2013-2014 District Improvement Plan
Waxahachie Independent School District

Mr. Mark Price, Board of Trustees, President
Mrs. Evelyn Coleman, Board of Trustees, Vice President
Mr. Gary Fox, Board of Trustees, Secretary
Dr. Joe Langley, Board of Trustees
Mr. Floyd Bates, Board of Trustees
Mr. Mike Lee, Board of Trustees
Mr. Mike Robinson, Board of Trustees

David Truitt, Interim Superintendent
2013-14 District Improvement Plan
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Background

The WISD District Improvement Plan (DIP) was prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in WISD Board Policies BQ(LEGAL) and BQA(LEGAL).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee, or District Advisory Team (DAT). The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The DIP is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable district performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2013-2014 DIP, the WISD District Advisory Team (DAT) met in committee to review the Needs Assessment and proposed Performance Objectives and Targets. During the months of April and May, 2013, the District Leadership Team completed the new Comprehensive Needs Assessment and Community and Staff Survey, and then reviewed and updated the DIP for the 2013-2014 school year. The Interim Superintendent will present the DIP to the Board of Trustees for final approval in November, 2013.

In addition to meeting statutory requirements, the 2013-2014 DIP aligns directly with the Results Policies established by the Board of Trustees and the WISD Strategic Plan for 2009-2014. Accordingly, monitoring of the strategies included in the DIP is accomplished through ongoing monitoring of the Results Policies, as well as the annual review of Strategic Plan performance indicators. Further, each Campus Improvement Plan (CIP) aligns directly with the DIP.
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District Advisory Team

To establish the parameters for the District Improvement Plan, WISD worked with the District Leadership Team, representatives from each campus, campus administrators, parents, community members, local business representatives, and the Superintendent.

The committee established parameters in the six areas mandated by the state: goal setting, curriculum, budgeting, staffing patterns, school organization, and staff development.

The Chair of the District Advisory Team is David Truitt, Interim Superintendent. The Secretary is Letty Bernal, Federal Programs Coordinator. The District Advisory Committee members are:

David Truitt, Interim Superintendent
Magda Hernandez, Assistant Superintendent for Human Resources
Glen Tolar, Director of Campus and Student Services
Linda Edmiston, Director of Special Education
Shelle Blaylock, Coordinator of Curriculum and Instruction
Letty Bernal, Federal Programs Coordinator
Karen Bennett, Data Management Specialist
Debbie Needham, Instructional Technology Coordinator
Chealsie Sanchez, Instructional Technology Coordinator
Ginger Robinson, Coordinator of Accountability and Assessment
Jenni McLemore, Principal
Tiffany Cotten, Assistant Principal
Darla Wilson, Assistant Principal
Dawn Hilburn Assistant Principal
Angie Hill, Teacher
Bob Lester, Teacher
Rebecca Loveland, Teacher
Teresa McGee, Teacher
Tina Autry, Teacher
Tony Jurkash, Teacher
Tonya Harris, Teacher

Maria Galan, Teacher
Mayra Gonzalez, Teacher
Lauren Hargrave, Teacher
Karen Jenkins, Teacher
Michelle Burks, Parent
Ana Castaneda, Parent
Brenda Gallagher, Parent
Patty Knight, Parent
Paul Kuhn, Grandparent
Shelley Minor, Parent
Shelly Murphree, Parent
Chris Bearden, Parent
Holly Pike, Parent
Jennifer Pope, Parent
Rhonda Johnson, Parent
Jonathan Osborn, Parent
Valerie Gibson, Parent
Brett Lewis, Parent
Karen Lewis, Parent
Wendy Shappard, Parent
Stuart Stephenson, Business Partner
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District Motto

Excellence in Education

Vision Statement

WISD will support and empower our community of learners for success in the 21st century.

Mission Statement

Continuing our tradition of "excellence in education," the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all students.

Belief Statement

We believe…

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.
- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas.
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- Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

Portrait of a Graduate

Waxahachie ISD graduates are:

- academically prepared,
- effective communicators,
- competent problem solvers,
- productive and continuous learners,
- responsible citizens,
- and community contributors.

Waxahachie ISD believes that by possessing these characteristics our students will be able to excel in a complex world and global marketplace.
Comprehensive Needs Assessment Data

The basis for the annual Comprehensive Needs Assessment (CNA) included a review of the performance or outcome data of each program area. The CNA included an analysis of the following items:

**Data**
- Accelerated Reading Intervention Instruction Evaluation
- Average Daily Attendance (ADA) Report
- Academic Excellence Indicator System (AEIS) Report
- Annual Dropout and Completion Data
- Adequately Yearly Progress (AYP) Data Tables
- Assessment Data
  - ACT Summary Report
  - Advanced Placement Summary Report
  - Developmental Reading Assessment (DRA) Data Report, Grades K-3
  - FitnessGram District Summary Report
  - PSAT Summary Report
  - ReadiStep Summary Report
  - Reading Proficiency Test in English Summary (ESL)
  - SAT Summary Report
  - STAAR Accountability Summary Reports
  - State Accountability Summary Reports
  - State Accountability Index Calculations and Data Tables
  - State Accountability Distinction Designation Data Tables
  - State Accountability Campus Comparison Data Tables
  - State Accountability System Safeguards Data Tables
  - TAKS Demographic Performance Summary, Grades 10-11
  - TAKS Summary Report, Grades 10-11
  - Texas English Language Proficiency Assessment System (TELPAS) Data Report
  - Texas Middle School Fluency Assessment
  - Texas Report Primary Reading Inventory Data Report, Grades K-2
- Budget Amendments
- Budget Reports
- Class Size Report and Student-Teacher Ratio Report
- District Discipline Data Validation Report
- Gun-Free Schools Report
- Human Resources Staff Attendance and Retention Report
- Performance-Based Monitoring (PBM) District Summary Report
- Positive Behavior Support (PBS) Evaluation Report
- Professional Development Evaluation Report
- Public Education Information Management System (PEIMS) Snapshot Report
- Report on Student Enrollment via the Texas Higher Education Coordinating Board (THECB)
- Report on Violent or Criminal Incidents
- Safe and Drug Free Schools Annual Report School Technology and Readiness (STaR) Reports
- School Health Index
- Student Retention Data
- Student Success Initiative (SSI) Report Student, Parent, and Faculty/Staff Performance Surveys
- Summer School Data
- Title I Part A, Title II Part A, and Title III Performance Report

