

Waxahachie Independent School District

District Improvement Plan

2021-2022



Mission Statement

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

District Motto

"Excellence in Education"

Vision

The Waxahachie Independent School District will support and empower our community of learners for success in the 21st century.

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.

Value 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.
- 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction. School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023. Targets: 2021 - 91, 2022 - 92, 2023 - 92	16
Goal 2: WISD district counseling program will support students and families through Responsive Services and will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.	34
Goal 3: Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional learning that translates to student engagement and success.	49
Goal 4: Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.	54
Goal 5: Waxahachie ISD will provide a transparent communication process for parents, students, employees, and the community.	57
Goal 6: Waxahachie ISD will allocate resources to ensure that students, parents, and the community receive optimal educational services.	58
Title I Personnel	61
District Education Improvement Committee 21-22	62
District Funding Summary	64
Addendums	66

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Waxahachie Independent School District is a rural/suburban school district in Ellis County. The county is estimated to have a population of 184,826. The city of Waxahachie's population is 36,807 (est.). Waxahachie ISD serves nearly 9,500 students annually in its two high schools, three 6-8 middle schools, seven K-5 elementary schools, two PK-5 elementary schools, one early childhood PreK school and one alternative school. Over the past year, the student population has grown by 544 students which is a 6% increase.

The district student ethnic base during the fall 2020-2021 data collection (or Snapshot) was 42.73% white, 13.99% African American, 38.51% Hispanic, 4% 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. 46.4% of our students are considered economically disadvantaged, 8.67% English Language Learners, 15.4% special education and 45% at-risk.

District staff is comprised of 1521 people. Of these, 714 are teachers, 181 are administrative staff, 194 are paraprofessionals, and 417 are auxiliary staff. 68.9% of our staff is white, 8.5% African American, 21% Hispanic, 1% is 2 or more races, Asian, or American Indian and/or Pacific Islander. 99.1 % of the staff are certified and the average number of years of experience is 12.3 years.

The WISD has strong relationships with local and nearby colleges and universities, including 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 rate increased 2% from 486 identified in 2018-19 to 697 identified in 2019-20.

Teacher turnover rate is only 13.4% in WISD compared to 16.5% state rate.

Retention rates for overall staff in the district increased to 86.9% (19-20) compared to 85.9% (18-19).

The total student enrollment increased by 544 students (from 8,937 in October of 2018 to 9,481 in October of 2019).

The number of students earning dual credit increased by approximately 50 students.

The number of special education students in regular classes 60% or more of the day increased.

The district rate for College, Career and Military Ready Graduates (CCMR) for 2017-18 is 69.0% which is higher than the region and state rates.

All instructional paraprofessionals are highly qualified and certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The TAPR data shows that there is a lack of ethnic diversity among staff in comparison to the diversity of the present student population

Root Cause: When comparing census demographic information for our area, our staff ethnically mirrors the census data more than the student ethnic data

Problem Statement 2: Special Education, African American and Hispanic students are being disciplined at rates significantly higher than that of their regular and/or white peers.

Root Cause: Lack of knowledge of available alternatives to traditional discipline. Lack of district-wide implementation of PBIS and SEL

Problem Statement 3: Significant Disproportionality in over-identification of Black/ African American students in special education and under-identification for GT. **Root**

Cause: Lack of training in teaching diverse populations and culturally responsive instruction.

Problem Statement 4 (Prioritized): There are not enough teachers certified in ESL to serve our growing ESL student population. **Root Cause:** Not a district requirement for teachers to obtain an ESL certification. Growing ESL student population.

Student Learning

Student Learning Summary

As a result of the COVID-19 Global Pandemic, WISD, like all districts in Texas, did not receive academic progress data related to STAAR performance for the 2019-2020 school year. The most recent STAAR data available for comparison is from the 2018-2019 school year. In addition, while students completed ACT/SAT, AP, TSI-A, and Industry Certification exams, the results should be examined through the lens of the COVID-19 crisis and the subsequent school closure in March of 2020. It is important to acknowledge that while AP testing occurred last May, the format of the exams was markedly different than the methods used in the past. The district's hold harmless grading guidelines, while appropriate under the circumstances (and more strenuous than neighboring districts), created an opportunity for even the most driven students to coast to the end of the school year.

While preliminary STAAR data is available (as of May 25, 2021), it is appropriate for district staff to wait until a more thorough accountability testing picture is available later in the summer. Final testing data will not be available on many assessment instruments until July 2021. Even though STAAR data, while valuable, should not be used to compare and rate campuses for the 2020-2021 school year, the information provided should prove valuable as campuses develop plans to address the learning loss and impact of the COVID-19 Pandemic. While EOC data from 2021 testing is promising, the results from all three junior high schools show opportunities for improvement across the board. In almost every tested area across all three grade levels, students lost significant ground. Double-digit declines in the areas of math and reading were common.

The District's Results Driven Accountability (RDA) staging report received in the fall of 2020 does provide several areas that have been addressed via program review and strategy implementation. Specifically, RDA addressed three areas of concern. The performance of English Learners on the state assessment, over representation of African American students with exclusionary discipline placements, and disproportionate numbers of African American students served by Special Education services. The district has worked to address the areas of RDA concern in the following ways:

- The district appointed a new Director of Bilingual/ESL in the fall of 2019. For the 2020-2021 school year, this department added two coordinators in order to provide additional support to campuses and teachers who serve ELs. In addition, the district has contracted with the LPAC database and instructional strategy platform Elevation for the 2021-2022 school year. The Bilingual/ESL staff is very pleased with this additional resource as Elevation will provide teachers across all grade levels and content areas with up-to-date Sheltered Instruction strategies and supports.
- While not directly tied to academic or curricular programs, exclusionary discipline is widely known to impact student achievement. The RDA staging of the district related to an over representation of exclusionary discipline of AA students has been used by district staff to draw attention to the issue and has spurred discussions related to the implementation of campus-wide PBIS programs. Data related to discipline placements is shared with district stakeholders on a regular basis.
- The Special Education Department underwent an audit in the spring of 2020 by the SPED consulting firm Stetson. This department is also under new leadership. The new Special Education Director has and is working to implement the recommendations of the Stetson audit.

Student Learning Strengths

Even in the face of the COVID-19 Pandemic, one of the areas of significant growth is the district's Career and Technical Education program. College, Career, and Military readiness is a key accountability component as it comprises 40% of the District's A-F rating. Since 2018, the number of industry certifications earned by WISD students has increased at a staggering rate. As of May of 2021, WISD students have earned over 50 times the number of certifications earned in 2018. Specifically, in 2018 only 8 students earned 8 certifications. As of May of 2021, 385 WISD students have earned a total of 485 industry certifications.

