emotions. Inconsistent Support Systems: Transitioning to a system with multiple teachers, larger classes, & less personal attention = disconnect.

**Problem Statement 4 (Prioritized):** Current campus and district programs--including the use of many assessment tools, mentoring programs, PLC data talks, and intervention frameworks--do not consistently align.

**Root Cause:** While a variety of tools and initiatives are in place, the overwhelming volume of data collection, insufficient training, lack of time for implementation of data informed decisions, & inadequate support for staff at the campus level, large class sizes & number of students at the secondary level - have led to teacher burnout, poor program execution, & minimal meaningful impact on student learning.

**Problem Statement 5 (Prioritized):** Despite the district's goal of achieving 1:1 technology integration, students and teachers are experiencing significant barriers due to poorly maintained devices, inconsistent access, and a lack of training.

**Root Cause:** The failure to fully realize effective 1:1 technology integration stems from: Inadequate device maintenance and refresh systems, resulting in broken or low-functioning equipment, especially in early grades. Lack of structured, ongoing training for teachers on how to use and manage technology in instruction and with students. Inequitable and unclear device protection policies, SEE NOTES.

**Problem Statement 6 (Prioritized):** WISD has a higher Special Education identification rate than the state, region and three comparable districts within our peer group in OnPoint

Data Suites.

**Root Cause:** Lack of time in class for RtI/MTSS intervention system with Tier I instruction leading to higher referral rates and over identification of students with disabilities.

# Perceptions

## Perceptions Summary

Based on the data discussed by the committee, which consisted of the 2024 student, parent, and staff satisfaction surveys, 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, parents, and staff share concerns that point to gaps in communication, consistency, and responsiveness across the district. Students express dissatisfaction with school meals, while parents feel overwhelmed by fragmented and excessive communication. Teachers report frustration, low morale, and a sense of being undervalued due to top-down decisions and inconsistent support. Collectively, these perceptions suggest that stakeholders want more voice, clarity, and partnership in shaping their school experiences.

## Perceptions Strengths

Despite these challenges, stakeholders remain engaged and vocal about their experiences, showing strong investment in improving the district. Students are willing to share feedback on meals, parents actively seek clearer communication, and teachers continue to voice their needs for support and recognition. This demonstrates that the district has an engaged community that cares deeply about student success and is open to collaboration when meaningful systems of communication, input, and support are in place.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students in grades 3-12 are dissatisfied with school lunches, with many choosing not to eat them. Parents echo concerns about the meals' appeal and quality.

**Root Cause:** Meals lack variety, student input, and cultural relevance. Federal nutrition guidelines, contracts, and budget constraints further limit menu flexibility.

**Problem Statement 2 (Prioritized):** Parents are overwhelmed by the volume and variety of district communications. Without a streamlined approach, it's difficult to find essential information and prioritize what matters most.

**Root Cause:** Although ParentSquare is now district-wide, inconsistent use by staff and departments has led to uncoordinated messaging from multiple sources. The lack of clear guidelines on how, when, and by whom messages are sent has created confusion and information overload.

**Problem Statement 3 (Prioritized):** Teachers feel frustrated and undervalued due to frequent curriculum changes, inconsistent communication, inadequate training, and compensation issues. Leadership visits are often perceived as compliance checks rather than supportive engagements, contributing to low morale and high turnover.

**Root Cause:** Systemic gaps in communication, teacher involvement, and leadership culture have created an environment where teachers feel disconnected from decisions and unsupported. Poor rollout of initiatives like TIA and a top-down approach to curriculum changes have eroded trust.



# Priority Problem Statements

**Problem Statement 1:** Student behavior continues to hinder their academic progress on STAAR and EOCs.

**Root Cause 1:** The root cause of the problem is multi-leveled. Students are routinely not provided with grade level assignments and/or tier I instruction to meet their diverse needs and abilities. Student ownership of their outcomes lacks data driven decision making to best support student performance and progress.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Although PK programs are available, there is a need for increased participation. There is a notable disparity in kindergarten readiness among students who did not attend PK.

**Root Cause 2:** Lack of educational awareness among parents in disadvantaged communities regarding the benefits of early childhood education. Additionally, transportation poses a significant challenge for our families. Geographical barriers that make PK programs less accessible to families living in remote or underserved areas.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Our instructional practices are not aligned across the district, leading to gaps and inconsistencies among campuses and grade levels.

**Root Cause 3:** Clear accountability measures must be established to ensure compliance and consistency with data utilization, understanding and implementation of curriculum choices, teaching content with fidelity, ensure stakeholder accountability including administrators, educators, parents and students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** English as a Second Language (ESL) students often encounter significant challenges in the classroom that can hinder their academic progress and social integration. These challenges include language barriers, limited access to resources, feelings of isolation, and cultural differences, all of which can affect their ability to understand and engage with the curriculum.

**Root Cause 4:** ESL students often have varying levels of English language proficiency, which can impact their ability to comprehend lessons, complete assignments, and communicate effectively with teachers and peers.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Behavioral disruptions in the classroom are a significant challenge for our teachers. These disruptions can take various forms, including inattentiveness, aggression, non-compliance, and other actions that interfere with effective learning.

**Root Cause 5:** We have not addressed the social and emotional well-being of students that would create a positive and productive classroom environment.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students transitioning from elementary school to junior high school and junior high school to high school are struggling with self-control, time management and overall success as a whole student.