**Intervention Guidance Documents**
- Campus Improvement Plans
- District Assessment Plan
- District Financial Plan
- District Improvement Plan (Past Years)
- District Long Range Plan (Facility Report and Demographic Data)
- District Staff Development Plan
- District Staffing Plan
- District Technology Plan
- Framework for Effective Teaching and Learning
- G/T Comprehensive Plan
- LBB Audit Report (June, 2007)
- ELAR Core Instruction Framework and Professional Development Plan
- Optional Flexible Year Program (OFYP) Evaluation
- Professional Learning (PLC) Implementation Plan
- Response to Intervention (RtI) Plan
- School Health Advisory Council (SHAC) Plan
## District Student and Staff Data

*As Published on December 17, 2012, in the Texas Education Agency’s Academic Excellence Indicator System (AEIS) 2011-2012 District Profile*

### Student Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment:</td>
<td>7,500</td>
</tr>
<tr>
<td>Limited English Proficient (LEP)</td>
<td>540</td>
</tr>
<tr>
<td>Economic Disadvantaged</td>
<td>3,897</td>
</tr>
<tr>
<td>Migrant</td>
<td>4</td>
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<tr>
<td>Bilingual/English as a Second Language (ESL)</td>
<td>480</td>
</tr>
<tr>
<td>Gifted/Talented</td>
<td>393</td>
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<tr>
<td>At Risk</td>
<td>3,365</td>
</tr>
<tr>
<td>Career and Technical</td>
<td>2,095</td>
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<tr>
<td>Special Education</td>
<td>792</td>
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</tbody>
</table>

**Ethnicity:**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>61</td>
</tr>
<tr>
<td>Asian</td>
<td>48</td>
</tr>
<tr>
<td>Black/African American</td>
<td>903</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,575</td>
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<tr>
<td>White</td>
<td>3,795</td>
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<tr>
<td>Hawaiian/Pacific Islander</td>
<td>8</td>
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<tr>
<td>Two or More Races</td>
<td>110</td>
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</tbody>
</table>

### Staff Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff:</td>
<td>1,205</td>
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<tr>
<td>Teachers</td>
<td>575</td>
</tr>
<tr>
<td>Professional Support</td>
<td>474</td>
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<tr>
<td>Campus Administration</td>
<td>28</td>
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<tr>
<td>Central Administration</td>
<td>9</td>
</tr>
<tr>
<td>Educational Aides</td>
<td>120</td>
</tr>
<tr>
<td>Auxiliary Staff</td>
<td>306</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>250</td>
</tr>
</tbody>
</table>

**Number of Students per Teacher:** 14.9  
**Average Years Experience of Teachers:** 12.9
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District Accountability Data

2013 Accountability Rating: Met Standard

Met Standards on: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness

System Safeguards:
Performance Rates: 33 out of 39 = 85%
Participation Rates: 18 out of 18 = 100%
Graduation Rates: 6 out of 6 = 100%
Met Federal Limits on Alternative Assessments: 1 out of 1 = 100%
Total: 58 out of 64 = 91%
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Needs Assessment Findings and Recommendations

Educational Service Delivery: Instruction and Student Achievement:

- Finding:
  - WISD is in the preliminary stages of providing a guaranteed and viable curriculum (GVC), Prekindergarten through Grades 12, full range of curriculum documents to provide direction for the curriculum, and specific, core instruction frameworks for all content areas.

- Recommendation:
  - Adopt a board policy that provides a system for the development and management of the curriculum and required usage of the adopted curriculum by all staff members; Continue to evaluate the use of CSCOPE content-specific scope/sequences, curriculum maps, and district frameworks for teaching and learning.

- Finding:
  - WISD lacks frameworks for teaching and learning in the areas of English language arts Grades 6-12, mathematics, science, and social studies.

- Recommendation:
  - Develop research-based frameworks for teaching and learning in these content areas.

- Finding:
  - The district’s use of a modified A/B block schedule at WHS and WNGA represents a significant investment of resources above that required for a traditional schedule, may limit student choice, and may not result in improved student performance.

- Recommendation:
  - Evaluate the cost effectiveness of the A/B block schedule at the high school and Waxahachie Ninth Grade Academy (WNGA) and consider implementation of a traditional seven-period day.

- Finding:
  - The district lacks a formal process for evaluating its instructional programs as required by board policy.

- Recommendation:
  - Implement a process for program evaluation that ensures that all programs are evaluated on a regular basis to determine their effectiveness.

- Finding:
  - WISD lacks strategies targeted at improving the academic performance of underperforming subgroups.

- Recommendation:
  - Develop strategies targeted at improving the academic performance of underperforming subgroups.

- Finding:
  - WISD is in the preliminary stages of developing a system for providing staff development activities that are coherent, sustained over time, and focused on student performance needs.

- Recommendation:
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- Continue to develop a long-range plan for staff development that addresses the design, delivery, and evaluation of the district’s staff development program via the CARA cycle (Dana Center) that is sharpened focused, job-embedded, responsive to teacher-identified needs, integrated with district student performance goals, and ongoing.

- **Finding:**
  - The district’s process for identifying students for the gifted/talented program has resulted in an under-representation of minority students.

- **Recommendation:**
  - Review the processes used for nomination, screening, and selection of students for the gifted/talented.

- **Finding:**
  - WISD lacks strategies for increasing student participation in and performance on Advanced Placement examinations and enrollment in Dual Credit courses.

- **Recommendation:**
  - Develop and implement strategies to improve student participation in and performance on Advanced Placement exams and enrollment in Dual Credit courses.

- **Finding:**
  - The district lacks a comprehensive guidance and counseling program.

- **Recommendation:**
  - Conduct a needs assessment and develop a comprehensive guidance and counseling program.