Preliminary STAAR EOC data shows promise for WISD. While there are several areas where scores fell below 2019 levels, there are many in which WISD improved its performance. All in all, it appears that WISD "held serve," so to speak, in that EOC areas of concern are correctable and not unexpected. Specifically, the drop in Algebra scores at WHS was predictable as COVID learning loss in mathematics was significant.

There are several instructional initiatives that are currently in process to address teaching and learning across the district. A listing of the professional development and other opportunities are listed below:

- NISE training and certification is in progress for one district elementary, all three junior highs, and WHS.
- Stetson training for improved instruction, differentiation, and scheduling
- Small group instruction training for all grade levels
- Para-professional training for SPED Paras for improved support of both teachers and students
- Professional Learning Community Grant

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): WISD campuses are under performing compared to other campuses similar in size, grade levels served, percentage of economically disadvantaged students, mobility rate, percentage of ELL's and percentage of SPED in earning academic achievement distinction/designations. Areas include: Academic Achievement in Science, Academic Achievement in Math, Academic Achievement in ELAR, Academic Achievement in Social Studies, top 25% comparative academic growth, post-secondary readiness, and top 25% comparative closing the gaps. Many areas are performing in Q4 (fourth quartile) in both participation and performance. As a district, the number of has decreased over the last three years. Results include- 2017-23 distinctions/designations; 2018- 20 distinctions/designations; and 2019- 18 distinctions/designations.

Root Cause: Areas of emphasis have not been given attention needed to address advanced to above advanced students to earn masters level on STAAR, participate in AP- Advanced Placement classes and AP exams, as well as participation in either the SAT or ACT exam.

Problem Statement 2: Bilingual Education/ESL (Student Performance) - ELs (not served in BE/ESL) STAAR 3-8 passing rate is lower than peers in science, social studies and writing. ELs on STAAR EOC passing rate in all core areas is lower than peers. **Root Cause:** Lack of training and awareness for both students and parents.

Problem Statement 3: Among all STAAR/EOC exams, Grade 4 Writing is under performing the most in all three performance levels (Approaches, Meets, Masters) compared to the state and region. * WISD- %; %; % * State- %; %; % * Region- %; %; % **Root Cause:** Systemic causation that is currently under review and being addressed with additional teacher support. Writing must be incorporated and emphasized in grades K-3 to address some of the gaps the district is experiencing.

Problem Statement 4: Among all STAAR/EOC exams, Grade 4 Writing is under performing the most in all three performance levels (Approaches, Meets, Masters) compared to the state and region. * WISD- 64%; 29%; 8% * State- 65%; 33%; 10% * Region- 67%; 36%; 12% **Root Cause:** Systemic causation that is currently under review and being addressed with additional teacher support. Writing must be incorporated and emphasized in grades K-3 to address some of the gaps the district is experiencing.

Problem Statement 5: WISD has a higher Special Education student identification rate than the state, region, and the seven comparable districts used in the Stetson Audit. WISD has lacked a consistent identification and evaluation processes. **Root Cause:** Lack of district wide MTSS and behavioral support system (PBIS), lack of staff responsibility for all students including those with special needs.

District Processes & Programs

District Processes & Programs Summary

Waxahachie ISD researches and implements vetted programs to provide a successful learning environment for our students and staff. WISD uses a guaranteed and viable curriculum through TEKS Resource System, utilizes district wide Progress Measures in grade 2-12, NWEA MAP helping monitor each student's growth on a national norm, and Benchmarks using STAAR released items as well as STAAR Interims to gather data and make instructional decisions as well as implemented Level Literacy Intervention (LLI) district wide in grades K-12.

WISD has Targeted Professional Development opportunities to support teacher's goals and district initiatives. The Tech badge system provides personalized training options to give staff the skills needed to incorporate technology in the classroom. The district utilizes Google Tools to increase collaboration among staff, both on the campus and in district departments.

With the increased use of technology in education, including the states goals of testing all STAAR/EOC testing by 2022-23 and the necessity to have virtual learners with COVID, Waxahachie ISD applied for TEA's Connectivity Grant helping to push one to one devices to grades 6-12. Collectively as a district, we will empower students and teachers to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

COVID has brought a new and innovative way to reach staff in professional development with virtual learning opportunities. This has allowed teachers more flexibility in choices of professional development as well as given them the opportunity to go back and review things they have learned.

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

District Processes & Programs Strengths

- District-wide guaranteed and viable curriculum (TEKS Resource System)
- Leveled Literacy Intervention (LLI) implementation district-wide K-12
- Targeted Professional Learning to support teacher goals and district initiatives
- Tech Badge program
- Collaboration increased using Google Tools
- Increased student devices and wireless connections
- Instructional Coaches supporting campus needs
- Campus Improvement Plans support the goals of the District Improvement Plan
- The District is focused on student achievement

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: WISD has a higher special education identification rate than the state, region and 7 comparable districts (as identified through the Stetson Special Education Program Evaluation) **Root Cause:** Inconsistent RtI/MTSS intervention system leading to higher referral rates and over-identification of students with disabilities. Perceptions identified through focus group interviews and faculty surveys.

Problem Statement 2: District Professional learning is not being utilized effectively to improve teacher capacity and increase student achievement. **Root Cause:** There is not a comprehensive and cohesive district professional learning plan that is grounded in research based qualities of effective professional learning. There is a lack of time built into the calendar that is dedicated to PL.

Problem Statement 3 (Prioritized): Results Driven Accountability (RDA) data continues to show there is an over representation of minority and Special Population students who are being placed in both Out of School Suspensions (OSS) and placed in Off-campus expulsion settings for behavior offenses. **Root Cause:** There is not a consistent, district-wide SEL/PBIS program in place that provides consistent and equitable services for all students. There is not a consistent classroom management plan being delivered across the district not has there been a substantial training in over 7 years.

Problem Statement 4: Collecting, analyzing and monitoring student growth and achievement among local assessments is not being utilized to its fullest potential. Data needs to be broken down for each student creating an individualized plan for student learning. Students also need to create an ownership and partnership of their results so they can monitor their level of growth. **Root Cause:** No district expectation and clear understanding for district PLC protocol. There is an inconsistent ownership and priority for data to drive decision making for both students and staff.

Problem Statement 5: There is no clearly aligned and defined 2-5-year curriculum and instruction plan to address academic district needs. Parts are not being analyzed consistently and collaboratively to identify root causes and how to best address problems **Root Cause:** District initiatives and goals are created in isolation rather than collectively as a whole.