**Root Cause 6:** Lack of foundational executive function skills: Executive functioning is still developing in early adolescence. Schools often assume students already possess these skills, but many haven't been explicitly taught how to manage time, set goals, or regulate emotions. Inconsistent Support Systems: Transitioning to a system with multiple teachers, larger classes, & less personal attention = disconnect.

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

**Problem Statement 7:** Students, particularly those who are at risk, are not consistently receiving high-quality, standards-aligned instruction that enables them to meet challenging academic expectations. The current instructional approach and new resources lack the necessary flexibility, support, and time to provide effective intervention, enrichment, or acceleration--especially in critical areas like math and reading.

**Root Cause 7:** Over-reliance on HQIM that does not adequately support differentiated instruction for S who are behind, advanced, or at-risk, insufficient training and support, for teachers and administrators on how to use HQIM flexibly & supplement it effectively, lack of built-in, accessible intervention time & resources, preventing timely support for struggling S, resulting in teachers being under-supported.

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

**Problem Statement 8:** Current campus and district programs--including the use of many assessment tools, mentoring programs, PLC data talks, and intervention frameworks--do not consistently align.

**Root Cause 8:** While a variety of tools and initiatives are in place, the overwhelming volume of data collection, insufficient training, lack of time for implementation of data informed decisions, & inadequate support for staff at the campus level, large class sizes & number of students at the secondary level - have led to teacher burnout, poor program execution, & minimal meaningful impact on student learning.

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

**Problem Statement 9:** Despite the district's goal of achieving 1:1 technology integration, students and teachers are experiencing significant barriers due to poorly maintained devices, inconsistent access, and a lack of training.

**Root Cause 9:** The failure to fully realize effective 1:1 technology integration stems from: Inadequate device maintenance and refresh systems, resulting in broken or low-functioning equipment, especially in early grades. Lack of structured, ongoing training for teachers on how to use and manage technology in instruction and with students. Inequitable and unclear device protection policies, SEE NOTES.

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

**Problem Statement 10:** Teacher evaluation results may not accurately reflect student growth.

**Root Cause 10:** Inconsistent training, lack of calibration, and subjective scoring, raising concerns about the integrity of the TIA process.

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

**Problem Statement 11:** WISD has a higher Special Education identification rate than the state, region and three comparable districts within our peer group in OnPoint Data Suites.

**Root Cause 11:** Lack of time in class for RtI/MTSS intervention system with Tier I instruction leading to higher referral rates and over identification of students with disabilities.

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

**Problem Statement 12:** Parents are overwhelmed by the volume and variety of district communications. Without a streamlined approach, it's difficult to find essential information and prioritize what matters most.

**Root Cause 12:** Although ParentSquare is now district-wide, inconsistent use by staff and departments has led to uncoordinated messaging from multiple sources. The lack of clear guidelines on how, when, and by whom messages are sent has created confusion and information overload.

**Problem Statement 12 Areas:** Perceptions



**Problem Statement 13:** Teachers feel frustrated and undervalued due to frequent curriculum changes, inconsistent communication, inadequate training, and compensation issues. Leadership visits are often perceived as compliance checks rather than supportive engagements, contributing to low morale and high turnover.

**Root Cause 13:** Systemic gaps in communication, teacher involvement, and leadership culture have created an environment where teachers feel disconnected from decisions and unsupported. Poor rollout of initiatives like TIA and a top-down approach to curriculum changes have eroded trust.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Students in grades 3-12 are dissatisfied with school lunches, with many choosing not to eat them. Parents echo concerns about the meals' appeal and quality.

**Root Cause 14:** Meals lack variety, student input, and cultural relevance. Federal nutrition guidelines, contracts, and budget constraints further limit menu flexibility.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** Falling teacher retention rates is requiring more of district leadership to maintain engaging culture to maintain quality teaching staff.

**Root Cause 15:** Rapid student enrollment, changing demographics, competitive compensation or other incentives (four-day weeks) are motivating teachers to leave the district.

**Problem Statement 15 Areas:** Demographics

**Problem Statement 16:** Disciplinary Action code 27 (assault) is increasing for younger students.

**Root Cause 16:** Unknown.

**Problem Statement 16 Areas:** Demographics

# Priorities

Revised/Approved: July 16, 2025





## 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

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Use multiple forms of data to measure student performance and growth. <b>Strategy's Expected Result/Impact:</b> Inform instruction and improve student outcomes. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Use of high-quality instructional materials and research-based instructional strategies to ensure fidelity of the written, taught and tested curriculum. <b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Ensure PLC's focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions. <b>Strategy's Expected Result/Impact:</b> Increased in teacher capacity Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership	Formative			Summative
	Oct	Dec	Feb	May





Key Strategic Action 4 Details		Reviews			
<b>Key Strategic Action 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. <b>Strategy's Expected Result/Impact:</b> Increased in teacher capacity Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 5 Details		Reviews			
<b>Key Strategic Action 5:</b> The district will revise and ensure the consistent use of a Multi-tiered System of Support that addresses needs of students at-risk of not mastering grade level material. <b>Strategy's Expected Result/Impact:</b> Fewer students will be identified for Special Education Services <b>Staff Responsible for Monitoring:</b> Executive Director of Special Services		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 6 Details		Reviews			
<b>Key Strategic Action 6:</b> The district will recruit and retain highly effective teachers for lower performing campuses to increase student achievement in math. (Title II) <b>Strategy's Expected Result/Impact:</b> Increased in teacher capacity Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Elementary Leadership		Formative			Summative
		Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