- **Finding:**
  - The district is not meeting the instructional needs of its secondary English Language Learner students (ELL).

- **Recommendation:**
  - Provide intensive staff development training for all secondary teachers, counselors, and administrators in the nature and needs, assessment, and instruction of English Language Learner (ELL) students.

- **Finding:**
  - The district lacks teacher certification in the area of English as a Second Language (ESL).

- **Recommendation:**
  - Continue to provide reimbursement for teachers to complete training and certification in the area of English as a Second Language (ESL).

- **Finding:**
  - The district lacks strategies for increasing student participation in and performance on the SAT/ACT.

- **Recommendation:**
  - Develop and implement strategies to improve student participation in and performance on the SAT/ACT.

- **Finding:**
  - The district is in the preliminary stages of developing a dropout prevention framework to increase the student 4- and 5-year Completion Rates.

- **Recommendation:**
  - Continue to develop a framework and implement strategies to increase student 4- and 5-year Completion Rates.
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- Finding:
  - The district lacks a comprehensive Response to Intervention (RtI) framework, Kindergarten through Grade 12.
- Recommendation:
  - Develop and implement a comprehensive Response to Intervention (RtI) framework to ensure learning for all.

District Management and Community Relations:

- Finding:
  - WISD needs to improve the communication effectiveness of the district website and individual campus websites by developing minimum standards for website information, adding navigation tools based on specific users such as parents or volunteers, and adhering to all state mandated posting requirements.
- Recommendation:
  - Design a district website as well as campus websites that are consistent, user friendly, easy to navigate, have minimum standards of content and are updated regularly.

Human Resources Management:

- Finding:
  - WISD’s salary scales do not have a supporting compensation structure or policy that defines market goals for all positions, guides the application of compensation decisions, and provides a process to keep compensation aligned with district goals over time.
- Recommendation:
  - Develop a formal compensation policy based on recognized compensation practices, update salary schedules based on market analysis and related materials to reflect that policy, and require a periodic review of all compensation schedules for market competitiveness, internal equity, and continued effectiveness against district goals.

- Finding:
  - WISD does not have a process for ensuring all positions have current job descriptions.
- Recommendation:
  - Update job descriptions and annually review these descriptions to ensure continued accuracy.

- Finding:
  - WISD lacks formula based standards to assist the district in planning for or adjusting staffing levels when the student population or other circumstances change.
- Recommendation:
  - Develop and implement formula-based staffing standards for all employee groups that will allow the district to adjust staffing quickly to meet fluctuations in workload and control costs.

- Finding:
  - WISD’s approach to managing its employee leave does not include policy enforcement, centralized monitoring, or analysis to identify problems with personal leave use.
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- Recommendation:
  - Modify existing district leave policy to include goals based on an analysis of attendance data and leave trends that identifies the causes of absenteeism, highlights areas where absences have the greatest effect on service delivery, or identifies other issues that might support a targeted strategy.

- Finding:
  - WISD’s absenteeism rate is at an all-time high. Personal Business and Illness continue to be the top two reasons for employee absences.

- Recommendation:
  - Complete a TASB audit of all WISD policies, guidelines, and practices relating to AESOP and state and local days.

Facilities Management:

- Finding:
  - WISD does not effectively use its automated work order system to manage the district’s maintenance operations.

- Recommendation:
  - Fully implement the district’s automated work order system so that management can monitor productivity, track cost, and analyze trends.

- Finding:
  - WISD lacks maintenance or grounds staffing formulas and its staffing levels exceed recommended industry standards, resulting in additional costs to the district.

- Recommendation:
  - Develop and implement staffing formulas for maintenance and grounds and adjust staff appropriately.

- Finding:
  - WISD lacks staffing formulas for custodial operations which results in both under and overstaffing of its facilities.

- Recommendation:
  - Develop and implement custodial staffing formulas and staff district facilities appropriately.

- Finding:
  - The district lacks a formal long-term facilities master plan to ensure efficient use of and planning for district facilities.

- Recommendation:
  - Develop long-range district facility master plan that extends beyond the current bond proposal.

- Finding:
  - WISD lacks a formal equipment replacement plan for maintenance equipment vehicles, and cannot ensure that staff has a budget in place for equipment needs and the necessary resources to efficiently complete their job responsibilities.

- Recommendation:
  - Develop an equipment replacement schedule.

- Finding:
  - WISD lacks a local energy policy and formal energy conservation plan for the district and individual campuses to control energy costs.
Recommendation:
  o Develop and implement a local energy policy and formal energy conservation plan for the district and its campuses.

Transportation:

Finding:
  o WISD does not have a written bus replacement plan that includes guidelines such as replacement criteria to identify when to replace buses or the numbers and sizes of buses needed to meet estimated growth in riders.

Recommendation:
  o Revise the bus replacement plan to consider additional factors that can affect the plan and provides for budget planning and ensuring fleet capacity meets student growth.

Finding:
  o The district does not analyze regular bus routes for efficient service maximization.

Recommendation:
  o Purchase software for bus routing and contract for a review of bus routes to determine if the routes are operating at maximum efficiency and to plan for additional routes as the district grows with the goal of increasing state funding.

Finding:
  o WISD lacks sufficient relief bus drivers to meet the student transportation needs of the district.

Recommendation:
  o Establish new relief bus driver positions.

Finding:
  o The district does not consistently enforce bus discipline procedures.

Recommendation:
  o Develop and implement district procedures to ensure consistent enforcement of discipline management for school buses.

Finding:
  o WISD lacks a bus driver training program that provides comprehensive training for its bus drivers.

Recommendation:
  o Develop a comprehensive training program for bus drivers that should include an additional day of training.

Food Services:

Finding:
  o WISD is not maximizing its state compensatory revenues because it lacks a process to help ensure that all students who are eligible for free or reduced-price meals complete and return applications.

Recommendation:
  o Expand initiatives to increase application return rates for free and reduced-price meals to identify eligible students and increase compensatory education revenue.
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- Finding:
  - The District does not maximize programs to ensure students have a healthy breakfast for improved student nutrition and performance.
- Recommendation:
  - Implement strategies that increase student breakfast participation for increased student health and performance as well as increased revenues.