Perceptions

Perceptions Summary

Based on the data discussed by the committee, which consisted of the 2019 School Climate Surveys for staff, students, and parents (2020 data not available due to COVID-19), the 2019-20 TASB Employee Opinion Survey, the 2018-19 TAPR, the 2020 school safety audit, and other sources, the Perceptions committee feels that perceptions of Waxahachie ISD are primarily strong, with room for improvement in some areas.

This group looked at two areas: Family & Community Engagement and School Culture & Climate.

98.5 percent of staff members feel their campus or department staff is welcoming to visitors and parents. More than 90 percent of parents said they feel welcomed most or all of the time when visiting their child's campus. In addition, parents said campus reception staff is friendly and helpful (91 percent), teachers are easy to talk to (nearly 90 percent), and administrators are easy to talk to (nearly 88 percent).

45 percent of parents surveyed said their child's campus offered workshops/courses to help parents understand and work with children; however, another 45 percent of parents answered "I do not know" to the same question. Only 4.8 percent of parents who responded said they attended one of these workshops/classes.

Nearly 90 percent of elementary students and nearly 70 percent of secondary students say their teachers tell their parents how they are doing in school. More than 55 percent of parents say they are provided with regular feedback about their child's progress at least monthly.

Nearly 94 percent of elementary students said they feel welcome at their school, and nearly 97 percent believe their teachers care about them. At the secondary level, nearly 85 percent of students said they feel welcome at their school, and 88 percent believe their teachers care about them. 89 percent of elementary students and 73 percent of secondary students feel like they are a part of their school. More than 94 percent of parents believe school staff members care about their child.

90 percent of parents believe school staff members have high expectations for all students. Staff members agree with parents, with more than 89 percent affirming that their campus or department has high expectations for all students.

More than 91 percent of staff members believe students are encouraged to get involved in extracurricular activities, and more than 86 percent believe that school events are well-attended by staff. Nearly 81 percent of secondary students said the staff on their campus encourages students to participate in extracurricular activities, and more than 80 percent say they appreciate it when staff members attend their extracurricular activities.

Consistent discipline is an issue, with only 76 percent of staff members saying that effective discipline strategies are used on their campus.

Perceptions Strengths

Parent and community involvement is strong in Waxahachie ISD, with more than 300 businesses and community organizations giving time to the district in the 2019-2020 school year. The total number of volunteer hours for the district in the 19-20 school year was 71,245, with more than 5,700 volunteers giving time.

Waxahachie ISD offers a safe place to learn and work. 92 percent of Waxahachie ISD staff members feel that they work in an environment that is safe. In addition, the district's 2020 security audit, conducted by an outside auditor, stated that "the district leadership and team are clearly taking safety and security seriously, devoting time, effort, and resources to this endeavor." In addition, more than 93 percent of parents believe their child feels safe at school, and that their child's school provides a safe and secure learning environment. Of the students surveyed, more than 92 percent of elementary students and more than 75 percent of secondary students say they feel safe at school.

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize small group teacher led instruction for all students both for intervention and acceleration.</p> <p>Strategy's Expected Result/Impact: Improved academic performance of students</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Secondary Content Coordinators Elementary Content Coordinators Campus Principals Campus Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor LEP students not making progress on indicators for TELPAS. Provide interventions toward language acquisition using Bilingual Emergent strategies from ESL & Bilingual Coordinators and through Ellevation Instructional Strategies.</p> <p>Strategy's Expected Result/Impact: Increase percent of students earning the highest achievement level on TELPAS (state assessment).</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Bilingual Services ESL/Bilingual Coordinators LPAC Committees Campus Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Ellevation Strategies - Title III (263) - \$11,220</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Assess writing instruction needs in grades K - 12 on the formal writing process, using the TRS Scope and Sequence, and Empowering Writers as a supplement to TRS in grades K-8.</p> <p>Strategy's Expected Result/Impact: Improvement in writing samples.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum ELAR Coordinators Campus Principals ELAR Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Provide intervention/remediation and tutoring through IXL in all content areas for grade 3-8 students with instruction focused on gaps in student learning and IXL in grades 9-12 in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Academic progress will occur for students being supported by the most effective teachers</p> <p>Progress monitoring data for Leveled Literacy Intervention</p> <p>IXL reports</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Executive Director of Curriculum and Instruction Director of Elementary Curriculum Secondary Content Coordinators Elementary Content Coordinators Campus Principal Campus Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize research-based instruction to support all students through a Multi-Tiered System of Support with progress monitoring.</p> <p>Strategy's Expected Result/Impact: Improved data points Use of research-based intervention/enrichment tools</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Director of Educational Support and Counseling Services Elementary and Secondary Curriculum Coordinators Campus Principals Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Seek and implement secondary reading curriculum for use in special education classes to address students' learning needs.</p> <p>Strategy's Expected Result/Impact: Improvement in reading scores on state assessments Improve reading outcomes for students needing intense interventions in reading instruction</p> <p>Staff Responsible for Monitoring: Director of Special Populations Executive Director of Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide data measurement reports (MAP, BOY, Interim Assessments, Progress Measures, STAAR/EOC, RDA, TAPR, Campus Report Cards) to district principals during Principal Meetings.</p> <p>Strategy's Expected Result/Impact: Improvement in overall student performance Enhanced communication about district trends and areas of need for professional learning.</p> <p>Staff Responsible for Monitoring: Director of Assessment and Accountability Executive Director of Curriculum and Instruction Director of Elementary Curriculum Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning All Secondary and Elementary Campus Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Implement research-based STEM instructional practices through the National Institute for STEM Education.</p> <p>Strategy's Expected Result/Impact: Increase number of staff trained in STEM Education through NISE NCST. Evidence of differentiation, teacher student collaboration, and the 4 C's (critical thinking, creativity, communication, collaboration) found throughout learning in all classrooms PreK-12. Evidence of WISD STEM leadership Team plan for district, campus and teacher certifications. Increase opportunities with STEM materials in classrooms.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Professional Development Director of Advanced Academics and STEAM Education Director of Elementary Curriculum Elementary and Secondary Coordinators</p> <p>Funding Sources: NISE trainings, STEM materials and training - Title II (255) - \$67,375</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Six-Week Progress Measurements will be given in core content classes 2nd-12th grade with a focus on student progress, core TEKS and standards, using aligned frameworks and crosswalks.</p> <p>Strategy's Expected Result/Impact: Improvement of student overall performance on state accountability testing</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Director of Assessment and Accountability Campus Principals Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Collect and review qualitative data on students who may be at risk for reading difficulties based on results from universal screeners for reading and dyslexia, provide appropriate intervention per district guidelines and report state required dyslexia program data accurately to PEIMS.</p> <p>Strategy's Expected Result/Impact: Improvement of student overall performance on state accountability testing, Increases students identified as in need of dyslexia intervention.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Executive Director of PEIMS Director of Special Populations Elementary and Secondary Coordinators Campus Principal Dyslexia Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Reading Interventionist will provide specialized reading instruction at every elementary campus to assist students (K-5) identified as at-risk due to reading level.</p> <p>Strategy's Expected Result/Impact: Improvement of K-5 student's reading ability</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Assistant Superintendent of Elementary Learning Elementary Reading Coordinator Reading Interventions</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Reading Interventionist Salaries - SCE - \$390,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Elementary campuses will utilize intervention staff to provide support for students identified as needing assistance through Six-Week Progress Measurements and formative assessment data.</p> <p>Strategy's Expected Result/Impact: Students will show growth on Six-Week Progress Measurements and STAAR assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention teachers and aides salaries - Title I (211) - \$843,962</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: Campuses will provide aligned supplemental support in preparation for STAAR testing through tutoring and additional materials for intervention and remediation of the TEKS.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for academic success on STAAR through research based materials and high quality tutors.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Materials and tutors for STAAR intervention - Title I (211) - \$58,838</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide support in Bilingual classrooms by utilizing bilingual para -professionals.</p> <p>Strategy's Expected Result/Impact: Improve performance of bilingual students on 6 Week Performance Measurements and STAAR assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Bilingual Services Bilingual Coordinators Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Bilingual aide salaries - Title III (263) - \$34,206</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Unit test will be used as progress measurements and will be given in core content classes 6th-12th grade with a focus on student progress, core TEKS and standards, using aligned frameworks and crosswalks.</p> <p>Strategy's Expected Result/Impact: Improvement of student overall performance on state accountability testing</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Assessment and Accountability Campus Principal Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
<p>Strategy 18: Beginning Fall of 2021, HB4545 mandates any student who did not perform satisfactorily on the STAAR grades 3-8 or STAAR EOC assessments must be provided 30 hours of supplemental instruction for each assessment that failed to meet approaches grade level.</p> <p>Strategy's Expected Result/Impact: Through accelerated instruction, each student will be able to show growth in the Spring 2022 STAAR/EOC assessment. Students will be monitored for growth throughout the year with MAP, Interim Assessments, Progress Measures, and Unit Assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Assessment and Accountability Assistant Superintendent of Elementary Learning Assistant Superintendent of Secondary Learning Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: The district replace missing and worn out components of Leveled Literacy Intervention kits at the elementary campus level as well as other literacy resources.</p> <p>Strategy's Expected Result/Impact: Teachers and students will have increased access to reading materials to held strengthen student's reading academic performance.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Elementary English Language Arts Coordinator</p> <p>Funding Sources: LLI, and other literacy resources - Title II (255) - \$12,634</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
<p>Strategy 20: The district will send elementary and secondary core teachers to CAST, Science Teachers Association of Texas, fall conference to improve overall quality of instructional and ensure equity of educational opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Increased student performance in core content classes</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Science Curriculum Coordinators Campus Principals</p> <p>Funding Sources: CAST Science Conference - Title II (255) - \$4,689</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 21 Details	Reviews			
<p>Strategy 21: The district will purchase field guides and other resources from Lead4Ward to support effective instructional strategies for lesson planning that will lead to improvement of the overall quality of instruction and ensure equity of opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Increased student performance in core content classes</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Testing and Accountability Director of Elementary Curriculum Campus Principals</p> <p>Funding Sources: Lead4Ward - Title II (255) - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
<p>Strategy 22: Professional learning license online access from National Institute of STEM Education for enhanced lesson planning to ensure improved lesson quality and effectiveness of instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance in core content classes</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Advanced Academics and STEM Education</p> <p>Funding Sources: Professional Learning License-Defined Learning - Title II (255) - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023.