## 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.

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Ensure implementation of a discipline management plan and a proactive campus-based system to encourage leadership, positive behavior, and student well-being. <b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services Director of Student Services	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Consistently train and utilize safety protocols. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Director of Safety and Security Director of Educational Leadership and Counseling Services	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 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)]. WISD will sustain a proactive mental health support system that fosters student well-being. <b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services	Formative			Summative
	Oct	Dec	Feb	May





Key Strategic Action 4 Details		Reviews			
<b>Key Strategic Action 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)]. <b>Strategy's Expected Result/Impact:</b> Increased student awareness through exposure to training Increased communication with teachers and counselors and students <b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 5 Details		Reviews			
<b>Key Strategic Action 5:</b> WISD will sustain a proactive mental health support system that fosters student well-being. <b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance Improvement in student mental well-being <b>Staff Responsible for Monitoring:</b> Director of Educational Support and Counseling Services		Formative			Summative
		Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

## 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.

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Create, implement, and sustain a district-wide college readiness framework to inform staff, students, and parents of advanced academics opportunities. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Learning	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Increase enrollment and success in advanced academics, Gifted and Talented, and sustain academic acceleration opportunities[TEC 11.252(c)(3)(H)]. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Learning Director of Advanced Academics and STEAM Education	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Define and evaluate the district-wide career readiness framework. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Director of CTE	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 4 Details	Reviews			
<b>Key Strategic Action 4:</b> Increase community partnerships to enhance and broaden learning experiences. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Various Directors	Formative			Summative
	Oct	Dec	Feb	May





Key Strategic Action 5 Details	Reviews			
<b>Key Strategic Action 5:</b> Increases exposure and awareness of Armed Forces post-secondary opportunities and implement a JROTC program. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance <b>Staff Responsible for Monitoring:</b> Director of CTE	Formative			Summative
	Oct	Dec	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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





Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Explore opportunities to provide additional enrichment activities. <b>Strategy's Expected Result/Impact:</b> Increase % of students engaged in activities <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Athletics Director of Fine Arts	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Collect and monitor engagement and success data of students in enrichment activities <b>Strategy's Expected Result/Impact:</b> Increase % of students engage in activities <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Athletics Director of Fine Arts	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Recruit and retain staff to lead and engage in student activities. <b>Strategy's Expected Result/Impact:</b> All Extracurricular, UIL, and co-curricular activities have staff leadership <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Athletics Director of Fine Arts	Formative			Summative
	Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



## Priority 2: Honor and Support Staff

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

**Evaluation Data Sources:** Staff evaluation data





Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Establish and sustain a regular system of staff recognitions. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity and job satisfaction <b>Staff Responsible for Monitoring:</b> Director of Public Relations	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Establish clear pathways to the classroom to attract and retain staff. <b>Strategy's Expected Result/Impact:</b> Lower the teacher turnover rate Improved student achievement <b>Staff Responsible for Monitoring:</b> Exec. Director of Human Resources	Formative			Summative
	Oct	Dec	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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





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

Key Strategic Action 5 Details	Reviews			
<b>Key Strategic Action 5:</b> Provide substitute teachers support and recognition. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity and job performance Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Asst. Supt of Human Resources	Formative			Summative
	Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Priority 2: Honor and Support Staff

**Performance Objective 3:** Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

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





Key Strategic Action 1 Details		Reviews			
<b>Key Strategic Action 1:</b> Sustain a consistent PLC culture through dedicated time and commitment to team collaboration. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 2 Details		Reviews			
<b>Key Strategic Action 2:</b> Collaboratively identify and monitor the implementation of essential TEKS to ensure student learning <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning Director of Advanced Academics and STEAM Education		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 3 Details		Reviews			
<b>Key Strategic Action 3:</b> Implement initiatives of the guiding coalition to support campus instructional design and delivery. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning Director of Advanced Academics and STEAM Education		Formative			Summative
		Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

## Priority 2: Honor and Support Staff

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

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

Key Strategic Action 1 Details		Reviews			
<b>Key Strategic Action 1:</b> Collaboratively develop a professional learning system focused on the growth of staff. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity and opportunities for meaningful leadership Increased job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 2 Details		Reviews			
<b>Key Strategic Action 2:</b> Establish and sustain a goal setting process for individualized professional learning. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 3 Details		Reviews			
<b>Key Strategic Action 3:</b> Incorporate PLC process to all departments/campus support staff. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Learning		Formative			Summative
		Oct	Dec	Feb	May

Key Strategic Action 4 Details		Reviews			
<b>Key Strategic Action 4:</b> The district will partner with colleges and universities and participate in grant programs that recruit, support and sustain highly-effective teachers. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Director of Human Resources Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					







### 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

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Creation and distribution of survey to student and families. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance Increased student and family engagement and satisfaction <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Director of Public Relations	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Develop and implement connection and collaboration rounding(listening and learning)with students to determine level of engagement. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance Increased student engagement and satisfaction <b>Staff Responsible for Monitoring:</b> Superintendent of Schools Director of Public Relations	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Host parent and family informational and educational events for Bilingual and Emergent Bilingual families. <b>Strategy's Expected Result/Impact:</b> Improved communications and increased parent engagement Improved Parent relations Improved Student achievement <b>Staff Responsible for Monitoring:</b> Director of Bilingual Education	Formative			Summative
	Oct	Dec	Feb	May