- Finding:
  - The secondary schools have low lunch participation rates due to negative student perceptions related to food quality, insufficient time to eat and the cafeteria environment.
- Recommendation:
  - Develop and implement strategies to increase secondary school student lunch participation.

Financial Management:

- Finding:
  - WISD does not comply with Section 66.107(a) of the Texas Administrative Code that requires school districts to conduct an annual physical inventory of all textbooks.
- Recommendation:
  - Ensure a complete physical inventory of all textbooks is taken at all locations storing textbooks.

Safety and Security:

- Finding:
  - WISD does not fully analyze its safety and security needs to ensure that the district’s security planning process links the plan to the problem and budget.
- Recommendation:
  - Plan the district’s safety and security strategies by analyzing the performance of its existing programs, identifying districts needs, and conducting a cost benefit analysis of proposed programs.

- Finding:
  - WISD does not coordinate truancy activities or provide central tracking of truancy cases to ensure implementation of statutory truancy requirements and collection of court assessed fines or restitution.
- Recommendation:
  - Coordinate truancy activities by developing written procedures for filing truancy cases, centralizing oversight of district truancy efforts, and tracking case outcomes.

Technology:

- Finding:
  - WISD lacks a comprehensive staff development program with specified standards and training requirement linked to personnel evaluation systems to ensure that instructional and administrative staff is proficient in the use of technology.
Recommendation:
  o Establish and implement a staff development program to ensure all district staff achieves proficiency in technology use.

Finding:
  o WISD does not have a computer acquisition program to ensure it acquires a sufficient number of computers to support instruction and meet TEA-recommended computer-to-student ratios.

Recommendation:
  o Develop a comprehensive computer acquisition plan that identifies multiple funding sources to acquire computers to meet target ratios.
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District Performance Targets

2013 Index 1 - Student Achievement Data Table:

All Subjects: Percent at Phase-in 1 Level II or Above
- Special Education = 46%
- English Language Learners = 57%
- African American = 65%

Reading: Percent at Phase-in 1 Level II or Above
- Special Education = 49%
- English Language Learners = 64%

Mathematics: Percent at Phase-in 1 Level II or Above
- Special Education = 47%
- English Language Learners = 64%
- African American = 66%

Writing: Percent at Phase-in 1 Level II or Above
- Special Education = 36%
- English Language Learners = 47%
- African American = 50%
- Hispanic = 56%
- Economic Disadvantaged = 56%

Science: Percent at Phase-in 1 Level II or Above
- English Language Learners = 47%
- Special Education = 50%
- African American = 69%

Social Studies: Percent at Phase-in 1 Level II or Above
- English Language Learners = 30%
- Special Education = 49%
- African American = 61%
- Economic Disadvantaged = 65%
- Hispanic = 67%
2013 Index 4 - Postsecondary Readiness Data Table:

4-Year Graduation Rate (Grades 9-12)
- English Language Learners = 72.7%
- Special Education = 75.8%

Annual Dropout Rate (Grades 9-12)
- English Language Learners = 11.5%
- Hispanic = 3.0%

Annual RHSP/DAP Graduates
- All Students = 73.5%
Key Actions

WISD must:

- Ensure all staff members understand the direction of the District and our Core Beliefs.
- Improve the quality of instruction in every classroom.
- Develop campus principals into effective leaders.
- Develop shared responsibility with our parents that fosters academic success and self-management of learning.
- Create a professional and high-functioning District Leadership Team.
- Foster collaboration and trust with all stakeholders.
- Educate students to become “college-ready” and “career-ready” by the time they graduate.
- Develop innovative ways of teaching and learning to help meet the needs of teachers and students in the 21st century.
## 2013-14 District Improvement Plan
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### Goal 1: Waxahachie ISD will implement a rigorous and relevant curriculum and engaging educational experiences to ensure equity and eliminate achievement gaps.

<table>
<thead>
<tr>
<th>District Measure</th>
<th>Measure and Indicator (Action Steps)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Impact (Effectiveness Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Ensure 100% of the kindergarten through grade 12 content (ELAR, Mathematics, Science, and Social Studies) classroom teachers are utilizing the district’s guaranteed, viable curriculum (TEKS Resource System [TRS]) on a daily basis. This measure will be accomplished by: • Conducting Purposeful Planning meetings • Providing ongoing TRS trainings • Completing the District Classroom Walk-through Initiative • Studying Sean Cain’s “The Fundamental Five”</td>
<td>Deputy Superintendent, Curriculum and Instruction Department Principals Teachers</td>
<td>Eduphoria Title II Funds District and Campus Local Funds</td>
<td>Campus and District “Learning Walks” (Based on Dana Center Learning Walk protocols) Data Increase of Commended levels on student assessment instruments State Index Calculation Reports and Summary Tables PDAS District Summary Report TRS Evaluation</td>
</tr>
<tr>
<td>1.2</td>
<td>Decrease by 5% the achievement gap on the TAKS and STAAR state assessments between the student groups “All Students” and African America, Hispanic, and Economic Disadvantaged in all subject areas. This measure will be accomplished by using the following strategies/programs: • Handwriting without Tears • Thinking Maps • SIOP (classroom strategies module) • Leveled Literacy Intervention (LLI) • First Steps in Mathematics • Title I / TAKS / STAAR Remediation courses in grades 6-12 • Complete a study on the culture and learning styles of each student group • Complete a study on the best instructional practices for each student group</td>
<td>Deputy Superintendent, Curriculum and Instruction Department Principals Teachers</td>
<td>Title I and II Funds District and Campus Local Funds</td>
<td>Campus and District “Learning Walks” (Based on Dana Center Learning Walk protocols) Data Increase in percentage of students meeting expectations on the Texas assessment instruments State Index Calculation Reports and Summary Tables Study Findings Report</td>
</tr>
<tr>
<td>1.3</td>
<td>Ensure 100% of the kindergarten through grade 12 content classroom teachers have access to and utilizing during Purposeful Planning disaggregated TAKS / STAAR and other assessment data for improvement in teaching and learning. This measure will be accomplished by using the following strategies/programs: • Eduphoria Aware • Skyward Student Information System • mClass</td>
<td>Deputy Superintendent, Curriculum and Instruction Department Principals Technology Lead</td>
<td>Eduphoria Skyward Student Management mClass Title I and II Funds District and Campus Local Funds</td>
<td>Campus and District “Learning Walks” (Based on Dana Center Learning Walk protocols) Data Documentation in PLC Learning Notebooks Eduphoria Reports PDAS District Summary Report AEIS Report TPRI Data</td>
</tr>
<tr>
<td>1.4</td>
<td>Ensure 100% of all prekindergarten through grade 12 students have access to mobile technology in their content classrooms in order to improve student engagement and increase academic achievement. This measure will be accomplished by: • Increasing access to online learning tools that support mastery of the TEKS and credit advancement and recovery • Increasing student mastery of technology TEKS though the academic</td>
<td>Deputy Superintendent, Curriculum and Instruction Department Principals Technology Lead Teachers</td>
<td>District and Campus Local Funds Campus Discretionary Technology Funds</td>
<td>District, Campus and Teacher STAAR Chart data Student Technology Assessment (8th Grade) data Increase in percentage of students meeting expectations on the Texas Assessment Instruments PDAS documentation (Domain II, Criterion 9) Eduphoria Workshop and Portfolios Digital Citizenship Training Materials</td>
</tr>
</tbody>
</table>
## 2013-14 District Improvement Plan