Targets: 2021 - 91, 2022 - 92, 2023 - 92

Performance Objective 2: (SB) The Graduation Rating on the state report card will increase from scale score 65 to 90 by August 2023.

Targets: 2021 - 80, 2022 - 85, 2023 - 90

Evaluation Data Sources: District Report Card, Graduation Rate score report, quarterly performance reports on 12th grade students, PEIMS snapshot and reports, Senior Conferences Reports, High School of Choice Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide access to APEX and IXL that supports mastery of the TEKS, credit advancement and credit recovery. Both programs are research based online intervention and tutoring program,</p> <p>Strategy's Expected Result/Impact: Improvement on EOC retakes Successful completion of required courses for graduation Increase number of credits earned in Credit Recovery Classes (LEAD) Increase number of credits earned towards graduation plan</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Assistant Superintendent of Secondary Learning Instructional Technology Coordinator Digital Learning Coordinator Secondary Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To provide accelerated education options to high school students, committee consisting of the high school principal, HoC principal, student's counselor, student's assistant principal, district director will be utilized to review student applications for entrance to High School of Choice using guidelines and student's historical information to determine best placement to support graduation.</p> <p>Strategy's Expected Result/Impact: Increase in students graduating within four years or sooner Improved student survey results</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Executive Director of Curriculum and Instruction Campus Principal Director of Alternative Education Services</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 12th grade senior transcript audits will be completed in fall and spring annually to ensure that each student is on track for graduation and that endorsements have been met.</p> <p>Strategy's Expected Result/Impact: Reduction in dropout rate Increased graduation rate Increase in students' meeting endorsement requirements</p> <p>Staff Responsible for Monitoring: Director of Educational Support & Counselling Services Campus Principal Director of Alternative Education Services</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023.

Targets: 2021 - 91, 2022 - 92, 2023 - 92

Performance Objective 3: (SB) The College, Career, and Military Readiness Rating on the state report card will increase to 94 by 2023.