Key Strategic Action 4 Details		Reviews			
<b>Key Strategic Action 4:</b> Ensure all teachers are using only ParentSquare to communicate with parents/families, and create a plan to transition all extracurricular groups to communication through ParentSquare. Principals will lead mandatory trainings on their campuses before school starts to ensure all staff understand how to use ParentSquare. <b>Strategy's Expected Result/Impact:</b> Parents and student satisfaction of process of information coming from the district. <b>Staff Responsible for Monitoring:</b> Director of Public Relations		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 5 Details		Reviews			
<b>Key Strategic Action 5:</b> Ensure families have numerous opportunities to complete parent survey, including hosting campus events where computers are set up for survey completion, numerous reminders on social media and ParentSquare, information to help parents find their child's ID for the survey, provide details about how the district uses the survey data, incentives for parents to complete surveys, and make changes to the survey to make it easier to complete. <b>Strategy's Expected Result/Impact:</b> An increased number of parents and students will complete the district survey. <b>Staff Responsible for Monitoring:</b> Director of Public Relations		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 6 Details		Reviews			
<b>Key Strategic Action 6:</b> WISD will continue to participate in and support community wide events. <b>Strategy's Expected Result/Impact:</b> Improved communications and increased parent engagement Improved community relationships Improved student achievement <b>Staff Responsible for Monitoring:</b> Director of Public Relations		Formative			Summative
		Oct	Dec	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### 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

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Creation and distribution of survey to community and stakeholders. <b>Strategy's Expected Result/Impact:</b> Increased community and stakeholder engagement and satisfaction <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Director of Public Relations	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Develop and implement connection and collaboration rounding (listening and learning) with community to determine level of engagement. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance Increased community and stakeholder engagement and satisfaction <b>Staff Responsible for Monitoring:</b> Superintendent of Schools Director of Public Relations	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Work with our Spanish-speaking families to determine how they would like to be communicated with, both in person and by electronic means. Based on our learnings, develop a comprehensive plan for communicating with Spanish-speaking families. <b>Strategy's Expected Result/Impact:</b> Improved communications and increased stakeholder engagement <b>Staff Responsible for Monitoring:</b> Director of Public Relations Director of Bilingual & ESL Education	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 4 Details	Reviews			
<b>Key Strategic Action 4:</b> Host informational sessions to educate parents on the importance of student assessment preparation for tests such as SAT, ACT, and Advanced Placements. <b>Strategy's Expected Result/Impact:</b> More students will score at advanced levels on state and regional tests. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Secondary Leadership Asst. Superintendent of Learning Director of Advanced Academics	Formative			Summative
	Oct	Dec	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

## Priority 4: Financial Integrity





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

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

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

Key Strategic Action 5 Details		Reviews			
<b>Key Strategic Action 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 two schools identified as Targeted Assistance and one school identified as Comprehensive ; therefore, prioritization of funds for those campuses will be a focus. Additionally, the district will focus use of Title II, Part A funds at campuses with the highest percentages of low-income students. 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. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity, job satisfaction and engagement Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 6 Details		Reviews			
<b>Key Strategic Action 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. <b>Strategy's Expected Result/Impact:</b> Increased staff capacity Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 7 Details		Reviews			
<b>Key Strategic Action 7:</b> The district will provide services, according to Texas Education Agency guidelines, to homeless students, neglected students residing in a children's facility, transportation for students in foster care and will work with the Education Service Center to provide services to identified migrant students. <b>Strategy's Expected Result/Impact:</b> Improvement in student academic performance <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 8 Details		Reviews			
<b>Key Strategic Action 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. <b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May







Key Strategic Action 9 Details		Reviews			
<b>Key Strategic Action 9:</b> The district will focus on prioritization of Title IV funds to improve the academic achievement of all students by providing all students with well-rounded education opportunities, improving conditions for safe and healthy student learning, and improving technology in order to enhance academic outcomes and digital literacy of students. Additionally, the district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community to meet the needs of students and staff. <b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 10 Details		Reviews			
<b>Key Strategic Action 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. <b>Strategy's Expected Result/Impact:</b> ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance ~Increased student achievement <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Learning Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 11 Details		Reviews			
<b>Key Strategic Action 11:</b> At low performing schools, the district will work with a vetted improvement partner focusing on coaching campuses and principals in order to improve the academic achievement of all students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement Improved school accountability ratings <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Learning		Formative			Summative
		Oct	Dec	Feb	May
Key Strategic Action 12 Details		Reviews			
<b>Key Strategic Action 12:</b> Title I funds will be used to educate parents on how to support at-risk student's academic achievement, attendance and study skills. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Grants		Formative			Summative
		Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Priority 4: Financial Integrity

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





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

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Develop and sustain a long range facilities plan. <b>Strategy's Expected Result/Impact:</b> Stakeholder engagement and satisfaction Increased student academic performance <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Develop and deploy long range (10+ year) plan for facilities. <b>Strategy's Expected Result/Impact:</b> Stakeholder engagement and satisfaction Increased student academic performance <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Continue the work of the bond oversight committee. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> CFO	Formative			Summative
	Oct	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