**Waxahachie Independent School District**

### 1.5 Develop and implement district standards and expectations for the implementation of the House Bill 5 requirements. This measure will be accomplished by using the following strategies/programs:
- Review and revise the Grades 6-12 Course Catalogs; including all House Bill 3 implications
- Review and organize Career and Technology pathways and clusters in regards to the recent passing of House Bill 5
- Ensure all students are meeting with their counselors and completing a Personal Graduation Plan, Course Selection Form, and Endorsement Selection Form

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Funding Sources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing and integrating Safari Montage into all academic areas</td>
<td>Deputy Superintendent</td>
<td>District Local Funds</td>
<td>Secondary Course Catalogs</td>
</tr>
<tr>
<td>Implementing and integrating a grades 6-12 “Bring your Own Device” (BYOD) program</td>
<td>Director of Career and Technology</td>
<td>Course Catalogs</td>
<td>Texas High Education Coordinating Board Report</td>
</tr>
<tr>
<td>Providing staff development for teachers to complete the required 6-hour contract technology hours</td>
<td>Curriculum and Instruction Department</td>
<td>Graduation Plans</td>
<td>Personal Graduation Plan</td>
</tr>
<tr>
<td>Ensuring all staff and students undergo annual Digital Citizenship training</td>
<td>Principals, Counselors, Teachers</td>
<td>House Bill 5 Framework</td>
<td>Course Selection Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Endorsement Selection Form</td>
</tr>
</tbody>
</table>

### 1.6 Increase by 15% the number of students scoring “developed” on the kindergarten through grade 2 state reading assessment. This measure will be accomplished by:
- Continuing Leveled Literacy Intervention (LLI) trainings
- Utilizing the Instructional Coaches in the classroom by assisting with planning and mentoring teachers
- Training and the implementation of Word Study strategies, kindergarten through grade 5

### 1.7 Increase by 25% the number of special education students included in general education classes (inclusion model).

### 1.8 Increase the number of ESL certified teachers by one per elementary grade level and secondary content area/department. This measure will be accomplished by:
- Providing certification training by district personnel
- Providing reimbursement for ESL certification testing and certification fees

### 1.9 Increase by 15% the number of LEP students earning the “Advanced High” proficiency rating as measured by TELPAS. This measure will be accomplished by:
- Continuing the use of SIOP strategies in the classroom
- Reviewing and purchasing appropriate resources
- Training and implementation of Word Study strategies, kindergarten through grade 5

### Notes:
- **TPRI/Tejas Lee Data**
- **Instructional Coaching Appraisal document**
- **Campus and District “Learning Walks” (Dana Center)**
- **Student Information System / Class Roster Information**
- **PBM data**
- **HR Certification Records**
- **Campus Master Schedules**
- **District and Campus Local Funds**
- **TELPA assessment data**
Goal 2: Waxahachie ISD will invest resources to ensure that students, parents, and the community receive optimal educational services.

<table>
<thead>
<tr>
<th>District Measure</th>
<th>Measure and Indicator (Action Steps)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Impact (Effectiveness Indicators)</th>
</tr>
</thead>
</table>
| 2.1              | Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs | • Deputy Superintendent  
• Assistant Superintendent of Finance  
• All Directors  
• Julie Hastings  
• Federal Programs Coordinator | • Special Budget Requests  
• Program Evaluation Reports  
• Grant Applications  
• Budget Reports | • District Guidelines for Federal and State Funds  
• Audit Findings |
| 2.2              | Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask the District Leadership Team to prioritize student, campus, and district needs | • Superintendent  
• Deputy Superintendent  
• Assistant Superintendent of Finance  
• All Directors | • Cost of Program(s)  
• Data  
• DLT Recommendations | • TASB Audit  
• District Improvement Plan Measures |
| 2.3              | Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms | • Deputy Superintendent  
• Technology LEAD  
• Technology Department  
• Instructional Technologist | • E-Rate Standards  
• Purchasing Laws  
• Technology Plan | • District Technology Plan  
• Board Reports  
• Audit Findings  
• ARRA Funds – Reports and Audit Findings |
| 2.4              | Complete internal fix-assets audit | • Fixed Assets Coordinator | • Fixed Assets Report | • Assets Report |
| 2.5              | Increase the number of internal building inspections to identify and anticipate needs and provide appropriate funding for preventive maintenance | • Director of Support Services  
• Assistant Superintendent of Finance | • Inspection Report  
• Needs Assessment  
• Maintenance Report  
• Special Budget Requests | • Inspection Report  
• Needs Assessment  
• Board Reports |
## Goal 3: Waxahachie ISD will recruit, develop, retain, and recognize an exceptional, highly effective and motivated staff to optimize student engagement and learning.