Targets: 2021 - 91, 2022 - 93, 2023 - 94

Evaluation Data Sources: District Report Card, PEIMS submission, CTE Industry-Based Certifications, CTE coherent sequence reports, Special education workforce readiness data, Navarro College Completion Data for Associates degrees, AP Examination Criteria, TSIA performance criteria.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide college and career awareness for each student in grades 8-12, (a). Scholarship and grant opportunities, (b). Financial aid (FAFSA) information workshop, and (c). Personal Graduation Plans.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students who attend a 2 or 4 year career/technical school or college/university by using the following strategies/programs Increase graduation rate</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support & Counseling Services Campus Counselors Campus Principals Post Secondary Student Advisors</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information to students and parents participating in Pre-AP, and Advanced Placement courses. Increase information about coursework and students' preparedness for success on AP tests.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment in Pre-AP and AP coursework Increase in number of students participating in AP tests</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics and STEAM Education Executive Director of Curriculum and Instruction Campus Principals Campus Counselors Post Secondary Student Advisors Secondary Advanced Academics Coordinator Secondary Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide an opportunity for all 10th grade students to take the Pre-ACT and PSAT assessments during the school day.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students taking Pre-ACT, Pre-SAT tests. State Assessment data TAPR Data WISD will pay for exams for students who register Implementation plan for PLAN/PSAT data</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Counselors Post Secondary Student Advisors Campus Principals Director of Advanced Academics and STEAM Education Director of Assessment and Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for high school students to take national assessments, such as SAT and ACT, during the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student participation on national assessments. Improved performance on national assessments. WISD will pay for one ACT/SAT exam during a student's junior or senior year.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Assessment and Accountability Campus Counselors Director of Advanced Academics and STEAM Education Post Secondary Student Advisor Campus Principals Secondary Advanced Academics Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor and support the Early College High School program at Waxahachie Global High School: (a) Meet quarterly with the ECHS Steering Committee (Navarro College), (b). Review the Interlocal Agreement each school year, and (c). Present a ECHS Steering Committee report to the Board each year.</p> <p>Strategy's Expected Result/Impact: Annual application for designation as an ECHS Inter-local Agreements between the district and service providers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Global High School Staff Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training to junior high students on College and Career Readiness strands as required by law: TEC Sec.28.016 added to require school districts to provide instruction to students in grade 7 or 8 in preparing for high school, college and career readiness.</p> <p>Strategy's Expected Result/Impact: Year- at-a-Glance showing lessons embedded in lesson plans, Implementation Plan Campus schedule</p> <p>Staff Responsible for Monitoring: Director of CTE Campus Principals Director of Educational Support & Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Offer informational presentations for parents of 11th & 12th grade students on college preparation, including application process, FAFSA, scholarships, etc.</p> <p>Strategy's Expected Result/Impact: Presentation notes Sign-in sheets Survey to families in attendance</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services, Director of Advanced Academics and STEAM Education Post Secondary Student Advisors Secondary Advanced Academics Coordinator Secondary Counselors</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Maximize student opportunities to earn technical industry based certifications through Career and Technology Education coherent sequence of courses.</p> <p>Strategy's Expected Result/Impact: CTE enrollment data PEIMS data 2021-2022 Course catalog offerings</p> <p>Staff Responsible for Monitoring: Director of CTE Secondary Principals Secondary Counselors</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Implement on data mining software to house data related to national assessments (SAT, ACT, PSAT, PreACT, AP, MAP, STAAR/EOC) at the district level to analyze trends in performance, as well as instructional needs for corresponding courses.</p> <p>Strategy's Expected Result/Impact: Monitor performance at the local, state and national levels</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Assessment and Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Use data mining software, CCMR Insights and Eduthings Software as a means to monitor CCMR.</p> <p>Strategy's Expected Result/Impact: More students completing coherent sequences. Improved CCMR score of state accountability.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning, Director of Career and Technology Director of Assessment and Accountability</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: On Data Suite - Title IV - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.





School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023.

Targets: 2021 - 91, 2022 - 92, 2023 - 92

Performance Objective 4: The Social Studies Approaches Grade Level performance on the STAAR test will increase to 85 by 2023 as measured by averaging grade 8 and US History EOC results.

Targets: 2021 - 79, 2022 - 81, 2023 - 83, 2024 - 85

Evaluation Data Sources: STAAR testing data for all students, District common assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will send elementary and secondary social studies teachers to Texas Council for the Social Studies (TCSS) conference and district curriculum coordinators will attend professional development to support teachers.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum District Social Studies Coordinators Campus Principals</p> <p>Funding Sources: - Title II (255) - \$7,868</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will provide an online resource (DBQ Online) for all junior high students to support academic achievement.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction District Secondary Social Studies Coordinator Campus Principals</p> <p>Funding Sources: DBQ Online Access - Title II (255) - \$5,625</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023.





Targets: 2021 - 91, 2022 - 92, 2023 - 92

Performance Objective 5: The percentage of students identified as gifted in grades K-12 will increase to 10% by 2023.

Targets: 2021 - 7.8%, 2022 - 8.9%, 2023 - 10%

Evaluation Data Sources: 2021-2022 Gifted Program Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Use NWEA MAP as a BOY/MOY and EOY GT Universal Screener for students K-11. Strategy's Expected Result/Impact: Increase the number of students moving to Phase II of GT identification screening who qualify for GT services. Increase in the number of students qualifying for WISD gifted services. Staff Responsible for Monitoring: Executive Director Curriculum and Instruction Director of Elementary Curriculum Director of Advanced Academics and STEAM Education Advanced Academics Coordinators Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and serve elementary students by subject area through differentiated instruction within the classroom. Strategy's Expected Result/Impact: Increase in advanced scores on state assessments in areas where students receive services. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Advanced Academics and STEAM Education Elementary GT Coordinators Campus Principals Elementary GT Teachers Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The Advanced Academics department will provide clear communication with parents and/or guardians about gifted services in WISD.</p> <p>Strategy's Expected Result/Impact: Increase parents' knowledge-base of the gifted program and the processes in place.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Advanced Academics and STEAM Education Elementary and Secondary GT Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop an alignment of advanced coursework for grades 6-8 that will create alignment with Pre AP courses offered at the high school level. The alignment will be based on course content, TEKS and state accountability requirements, depth and complexity strategies, acceleration and compacting needs related to content, and specific extended course enrichments with principal support to ensure implementation of the coursework.</p> <p>Strategy's Expected Result/Impact: PreAP Algebra I at 8th grade level in alignment for all JH campuses. Vertical alignment for all advanced courses in grades 6-8. Improvement in students' scores on state and local assessments and maintain moving forward.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Advanced Academics and STEM Education Junior High Principals Secondary Content Coordinators Secondary Advanced Academics Coordinator</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: WISD G/T plan will align with the state gifted plan.</p> <p>Strategy's Expected Result/Impact: Clear alignment of district to state plan.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Advanced Academics and STEAM Education</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023.





Targets: 2021 - 91, 2022 - 92, 2023 - 92

Performance Objective 6: The district dropout rate will be 1.0% by June 2023.