#### Priority 4: Financial Integrity

#### Performance Objective 3: Ensure effective and efficient operations with transparency.

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

Key Strategic Action 1 Details	Reviews			
<b>Key Strategic Action 1:</b> Develop Key Work processes. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 2 Details	Reviews			
<b>Key Strategic Action 2:</b> Develop budget skills in all budget managers. <b>Strategy's Expected Result/Impact:</b> Increase staff capacity Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	May
Key Strategic Action 3 Details	Reviews			
<b>Key Strategic Action 3:</b> Support Services maintains accurate information regarding projects and work orders. <b>Strategy's Expected Result/Impact:</b> Stakeholder satisfaction Improve financial efficacy <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Dec	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## **Waxahachie Independent School District**

### **2025-2026 Parent and Family Engagement Policy**

Waxahachie Independent School District will implement the following statutory requirements:

- The school district will put into operation meaningful programs, activities, and procedures for parent and family engagement in all its schools with Title 1 programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the Title 1 requirements, and include, as a component, Parent-School Compact.
- The school district will incorporate this district-wide parent and family engagement policy into its district improvement plan.
- In carrying out the Title 1 parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school district will involve the parents of children served in Title 1 schools in decisions about how the one percent of Title 1 funds reserved for parent and family engagement is spent and will ensure that not less than ninety percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title 1 schools will carry out meaningful programs, activities, and procedures in accordance with this definition:

*Parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*

- (A) That parents play an integral role in assisting in their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child;*

#### **Statement of Purpose**

Waxahachie Independent School District believes every child should have the opportunity to attain his/her full potential. Therefore, Waxahachie Independent School District will maximize its resources that will enable each child to become a successful learner. A key resource is its people: administrators, teachers, school staff, parents, and community members. We will work together to establish effective partnerships in order to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and stimulate student success.



## **Development of Policy**

The Waxahachie Independent School District Education Improvement Committee consisting of parents, community members, teachers, school staff and administrators will develop and revise the Waxahachie Independent School District's Parent and Family Engagement Policy in conjunction with the district improvement plan. The parent volunteers will represent the diversity of the student population, and one or more parents on the advisory committee will have children participating in a Title 1 program.

## **Annual Meeting**

Waxahachie Independent School District Title 1 campuses will hold an annual Title 1 meeting, at two different times, during the fall of the new school year for all parents. During this meeting, the Title 1 program will be described, the Parent and Family Engagement Policy and the Parent-School Compact will be adopted, and opportunities for parental participation will be explained. The annual meeting will be held for the convenience of parents and parents will be informed about the meeting through notices such as, notes sent home with students, Parent Square, social media, and/or postings on the campus and district website.

In addition, Title 1 information, including the District Parent and Family Engagement Policy, is covered at the district level through the District Education Improvement Committee (DEIC) meetings. Parents are encouraged to attend and invited through the DEIC notification process.

The top priority of Waxahachie Independent School District is student growth. The expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can understand. Information provided to parents may be done by means of: Student Performance Report, Campus Report Card, and parent conferences.

Parents will be advised that the effectiveness of the Parent and Family Engagement program will be evaluated annually, and the policy will be revised to meet the needs of the students, school, parents, family members and the community.

## **Building Capacity**

Waxahachie Independent School District will build the schools' and parents' capacity for strong parent and family engagement to ensure effective involvement of parents and families and to support a partnership among the schools involved, parents and the community to improve student's academic achievement. The school/district, with the assistance of its Title 1 schools, will provide assistance to parents of children served by the school district or school, as appropriate, and understand topics such as the following:

- the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Title 1
- how to monitor their child's progress
- how to work with educators

The Waxahachie Independent School District will coordinate and integrate parent and family engagement strategies under Title 1 with Family Literacy programs, Parent Education classes, etc. In addition, Title 1

campuses coordinate and integrate parent and family engagement strategies that include, but are not limited to Parent Orientation meetings, Gifted and Talented meetings, FAFSA Night, SAT/ACT meetings, Dual Credit/Advanced Placement meetings, Math and Literacy Nights and parent trainings regarding social and emotional health of families.

### **Programs and the Community**

Waxahachie Independent School District will assess the needs of parents and children in the district using a variety of tools including a survey, campus/district education improvement committees, and campus/district needs assessment meetings. The findings will be used to revise the Title 1 program to meet the needs of stakeholders. Workshops or other trainings will be made available to educators and parents to address such needs.

In addition, parents, family members and the community are encouraged to participate and volunteer their time by completing a PIE (Partners in Education) application.

### **Staff-Parent Communication**

Waxahachie Independent School District will communicate with parents on a regular basis. Important information will be provided in the student handbook, the Parent-School Compacts, and on the district/campus website. Frequent notices about student performance will be sent home by the campuses or provided by phone calls, emails, and/or parent conferences. Insofar as possible, all communication will be provided in a language and format parents can understand. Parents are encouraged to contact the school or the child's teacher when questions or problems arise.

Parents will be notified about the training opportunities through various methods, including, but not limited to: social media, district/campus/teacher websites, Drumbeat (district newsletter), Lighthouse for Learning, Skyward Family Access and Parent Square.

In addition, students are expected to play an active role in communication with their parents. They, too, are responsible for making sure notices and information given to them is passed on to parents.

### **School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school, receiving Title 1 funds, shall jointly develop with parents for all children served under such a school, a Parent-School Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

For elementary Title 1 campuses, the compact will be provided to parents at the required annual parent conference in the fall. It will also be posted on the school's website. For secondary Title 1 campuses, the compact will be posted on the campus website. The Parent-School Compact will be reviewed yearly for updates and revisions.