<table>
<thead>
<tr>
<th>District Measure</th>
<th>Measure and Indicator (Action Steps)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Impact (Effectiveness Indicators)</th>
</tr>
</thead>
</table>
| 3.1              | Conduct recruitment activities to ensure highly qualified personnel are hired for all positions | • Assistant Superintendent of Human Resources
• HR Department | • District Local Funds
• Title Funds
• ARRA Funds | • Recruitment Schedule
• Job Fair Audit
• NCLB Highly Qualified Report
• Principal Survey Data |
| 3.2              | Post vacancy notices in multiple sites/organizations and maintain an active webpage | • Assistant Superintendent of Human Resources
• HR Department | • District Local Funds | • New Employee Survey
• Information on District Website |
| 3.3              | Analyze data from all teachers’ certification, testing, staff development, and service records to ensure that all meet the highly qualified status | • Assistant Superintendent of Human Resources
• HR Department | • District Local Funds
• ARRA Funds | • HR Certification Records |
| 3.4              | Provide incentives for teachers to attain ESL, Bilingual, and/or GT certification | • Deputy Superintendent
• Assistant Superintendent of Human Resources
• HR Department | • District Local Funds
• ARRA Funds
• Title III Funds | • HR Certification Records |
| 3.6              | Maintain competitive salaries and benefits with comparison districts | • Deputy Superintendent
• Assistant Superintendent of Finance
• Assistant Superintendent of Human Resources
• HR Department | • District Local Funds
• Title Funds
• Salary Schedule
• State Stabilization Funds | • Salary and Benefits Survey Table
• Employee Survey
• Recruiting Packets |
| 3.8              | Provide professional development for all components identified in the WISD Framework for Effective Teaching and Learning | • Deputy Superintendent
• Curriculum and Instruction Department
• Instructional Coaches
• District Trainers | • District Staff Development Plan and Guidelines
• Local Funds
• Title II Funds | • Professional Development enrollment information (Eduphoria/Workshop)
• Eduphoria Catalog Body report
• Learning Walk documentation
• Teacher Professional Development Portfolios |
## 2013-14 District Improvement Plan
Waxahachie Independent School District

| 3.9 | Provide 21st century technology tools and training for teachers and administrators in the following areas:  
- Required staff development hours (Board Policy)  
- iNation Initiative  
- New Student Mobile Devices (and BYOD)  
- Safari Montage  
- Tricaster | ▪ Deputy Superintendent  
▪ Curriculum and Instruction Department  
▪ Instructional Technologist  
▪ Technology Department | ▪ Technology Plan  
▪ District Staff Development Plan and Guidelines  
▪ District and Campus Local Funds  
▪ Texas STaR Chart | ▪ Professional Development enrollment information (Eduphoria/Workshop)  
▪ Eduphoria Catalog Body report  
▪ Learning Walk documentation  
▪ Teacher Professional Development Portfolios  
▪ District, Campus and Teacher STaR Chart data |
|---|---|---|---|
| 3.10 | Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams  
- Provide training on meeting norms and protocols  
- Provide common planning periods on each campus master schedule  
- Provide purposeful planning opportunities on the WISD Scholastic Calendar | ▪ Deputy Superintendent  
▪ Curriculum and Instruction Department  
▪ Principals  
▪ Campus Learning Teams  
▪ Region X | ▪ District and Campus Local Funds  
▪ Title II Funds | ▪ Tribal Council  
▪ District Annual Survey  
▪ Learning Notebooks  
▪ Master Schedule  
▪ WISD Scholastic Calendar |
## Goal 4: Waxahachie ISD will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

<table>
<thead>
<tr>
<th>District Measure</th>
<th>Measure and Indicator (Action Steps)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Impact (Effectiveness Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Utilize enrollment projections to provide appropriate school facilities for student growth</td>
<td>• Deputy Superintendent&lt;br&gt;• Assistant Superintendent of Human Resources&lt;br&gt;• HR Department</td>
<td>• Enrollment Projections</td>
<td>• Demography Report&lt;br&gt;• Long Range Plan Report&lt;br&gt;• City of Waxahachie Land Use Zone Reports&lt;br&gt;• PEIMS Data</td>
</tr>
<tr>
<td>4.2</td>
<td>Analyze both short and long term needs for facilities and project the impact on staffing additional costs</td>
<td>• Deputy Superintendent&lt;br&gt;• Assistant Superintendent of Human Resources&lt;br&gt;• HR Department&lt;br&gt;• Director of Support Services&lt;br&gt;• Assistant Superintendent for Finance</td>
<td>• Enrollment Projections&lt;br&gt;• Current Campus Enrollment&lt;br&gt;• Functional Capacity Figures for each Campus</td>
<td>• Demography Report&lt;br&gt;• Long Range Plan Report&lt;br&gt;• City of Waxahachie Land Use Zone Reports&lt;br&gt;• PEIMS Data</td>
</tr>
<tr>
<td>4.6</td>
<td>Analyze both short and long term needs for buses and project the impact on staffing (bus drivers) and maintenance and operations budget (both new and current buses)</td>
<td>• Deputy Superintendent&lt;br&gt;• Assistant Superintendent of Finance&lt;br&gt;• Transportation Director</td>
<td>• Enrollment Projections&lt;br&gt;• Current Campus Enrollment&lt;br&gt;• Transportation Needs Assessment</td>
<td>• Demography Report&lt;br&gt;• Long Range Plan Report&lt;br&gt;• City of Waxahachie Land Use Zone Reports&lt;br&gt;• PEIMS Data&lt;br&gt;• Bus Route Audit&lt;br&gt;• Bus Maintenance Report&lt;br&gt;• Fuel Usage Report&lt;br&gt;• Extracurricular Travel Report</td>
</tr>
</tbody>
</table>
## Goal 5: Waxahachie ISD will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