Targets: 2021 - 1.4%, 2022 - 1.2%, 2023 - 1.0%

Evaluation Data Sources: 2019-20 dropout rate for grades 7-8 and grades 9-12, Monthly leaver reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Locate and validate students coded as a withdrawal code 98 on the district leaver report by making contact through the addition of a contract employee.</p> <p>Strategy's Expected Result/Impact: Reduction of dropout codes and improved communication with families of students coded as leavers.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Director of Student and Campus Services High School Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct student graduation progress monitoring meetings using Eduthings with each 11th and 12th grade student to ensure that graduation plans are in place and course requirements are being met.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate Reduction in dropout rate</p> <p>Staff Responsible for Monitoring: High School Principal High School of Choice Principal Lead Counselor Student's Counselor Director of Educational Support & Counseling Services</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maximize enrollment at district alternative education campus for students seeking an accelerated instruction option toward graduation.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate Reduction in dropout rate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Director of Alternative Education Programs</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Review academic progress for students enrolled in 9th and 10th grades, using information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions.</p> <p>Strategy's Expected Result/Impact: Decrease in student dropout rate for grades 9, 10 and 11.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning High School Principals Director of Student and Campus Services</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Leaver data will be reviewed on a monthly basis to determine trends in students leaving the district and to evaluate accuracy of data.</p> <p>Strategy's Expected Result/Impact: Leaver data will be more accurate Improved understanding of students reasons for leaving the district</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning High School Principals Executive Director of PEIMS Director of Student and Campus Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: WISD district counseling program will support students and families through Responsive Services and will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.

Performance Objective 1: WISD students are provided school counseling supports through the comprehensive counseling program. Counselors use individual guidance and community resources to intervene on behalf of students whose immediate and long-term personal circumstances, concerns or problems interfere with their healthy personal, social, educational and career development.

Evaluation Data Sources: Discipline Referral Data Reported in PEIMS, Attendance Data, Dropout Rate in TAPR Report, Campus counseling office referrals, District Survey results, Campus counselor evaluation





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop counseling protocols to ensure best practices are in place to efficiently report abuse and to have immediate access to responsive counseling services for students in abusive or violent situations and provide training for staff and students on these protocols.</p> <p>Strategy's Expected Result/Impact: Improved protocols for all areas evaluated. Positive comments and an increase in perception of campus and district counseling services.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Campus Counselors Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with the Children's Advocacy Center, Child Protective Services and Waxahachie Police Department to provide comprehensive support for students in abusive situations.</p> <p>Strategy's Expected Result/Impact: Improved timelines in reporting concerns found in WISD to local partners related students needing support.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Legal Services Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide an awareness education program and training for district staff members on Recognizing and Reporting Child Abuse, Human Trafficking, and Dating Violence according to TEC 37.0831; BQ [LEGAL].</p> <p>Strategy's Expected Result/Impact: Increased student awareness through exposure to training Increased communication with teachers and counselors and students</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide an awareness education program on personal safety for grades PK-6 and for grades 7-12 on Dating Violence according to TEC 37.0831; BQ [LEGAL] through "Play It Safe" and "Choosing the Best" curriculum.</p> <p>Strategy's Expected Result/Impact: Increased student awareness through exposure to training Increased communication with teachers and counselors and students Reduction in dropout percentages</p> <p>Staff Responsible for Monitoring: Director of Educational Support and Counseling Services Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide awareness education program, and training for district staff and students in grades 6-12 on Suicide Prevention and Mental Health training according to TEC 21.451(d), (d-1), (d-2); DMA [LEGAL].</p> <p>Strategy's Expected Result/Impact: Training sign-in sheets Professional Development Agenda Student sign in sheets</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services Secondary Counselors</p> <p>Funding Sources: Professional Services (Grant Halliburton Foundation) - Title IV - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide awareness education program and training for district staff and students on bullying and cyber-bullying, as required under TEC 37.0832.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness of bullying situations Increase in number of incidents reported</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services Campus Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue 411 online reporting tool and smartphone app to report student and/or campus emergencies to ensure immediate response related to bullying, harassment, suicide, homicide and other potentially dangerous situations.</p> <p>Strategy's Expected Result/Impact: Increase in anonymous reports of bullying and harassment Decrease in district response time when report is placed</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services Director of Campus and Student Services Director of Safety and Security</p> <p>Funding Sources: TIP411 - Title IV - \$3,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Oversight of the process intended to assist students transitioning from campus-to-campus to ensure that Section 504, Special Education IEP and Response to Intervention plans are successfully implemented when a student attends a new campus within the district.</p> <p>Strategy's Expected Result/Impact: Improved implementation of student individual learning plans and IEPs Improved course scheduling based on students' needs Seamless implementation of student mandated plans for the upcoming school year Timely decisions for staffing needs based on students' needs</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Special Populations Director of Educational Support and Counseling Services Assistant Principals Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Establish and maintain a district-wide Social and Emotional guidance curriculum using a restorative practice model to provide positive support strategies and decrease school-wide discipline. Curriculum lessons will be supplemented with additional supports to target specific areas of need for each campus.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance by individual students and targeted sub-populations Decrease in discipline referrals School climate surveys for students, parents and staff will show positive data results</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Executive Director of Curriculum and Instruction Director of Student Services Director of Educational Support and Counseling Services Campus Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: 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.): (a.) 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, (b.) Individual counseling, peer counseling/support group, and self-help programs, (c.) Career counseling and job-readiness training, (d.) Child care for the students children, if applicable, (e.) Transportation for children of students to/from the campus or childcare center, (f.) Transportation for students to/from home, campus, and district child care provider (if student meets WISD transportation guidelines), (g.) Instruction related to child development, parenting, and home and family living, (h.) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs.</p> <p>Strategy's Expected Result/Impact: Reduced dropout rates for students participating in the PRS program Increase in graduation rates for students served through PRS and Homebound services</p> <p>Staff Responsible for Monitoring: Director of Educational Support & Counseling Services Pregnancy Related Services Staff/CEHI Instructor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide coordinated school health programs in grades Pre-K through 8, including (a.) CATCH Texas Program, (b.) FitnessGram, (c.) Health TEKS, (d.) Health Courses, (e.) Human Sexuality Program (Grades 6-12), Body Changes (Grade 5) and Physical Hygiene (Grade 4)</p> <p>Strategy's Expected Result/Impact: Improved data results for FitnessGram Reduction teenage pregnancy rate Increased involvement of families with campus programming related to health and wellness</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Director of Educational Support and Counseling Services Elementary and Secondary Counselors Principals Physical Education certified teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Develop individual behavior support plans that provide opportunities for students to show improvement in behavior on a progressive scale of intensity. Note: Offenses classified as "mandatory placement" will be placed in an off campus placement.</p> <p>Strategy's Expected Result/Impact: Reduction in percentage of students being placed in off campus settings for behavior offenses School climate surveys for students, parents and staff will show positive data results</p> <p>Staff Responsible for Monitoring: Director of Student Services Campus Behavior Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Support campus staff in implementing Multi Tiered Systems of Support (MTSS) as a layered model of interventions for students not demonstrating success in the classroom/school environment. Use the district's tiered intervention model of strategies, timelines and data collection methods that demonstrate if the action plan has been effective. Include: (a.) Restorative Discipline principles, (b.) training on discipline management, (c.) Counseling support services, (d.) community service alternatives, (e.) behavioral contracts, (f.) other methods for reducing behavioral issues. (CS).</p> <p>Strategy's Expected Result/Impact: Reduction in discipline offenses Increase in grades and academic performance measures Improved classroom management strategies Increase in student engagement School climate surveys for students, parents and staff will show positive data results</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Director of Professional Learning Director of Educational Support and Counseling Services</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide CPR training to all 7th grade and 12th grade students by WISD Registered nurse or other health official.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of CPR as a method for saving the life of others 100% compliance with Texas Education Code TEC 28.0023; TAC 74.38</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Legal Services WISD Lead Nurse Secondary Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide strategies in conflict resolution for students in grades PK -Grade 5 using the districts aligned guidance curriculum programs, to include but not limited to, "Kelso's Choices", "Sanford Harmony", "Second Steps", to support improved student performance.</p> <p>Strategy's Expected Result/Impact: Improved student performance Improvement in situations when students can resolve situations independently.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Director of Educational Support and Counseling Services Campus Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Kelso's choices, PK-5 conflict resolution materials - Title IV - \$1,914</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Provide parent/guardian resources to support mental health and other intervention services and community resources for their student.</p> <p>Strategy's Expected Result/Impact: Parents will have information to support mental health intervention for students in the community and within the District.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Educational Support and Counseling Services</p> <p>Funding Sources: Parent resource - Title IV - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: WISD district counseling program will support students and families through Responsive Services and will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.