### **Evaluation**

Waxahachie Independent School District will work with its District Education Improvement Committee to evaluate the effectiveness of the parent and family engagement program. Surveys, classroom observations, assessment data, and other resources will be used to determine barriers and/or needs and subsequently develop strategies for student success. Particular attention will be paid to economically disadvantaged, disabled, limited English proficient, limited literacy, and racial/ethnic minority groups. Parental input will be sought. The district's Parent and Family Engagement policy will be posted on the district's website for parent access.



**Funding**

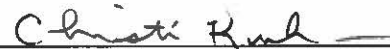
Waxahachie Independent School District is required to set aside at least 1% of its Title 1 allotment for the purposes of parental involvement. Those funds will be divided among the Title 1 campuses. The campus principal will consult with the Campus Education Improve Committee about allowable uses of funds. The campus principal will then authorize the use of funds designated for parent and family engagement.

**Conclusion**

Waxahachie Independent School District is committed to the success of all students. We will work together with parents to monitor the effectiveness of our parent and family engagement and Title 1 programs and to support excellence in education. The policy will be promoted by the administrators, principals, and other district and school staff as we seek active participation by our parents.

**Adoption**

This Waxahachie Independent School District Parent and Family Engagement Policy was reviewed, revised, and adopted by the WISD District Education Improvement Committee on September 11, 2025 and will be in effect for a period of one year. The school district will distribute this policy to all parents of participating Title 1, Part A children by way of the district website.



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Director of Federal Programs and Grants

## **Distrito Escolar Independiente de Waxahachie**

### **Póliza de Participación de Padres y Familias**

El Distrito Escolar Independiente de Waxahachie implementará los siguientes requisitos estatutarios.

- El distrito escolar pondrá en funcionamiento programas, actividades y procedimientos significativos para la participación de los padres y la familia en todas sus escuelas con programas de Título I. Esos programas, actividades y procedimientos se planificarán y operarán con consultas con los padres de los niños participantes.
- El distrito escolar trabajará con sus escuelas para garantizar que las políticas requeridas de participación de los padres y la familia a nivel escolar cumplan con los requisitos del Título I e incluyan, como componente, un pacto para padres de la escuela.
- El distrito escolar incorporará esta política de participación de padres y familias en todo el distrito en su plan de distrito.
- Al llevar a cabo los requisitos de participación de los padres y la familia del Título I, a medida que sea posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de padres con hijos con dominio limitado del inglés, padres con niños y discapacidades, y padres de niños migratorios, incluido el suministro de información e informes escolares en un formato comprensible y uniforme e incluyendo formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres entiendan.
- El distrito escolar involucrará a los padres de los niños servidos en las escuelas de Título I en las decisiones sobre cómo se gasta el uno por ciento de los fondos de Título I reservados para la participación de los padres y la familia, y se asegurará de que no menos del 90 por ciento del uno por ciento reservado vaya directamente a las escuelas.
- El distrito escolar será gobernado por la siguiente definición estatutaria de participación de los padres, y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos significativos de acuerdo con esta definición.

El compromiso de los padres y la familia significa la participación de los padres y los miembros de la familia de manera regular, bidireccional y significativa.

Comunicación que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluida la garantía de—

(A) que los padres juegan un papel integral en la asistencia al aprendizaje de sus hijos;

(B) que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;

(C) que los padres son socios plenos en la educación de sus hijos y están incluidos, según proceda, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos;

#### **Declaración de propósito**

El Distrito Escolar Independiente de Waxahachie cree que cada niño debe tener la oportunidad de alcanzar su máximo potencial. Por lo tanto, el Distrito Escolar Independiente de Waxahachie maximizará sus recursos para permitir que cada niño se convierta en un alumno exitoso. Un recurso clave es su gente; administradores, maestros, personal escolar, padres y miembros de la comunidad. Trabajaremos juntos para establecer asociaciones efectivas con el fin de lograr un mayor rendimiento estudiantil. Se producirá una comunicación continua, bidireccional y significativa para facilitar la comprensión mutua y estimular el éxito de los estudiantes.

#### **Desarrollo de políticas**

El Comité de Mejoramiento de la Educación del Distrito Escolar Independiente de Waxahachie, compuesto por padres, miembros de la comunidad, maestros y personal, y administradores, desarrollará y revisará la Política de Participación de Padres y Familias del Distrito Escolar Independiente de Waxahachie en conjunto con el plan general de mejoramiento del distrito. Los padres voluntarios representarán la diversidad de la población estudiantil, y uno o más padres en el comité asesor tendrán niños que participarán en un programa de Título I.

#### **Reunión anual**

Las escuelas del Distrito Escolar Independiente de Waxahachie de Título 1 llevarán a cabo la reunión anual del Título 1, en dos momentos diferentes, durante el otoño del nuevo año escolar para todos los padres. Durante esta reunión, se describirá el programa de Título 1, se adoptarán la Política de Participación de Padres y Familias y el Pacto de Padres y Escuelas, y se explicarán las oportunidades para la participación de los padres. La reunión anual se llevará a cabo para la conveniencia de los padres y los padres serán informados acerca de la reunión a través de avisos enviados a casa con los estudiantes o por Parent Square, medios sociales, mensajes en la escuela y el sitio web del distrito.