<table>
<thead>
<tr>
<th>District Measure</th>
<th>Measure and Indicator (Action Steps)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Impact (Effectiveness Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Provide security system and cameras at all campuses • Complete a campus needs assessment on security cameras on the parking lots</td>
<td>Deputy Superintendent of Human Resources • Director of Security • Audit Team</td>
<td>District Local Funds • Bond Funds</td>
<td>Safety and Security Report • Board Reports • Decrease in crimes and intruders reported on all WISD campuses</td>
</tr>
<tr>
<td></td>
<td>5.5 Provide all buses with cameras, Child-Find, and bus numbering system on the top of the buses</td>
<td>Director of Transportation • Deputy Superintendent</td>
<td>District Local Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.6 Collaboratively work with security team to implement security measures established by the district Safety Audit Report</td>
<td>Assistant Superintendent of Human Resources • Director of Security • Board of Trustees</td>
<td>Board Goals • District Local Funds</td>
<td>EOP Plan Implementation • EOP Audit Findings</td>
</tr>
<tr>
<td></td>
<td>5.11 Increase student support via advisory program (grades 6 through 12), group counseling, and family services; Targeting: • Suicide prevention • Conflict resolution • Violence prevention • Bullying, cyber-bullying, and harassment • Dating Violence • Sexual harassment</td>
<td>Deputy Superintendent • Lead Counselor • Counselors • Principals • SHAC</td>
<td>District and Campus Local Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.14 Implement a coordinated school health program in grades Pre-K through 8 • CATCH Texas Program • FitnessGram • Health TEKS • Health Courses • Human Sexuality Program (Grades 7-12)</td>
<td>Deputy Superintendent • Lead Counselor • Counselors • Principals • SHAC • Coordinated School Health Committee</td>
<td>District and Campus Local Funds • SHAC Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.15 Implement a district policy, awareness education program, and training for staff members in the following areas:</td>
<td>Deputy Superintendent</td>
<td>District and Campus Local Funds</td>
<td>Reduction in the number of bully reports and Safety Alert referrals</td>
</tr>
</tbody>
</table>
## 2013-14 District Improvement Plan
Waxahachie Independent School District

### 5.16 Implement the Region 10 Positive Behavior Supports (PBS) program
- Provide staff development on PBS for all bus drivers

### 5.17 Increase safety by reduction in number and severity of Worker’s Compensation claims

### 5.18 Implement a comprehensive guidance and counseling curriculum (grades K through 12)

### 5.19 Develop and implement a plan to assist students and parents who transition from campus-to-campus and/or grade-to-grade

### 5.20 Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students; (This program will help PRS students adjust academically, mentally, and physically and stay in school)
- Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, or additional PRS contact hours for the prenatal or postnatal special education homebound student provided by a certified teacher, nurse, counselor, or social worker
- Individual counseling, peer counseling/support group, and self-help

<table>
<thead>
<tr>
<th>5.16</th>
<th>Implement the Region 10 Positive Behavior Supports (PBS) program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Provide staff development on PBS for all bus drivers</td>
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<tr>
<td></td>
<td>• Deputy Superintendent</td>
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<td></td>
<td>• Director of Support Services</td>
</tr>
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<td></td>
<td>• Assistant Superintendent of Human Resources</td>
</tr>
<tr>
<td></td>
<td>• District and Campus Local Funds</td>
</tr>
<tr>
<td></td>
<td>• Employee Safety Training Modules</td>
</tr>
<tr>
<td></td>
<td>• Reduction in the number of student discipline referrals</td>
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<td></td>
<td>• Increased student academic achievement data</td>
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<td></td>
<td>• Reduction in the number of student referrals to the</td>
</tr>
<tr>
<td></td>
<td>counselors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.17</th>
<th>Increase safety by reduction in number and severity of Worker’s Compensation claims</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Director of Support Services</td>
</tr>
<tr>
<td></td>
<td>• Assistant Superintendent of Human Resources</td>
</tr>
<tr>
<td></td>
<td>• District and Campus Local Funds</td>
</tr>
<tr>
<td></td>
<td>• Employee Safety Training Modules</td>
</tr>
<tr>
<td></td>
<td>• Worker’s Compensation Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.18</th>
<th>Implement a comprehensive guidance and counseling curriculum (grades K through 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Deputy Superintendent</td>
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<td></td>
<td>• Lead Counselor</td>
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<tr>
<td></td>
<td>• Counselors</td>
</tr>
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<td></td>
<td>• District and Campus Local Funds</td>
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<td></td>
<td>• Title Funds</td>
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<tr>
<td></td>
<td>• Campus Orientation sign-in sheets</td>
</tr>
<tr>
<td></td>
<td>• Open House participation numbers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.19</th>
<th>Develop and implement a plan to assist students and parents who transition from campus-to-campus and/or grade-to-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Deputy Superintendent</td>
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<tr>
<td></td>
<td>• Principal</td>
</tr>
<tr>
<td></td>
<td>• Counselors</td>
</tr>
<tr>
<td></td>
<td>• Teachers</td>
</tr>
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<td></td>
<td>• Federal Programs Coordinator</td>
</tr>
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<td></td>
<td>• District and Campus Local Funds</td>
</tr>
<tr>
<td></td>
<td>• Title Funds</td>
</tr>
<tr>
<td></td>
<td>• Campuses Orientation sign-in sheets</td>
</tr>
<tr>
<td></td>
<td>• Open House participation numbers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.20</th>
<th>Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students; (This program will help PRS students adjust academically, mentally, and physically and stay in school)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Director of Career and Technology</td>
</tr>
<tr>
<td></td>
<td>• Pregnancy Related Services Coordinator</td>
</tr>
<tr>
<td></td>
<td>• District and Campus Local Funds</td>
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<td></td>
<td>• Title Funds</td>
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<tr>
<td></td>
<td>• PEIMS data</td>
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<td></td>
<td>• AEIS Report</td>
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<td></td>
<td>• Home Inspection Logs</td>
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<td>• PRS Program Student Files</td>
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<tr>
<td>programs</td>
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<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Career counseling and job-readiness training</td>
<td></td>
</tr>
<tr>
<td>• Child care for the students’ children, if applicable</td>
<td></td>
</tr>
<tr>
<td>• Transportation for children of students to/from the campus or childcare center</td>
<td></td>
</tr>
<tr>
<td>• Transportation for students to/from home, campus, and district childcare provider (if student meets WISD transportation guidelines)</td>
<td></td>
</tr>
<tr>
<td>• Instruction related to child development, parenting, and home and family living</td>
<td></td>
</tr>
<tr>
<td>• Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs</td>
<td></td>
</tr>
</tbody>
</table>
## Goal 6: Waxahachie ISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