Performance Objective 2: Increase the number of students that report feeling safe and secure on campuses to 98% by 2023.

Targets: 2021 - 96%, 2022 - 97%, 2023 - 98%

Evaluation Data Sources: Student Survey Data, Training Reports

Strategy 1 Details	Reviews			
Strategy 1: Staff will be trained in Standard Response Protocol for crisis situations through the I Love U Guys Foundation. Strategy's Expected Result/Impact: Increase in safety awareness Improved communication amongst students, staff, first responders, and community Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement random metal detector checks at secondary campuses. Strategy's Expected Result/Impact: Decrease in student possession of unallowed weapons and narcotic paraphernalia Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement metal detector checks on all visitors at Elementary Campuses Strategy's Expected Result/Impact: Decrease in possession of unallowed weapons and narcotic paraphernalia Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct campus lockdown and hold drills at high density periods during the school day. Strategy's Expected Result/Impact: Increase in preparedness in all situations for staff and students. Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Using the expectations of the "I Love U Guys" Foundation, monitor and provide feedback on campus safety drills performed. Strategy's Expected Result/Impact: Improved processes for building security protocols. Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership District Leadership	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Implement 2 stage entry for all visitors at all campuses Strategy's Expected Result/Impact: Focused attention on visitors Accurate knowledge of all stakeholders present on campus Improved student safety Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Require all staff to wear district issued badge when on school district property to support security team's ability to monitor outside access to campuses. Strategy's Expected Result/Impact: Focused attention to visitors on campus Student awareness of campus staff members Increased response time for security Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership District Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Staff or students allowing access to an individual through a secondary door in a school building will be reprimanded and/or disciplined using district Student Code of Conduct or the District Employee Handbook Strategy's Expected Result/Impact: Reduce access to campus to unauthorized visitors Increase in safety at each campus Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership Campus security officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Implement standardized greeting, interview and check-in process for all visitors Strategy's Expected Result/Impact: Focused attention on visitors Improved student safety Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Implement a process for checking in visitors for special events Strategy's Expected Result/Impact: Focused attention on visitors Improved student safety Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June





Strategy 11 Details	Reviews			
Strategy 11: District wide practice of closing doors during periods of instruction will be implemented and enforced. Strategy's Expected Result/Impact: Increased safety by restricting access to classrooms Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Conduct an audit of security camera functions and capabilities and make improvements where needed. Strategy's Expected Result/Impact: Increase safety of students and staff Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Implement a standard practice of all visitors being escorted by a staff member while on campus Strategy's Expected Result/Impact: Increase safety of students and staff Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: All administrators will be trained in FEMA Incident Command System Strategy's Expected Result/Impact: In case of a disaster or emergency, administrators will be familiar with the procedures of first responders Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Improve fencing and gates around play areas Strategy's Expected Result/Impact: Increase safety Limit entrance of outside visitors coming into student areas Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Evaluate traffic flow for pickup and drop off times Strategy's Expected Result/Impact: Increase safety Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Evaluate and improve the public address system and radio capabilities on all campuses Strategy's Expected Result/Impact: Increase safety and communication on campuses Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: WISD district counseling program will support students and families through Responsive Services and will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.

Performance Objective 3: The district's yearly attendance rate will increase to 96.8% by June 2022.

Evaluation Data Sources: Attendance Reports, PEIMS Final Submission Dropout Rates, Discipline Referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Following state legislative requirements for truancy, students and parents will be notified according to the WISD Attendance Guidelines once tardies or absences have exceeded recommended amount. Parents will receive contact throughout the process.</p> <p>Strategy's Expected Result/Impact: Reduction in unexcused absences in Skyward reporting Increase in daily attendance rate</p> <p>Staff Responsible for Monitoring: Director of Campus and Student Services, Principals Assistant Principals Campus PEIMS Clerks</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop methods to address principal plan implementation for elementary students not meeting required attendance with campus administration.</p> <p>Strategy's Expected Result/Impact: Fully implemented principal plans with follow-up checkpoints each grading period to ensure that appropriate steps are being taken to maximize student attendance. Reduction in students not meeting attendance requirements.</p> <p>Staff Responsible for Monitoring: Director of Campus and Student Services Assistant Principal Attendance Clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus staff will contact families when students are absent for an extended period of time or when attendance becomes frequent to address family needs and create a plan for student to return to school. Documentation of contact will be kept on campus for possible reference in the event of review by the campus attendance committee.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Director of Campus and Student Services Assistant principal Attendance clerk Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize market proven practices to reduce germs in facilities during seasons of sickness. Strategy's Expected Result/Impact: Increase in attendance rate Staff Responsible for Monitoring: Director of Facilities and Operations Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Parents will be contacted if a student's attendance drops below 95% with a warning letter and phone contact. Strategy's Expected Result/Impact: Increase in daily attendance rate Staff Responsible for Monitoring: Assistant Principals Attendance Clerks Director of Campus and Student Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: WISD district counseling program will support students and families through Responsive Services and will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.

Performance Objective 4: The district will decrease African American DAEP placements to 22.9% June 2023.