Además, la información de Título I, incluyendo la Política de Participación de Padres y Familias del Distrito, se cubre a nivel del distrito a través de nuestras reuniones del Comité de Mejoramiento de la Educación del Distrito (DEIC). Se alienta a los padres a asistir e invitarlos a través del proceso DEIC.

Puesto que la meta del Distrito Escolar Independiente de Waxahachie es el crecimiento estudiantil. Las expectativas para el desempeño escolar, las evaluaciones individuales de los estudiantes y el currículo de nivel de grado serán proporcionados en un formato que los padres pueden entender. La información proporcionada a los padres se puede hacer por medio de: Informe de Desempeño Estudiantil, Boleta de Calificaciones de la escuela y Conferencias de Padres.

Se informará a los padres que la efectividad del programa de Participación de Padres y Familias se evaluará anualmente y la política se revisará para satisfacer las necesidades de los estudiantes, la escuela, los padres y los miembros de la familia.

### **Creación de capacidad**

El Distrito Escolar Independiente de Waxahachie desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres y la familia con el fin de garantizar la participación efectiva de los padres (y las familias) y apoyar una asociación entre las escuelas involucradas, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. La escuela/distrito, con la asistencia de sus escuelas de Título I, proporcionará asistencia a los padres de los niños atendidos por el distrito escolar o la escuela, según corresponda, para comprender temas como los siguientes:

- los estándares de contenido académico del estado
- los estándares de rendimiento académico estudiantil del estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
- los requisitos del título I
- cómo monitorear el progreso de su hijo
- cómo trabajar con educadores

El Distrito Escolar Independiente de Waxahachie coordinará e integrará las estrategias de participación de los padres y la familia bajo el Título I con los siguientes programas: Programas de Alfabetización Familiar y Clases de Educación para Padres. Además, las escuelas del Título I coordinarán e integrarán estrategias de participación de padres y familias que incluyen, entre otras, reuniones de Orientación para Padres, reuniones de Dotados y Talentosos, Noche FAFSA, reuniones SAT/ACT, Reuniones de Crédito Dual/Colocación Avanzada, Noches de Matemáticas y Noches de Alfabetización y capacitación de los padres sobre la salud social y emocional de las familias.

### **Programas y la Comunidad**

El Distrito Escolar Independiente de Waxahachie evaluará las necesidades de los padres y niños en el distrito usando una variedad de herramientas incluyendo una encuesta en papel, comités del mejoramiento de la educación del campus/distrito, y reuniones de evaluación de necesidades del campus/distrito. Los hallazgos se utilizarán para revisar el programa del Título I para Satisfacer las necesidades de las partes interesadas. Se pondrán a disposición talleres u otras capacitaciones para educadores y padres para abordar estas necesidades.

Además, se alienta a los padres, familiares y a la comunidad a participar y ofrecerse como voluntarios de su tiempo completando una solicitud PIE (Partners in Education).

### **Comunicación entre el personal y los padres**

El Distrito Escolar Independiente de Waxahachie se comunicará con los padres de manera regular. Se proporcionará información importante en los manuales del estudiante, los pactos entre la escuela y los padres y en el sitio web del distrito/escuela. Avisos frecuentes sobre el desempeño de los estudiantes serán enviados a casa con los niños o se proporcionarán llamadas telefónicas, correos electrónicos y conferencias. En la medida de lo posible, toda la comunicación se proporcionará en un idioma y formato que los padres puedan entender. Se alienta a los padres a comunicarse con la escuela o el maestro del niño cuando surjan preguntas o problemas.

Los padres serán notificados sobre las oportunidades de capacitación a través de varios métodos, que incluyen, entre otros: redes sociales, sitios web del distrito/escuela/maestros, Drumbeat (boletín del distrito), Lighthouse for Learning, Skyward Family Access y Parent Square.

Además, los estudiantes deben desempeñar un papel activo en la comunicación con sus padres. Ellos también son responsables de asegurarse de que los avisos y la información que se les da se transmita a sus padres.

### **Convenio Entre La Escuela Y Los Padres**

Como un componente de la política de participación de padres y familias a nivel escolar, cada escuela que reciba fondos del Título 1 desarrollará conjuntamente con los padres para todos los niños atendidos bajo esta parte un pacto entre padres y escuela que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Para las escuelas de primaria de Título 1, el pacto se proporcionará a los padres en una conferencia anual de padres requerida en el otoño. También se publicará en el sitio web de la escuela. Para las escuelas secundarias de Título I, el pacto se publicará en el sitio web de la escuela y del distrito. El pacto para padres se revisará anualmente para actualizaciones y revisiones.

### **Evaluación**

El Distrito Escolar Independiente de Waxahachie trabajará con su Comité de Mejoramiento de la Educación del Distrito para evaluar la efectividad del programa de participación de padres y familias. Las encuestas, la observación en el salón de clases, los datos de evaluación y otros recursos serán usados para determinar las barreras y necesidades y desarrollar estrategias revisadas para el éxito de los estudiantes. Se prestará especial atención a los grupos económicamente desfavorecidos, discapacitados, conocimientos limitados de inglés, alfabetización limitada y minorías raciales o étnicas. Se solicitará la participación de los padres. La política de Participación de Padres y Familias del distrito se publicará en el sitio web del distrito para el acceso de los padres.

### **Financiamiento**

Se requiere que el Distrito Escolar Independiente de Waxahachie aparte por lo menos el 1% de sus fondos del Título I para los propósitos de la participación de los padres. Esos fondos se dividirán entre las escuelas del Título I. El director de la escuela consultará con su Comité de Mejoramiento de la Educación de la Escuela acerca de los usos permitidos de los fondos. El director de la escuela entonces autorizará el uso de los fondos designados para la participación de los padres y la familia.