<table>
<thead>
<tr>
<th>District Measure</th>
<th>Measure and Indicator (Action Steps)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Impact (Effectiveness Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children • Provide parents the opportunity to receive information about extra-curricular activity opportunities on all WISD campuses (specifically UIL and Destination ImagiNation) • Provide parents with information about how the district defines high-quality teaching and learning</td>
<td>• Deputy Superintendent • All Directors • Federal Programs Coordinator • Principals</td>
<td>• School Messenger • Teacher Web • Parent Contact Logs • Parent Compacts</td>
<td>• Parent/Teacher Conference • District and Campus Websites • Extra-curricular Activity Brochure • Campus Orientations • WISD Showcase participation</td>
</tr>
<tr>
<td>6.5</td>
<td>Increase student awareness of and access to career and college planning information • Schedule College Night, Career Night, and College Funding Opportunities Session at Waxahachie High School</td>
<td>• Deputy Superintendent • PR Director • Lead Counselor • Principals • Counselors</td>
<td>• District and Campus Local Funds • Title Funds • Program Flyers and Brochures</td>
<td>• Sign-in Sheets • Texas High Education Data • Survey Data</td>
</tr>
<tr>
<td>6.9</td>
<td>Organize and promote a T.R.I.B.E. Parent Academy each semester of the school year • Provide parents the opportunity to attend Love and Logic parenting sessions</td>
<td>• Deputy Superintendent • PR Director • Curriculum and Instruction Department • Dyslexia Lead</td>
<td>• TRIBE Programs • District Local Funds • Title II Funds</td>
<td>• T.R.I.B.E. Parent Academy Agendas/Flyers • T.R.I.B.E. Parent Academy Attendance Report (Sign-in Sheets)</td>
</tr>
<tr>
<td>6.11</td>
<td>Develop and implement a Parent Compact to engage parents in their child’s educational experience</td>
<td>• Federal Programs Coordinator • Principals</td>
<td>• Title I Parent Compact • Meeting Sign-in Sheets • Title Funds</td>
<td>• Copies of the Parent Compact for each campus • Title I Parent Information Meeting agenda, sign-in sheet, and minutes</td>
</tr>
</tbody>
</table>
Potential District Accolades

Based on the outlined deadlines, WISD will apply for the following special awards during the 2013-2014 school year.

- **Texas Association of Partners in Education (PIE) Awards:**
  - Community Partnership Award (October, 2013, Mrs. Cobb)
  - TAPE Special Events Award (October, 2013, Mrs. Cobb)

- **Texas Computer Education Association (TCEA) Awards:**
  - Classroom Teacher of the Year (November, 2013, Mrs. Needham)
  - Library Media Specialist of the Year (November, 2013, Mrs. Needham)
  - Instructional Technology Specialist Award (November, 2013, Mrs. Needham)
  - Superintendent of the Year (November, 2013, Mrs. Needham)
  - District or Campus Administrator of the Year (November, 2013, Mrs. Needham)
  - Technology Administrator of the Year (November, 2013, Mrs. Needham)
  - Technical Support Person of the Year (November, 2013, Mrs. Needham)
  - Making IT Happen Award (November, 2013, Mrs. Needham)
  - Lifetime Achievement for the Advancement of Technology (November, 2013, Mrs. Needham)

- **National Association of Music Merchants Best Communities for Music Education** (November, 2013, Mrs. Blaylock)

- **Sylvia Sharp Award for District Innovation** (December, 2013, Mr. Keith)

- **National Character Education Partnership Promising Practice Award** (January, 2014, Mrs. Robinson)

- **Energy Star Rating for Schools** (February, 2014, Mr. Appleton)

- **Region 10 Education Service Center (ESC) Staff Honor Awards:**
  - Teacher of the Year (May, 2014, Dr. Mansell)
  - Assistant Principal of the Year (May, 2014, Dr. Mansell)
  - Principal of the Year (May, 2014, Dr. Mansell)

- **Yellow Rose of Texas PTO Award** (Ongoing, Mrs. Cobb)

- **College Board Advanced Placement (AP) District Honor Roll** (Spring, Mrs. Blaylock)

- **Texas High Performance Schools Consortium** (Awaiting Application for Second Cohort, Mr. Truitt)

- **Texas Business and Education Coalition (TBEC) Honor Roll** (Awaiting Application Information, Mrs. Ross)

- **Texas Art Education Association's (TAEA) Principal of the Year** (Awaiting Application Information, Mrs. Blaylock)

- **America’s Promise Alliance’s 100 Best Communities for Young People** (Awaiting Application Information, Dr. Mansell and the City of Waxahachie)

- **Comptroller Award for Facility Management** (Awaiting Application Information, Mr. Appleton)

- **Texas Safe Schools Award** (Awaiting Application Information, Mr. Kyle)

- **Texas Award for Performance Excellence** (Awaiting Application Information, Mrs. Blaylock)

- **Nutrition Education Award** (Awaiting Application Information, Mrs. Marcum)
### 2013-14 District Improvement Plan
Waxahachie Independent School District

**Evaluation**

<table>
<thead>
<tr>
<th>Benchmark Timeline</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial (Beginning)</strong></td>
</tr>
<tr>
<td>Comments and Recommendations:</td>
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<tr>
<td><strong>Interim (Formative)</strong></td>
</tr>
<tr>
<td>Comments and Recommendations:</td>
</tr>
<tr>
<td><strong>Final (Summative)</strong></td>
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<tr>
<td>Comments and Recommendations:</td>
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<tr>
<td><strong>Approved</strong></td>
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<tr>
<td>Date:</td>
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</table>