### **Conclusión**

El Distrito Escolar Independiente de Waxahachie está comprometido con el éxito de los estudiantes. Trabajaremos junto con los padres para monitorear la efectividad de nuestro compromiso de padres y familia y programas de Título I y para apoyar la excelencia en la educación. Esta política será promovida por los administradores, directores, y otro personal del distrito y de la escuela mientras buscamos la participación activa de nuestros padres.

### **Adopción**

Esta Política de Participación de Padres y Familias del Distrito Escolar Independiente de Waxahachie fue revisada y adoptada por el DEIC de WISD el 11 de septiembre de 2025; y estará vigente por un período de un año. El distrito escolar distribuirá esta política a todos los padres de los niños que participan en el Título 1, Parte A a través del sitio web del distrito.

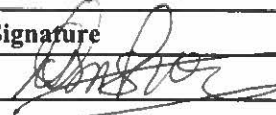























  
Firma del Funcionario Autorizado/Título



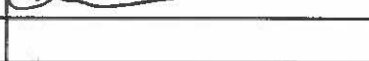






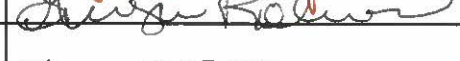


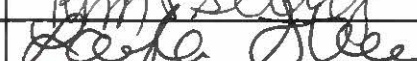

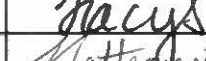
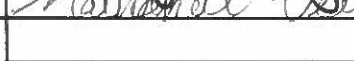
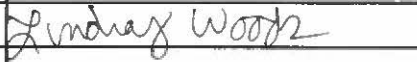



# District Education Improvement Committee 2025-26

Meeting Date: September 11, 2025 at 4:45 p.m.

## TLI Main PD

Committee Role	Name	Position	Signature
Teacher	Denise Armstrong	Teacher - Secondary	
Teacher	Erin Bray	Teacher - Elementary	
Parent	Jenny Bridges	Parent <i>Morgan</i>	
Teacher	Kim Brown	Teacher - Elementary Fine Arts	
Teacher	Monica Campbell	Teacher - Secondary	
Paraprofessional	Cindy Cantero	Paraprofessional	
Teacher	Lauren Castleberry	Teacher - Elementary	
Specialized Instruction Personnel	Jessica Cisneros	Diagnostician - Secondary	
Other School/District Leaders	Lee Coleman	Assistant Principal - Secondary	
Teacher	Cindy Delgado	Teacher - Elementary	
Teacher	Danielle Flores	Teacher - Elementary	
Other School/District Leaders	Ashley Gabbard	Principal - Elementary	
Other School/District Leaders	Christian Garippa	Director of Transportation	
Teacher	Cody Glass	Teacher - Elementary	
Teacher	Amanda Grammer	Teacher - Elementary	
Secondary Student	Ethan Guillen	Student <i>Ascent</i>	
Teacher	Patty Harris	Teacher - Elementary	
Teacher	Allyson Hauptman	Teacher - Secondary	
Other School/District Leaders	Stephanie Heimbuch	Asst. Supt. of Learning	
Teacher	Holly Hernandez	Teacher - Secondary (HSoC)	
Other School/District Leaders	Dawn Hilburn	Director of Assessment & Accountability	
Teacher	Jessica Hinds	Teacher - Elementary <i>Ascent</i>	
Teacher	Amber Huckabee	Teacher - Secondary	
Teacher	Jeremiah Iepert	Teacher - Elementary Fine Arts	

Committee Role	Name	Position	Signature
Teacher	Tanya Jones	Teacher - Secondary	
Teacher	Leslie Jurkash	Teacher - Elementary	
Other School/District Leaders	Christi Kubin	Director of Federal Programs & Grants	
Community Member	Kenya Landers	Community Member	
Secondary Student	Michaela Landers	Student	
Teacher	Cinda Maples-Johnson	Teacher - Elementary	
Teacher	Steve Martell	Teacher - Secondary CTE	
Teacher	Cheryl Mathis	Teacher - Elementary	
Teacher	Treasa McDaniel	Teacher - Secondary	
Other School/District Leaders	Lisa Mott	Assistant Superintendent of Elementary Leadership	
Teacher	Nevin Nichols	Teacher - Secondary	
Teacher	Paige Phillips	Teacher - Elementary	
Other School/District Leaders	Ginger Robinson	Director of Ed. Support & Counseling	
Teacher	Rosa Robles	Teacher - PreK <i>Absent</i>	
Other School/District Leaders	Jeff Saldivar	Assistant Principal - Secondary	
Teacher	Mary Schueler	Teacher - Sp. E.(Elem.)	
Teacher	Kim Selby	Teacher - PreK	
Teacher	Layla Street	Teacher - Elementary	
Teacher	Courtney Sutton	Teacher - Elementary	
Teacher	Tracy Terry	Teacher - Secondary Fine Arts	
Secondary Student	Nathan Vera	Student	
Teacher	Amy Washington	Teacher - HSOC	
Teacher	Lindsay Woods	Teacher - Elementary	
Secondary Student	Reese Wright	Student <i>Absent</i>	
Specialized Instructional Personnel	Amanda Yuhanna	Counselor	