Targets: 2021 - 28.8%, 2022 - 25.9%, 2023 - 22.9%

Evaluation Data Sources: District 2019-20 PEIMS data, Campus discipline reports, DVM Discipline Report 2018-19, 2019-20

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor discipline data by ethnicity, socioeconomic status and campus placements for the 2021-22 school year with monthly reports. Share these reports with district and campus administrators and address trends with assistant principals during scheduled assistant principal trainings throughout the school year.</p> <p>Strategy's Expected Result/Impact: Decrease in discretionary placements each quarter Increase in student performance</p> <p>Staff Responsible for Monitoring: Director of Student and Campus Services Campus Principals Campus Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Make decisions regarding appropriate consequences for discipline offenses based on all mitigating factors and using the best method proven to remediate the student's behavior.</p> <p>Strategy's Expected Result/Impact: Continue to see a decrease number of students being placed at DAEP.</p> <p>Staff Responsible for Monitoring: Director of Campus and Student Services</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure coding for discipline offenses and actions are charted according to Chapter 37 through training of staff entering discipline coding. (CS)</p> <p>Strategy's Expected Result/Impact: Decrease in coding errors impacting discipline coding by reviewing discipline monthly and relaying findings to assistant principals/office staff responsible for inputting discipline data.</p> <p>Staff Responsible for Monitoring: Director of Campus and Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors will be available throughout the campus to provide classroom guidance, small groups, individual one on one counseling for students to encourage positive behaviors and to provide support in a proactive manner.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline issues resulting in office referrals Improved relationships between counselors and all students</p> <p>Staff Responsible for Monitoring: Director of Educational Support and Counseling Principal Lead Counselor Campus Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: WISD district counseling program will support students and families through Responsive Services and will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.

Performance Objective 5: The district will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Evaluation Data Sources: District Surveys from Students/Parents/Staff/Community, Maintenance Requests





Strategy 1 Details	Reviews			
<p>Strategy 1: Create equitable, attractive and sustainable facility plan for each existing and future campus to accommodate growth and foster pride.</p> <p>Strategy's Expected Result/Impact: 2020 Demographic Report Long Range Plan Report PEIMS Data Staffing Guidelines Maintenance plan/schedule Playground accessibility</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Chief Financial Officer Director of Facilities and Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze need for additional space for growing transportation department and make plans to accommodate.</p> <p>Strategy's Expected Result/Impact: Fully staffed fleet of bus drivers to support student transportation needs in district. Routes optimized for efficiency of the fleet.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer, Director of Facilities and Operations, Director of Transportation</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain district Energy Management plan and evaluate staff needed to reduce energy costs.</p> <p>Strategy's Expected Result/Impact: Monthly Energy Usage Report will decrease for facilities year over year. Savings will result in more available capital for other needs.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Facilities and Operations</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Improve responsiveness to campus facility needs through School Dude reporting system refresh and targeted usage. Strategy's Expected Result/Impact: Reduction in time to respond to facility maintenance requests Staff Responsible for Monitoring: Director of Facilities and Operations	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional learning that translates to student engagement and success.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified by June 2022.

Evaluation Data Sources: Reduction in employee turnover, Staff responses on WISD Climate and Culture survey

Strategy 1 Details	Reviews			
Strategy 1: Ensure highly qualified teachers are equitably placed across all campuses Strategy's Expected Result/Impact: Improved student performance across campuses Staff Responsible for Monitoring: Chief Human Resource Officer Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2 : Recruit and hire teachers that have in-field certification requirements for Every Student Succeeds Act (ESSA) for all courses. Strategy's Expected Result/Impact: Ensure compliance of teacher credentials to meet Texas Education Agency standards with an intent to increase student mastery of standards. Staff Responsible for Monitoring: Chief Human Resource Officer Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recruit applicants that are representative of the population of student demographics. Strategy's Expected Result/Impact: Target staff demographics by campus and seek alignment with the student population. Staff Responsible for Monitoring: Chief Human Resource Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional learning that translates to student engagement and success.

Performance Objective 2: The district will provide ongoing, relevant professional learning that translates to student engagement and success

Evaluation Data Sources: Attendance at Professional Learning sessions recorded in Eduphoria

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will send selected AP teachers to the advanced placement summer institute, a minimum of every three years. Pre AP teachers will attend the Pre AP College Board Summer Institute.</p> <p>Strategy's Expected Result/Impact: Pre AP and AP teachers will be highly trained</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Executive Director of Curriculum and Instruction Director of Advanced Academics and STEAM Education Secondary Advanced Academics Coordinator Principals</p> <p>Funding Sources: AP Summer Institute - Title II (255) - \$19,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will provide on-going, relevant professional learning to build instructional capacity in providing differentiated instruction for all students.</p> <p>Strategy's Expected Result/Impact: District teachers will be trained in research-based best practices.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum Director of Professional Learning and Grant Acquisition Director of Advanced Academics and STEM Education Director of Educational Support and Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Professional Development Sessions - Title II (255) - \$123,257, Reading Academy Training - SCE - \$35,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Launch program will support beginning teachers with less than 2 years of experience.</p> <p>Strategy's Expected Result/Impact: Retain high quality teachers through a campus and district support system</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Professional Learning and Grant Acquisition Elementary and Secondary Content Coordinators and Mentors</p> <p>Funding Sources: GUIDE to LAUNCH - Title II (255) - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff development in Dual Language (DL) Framework for Dual Language teachers.</p> <p>Strategy's Expected Result/Impact: Increase bilingual/bi-literate populations Increase percentages of students meeting and exceeding state standards on assessments. Teachers attend BEAM - Bilingual/ESL Education Association of the Metroplex</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Bilingual Services ELAR Coordinators Bilingual Coordinators Bilingual SLAR teachers</p> <p>Funding Sources: BEAM Conference & Prof. Development - Title III (263) - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: CTE teachers will receive training in providing advanced supports - including accommodations and modifying content.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in all areas for students receiving special education services and will enable the students to access the general curriculum standards in the general education setting without another adult in the classroom.</p> <p>Staff Responsible for Monitoring: Director of CTE Director of Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional learning for teachers and paraprofessionals in the development and implementation of instructional accommodations and modifications.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on local and state assessments Student mastery of individual education plan goals based on in-class supports. Intentional decision making increases LRE outcomes</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Special Populations Campus Principals Director of Professional Learning and Grant Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Design and provide high quality professional learning that meets the varied needs of adult learners aligned to district initiatives and goals. The district will provide an online professional learning platform to host courses and an online platform for video coaching including a video library of best practices.</p> <p>Strategy's Expected Result/Impact: Differentiated professional learning. Build teacher instructional capacity with research based best practices</p> <p>Staff Responsible for Monitoring: Director of Professional Learning and Grant Acquisition Executive Director of Curriculum & Instruction</p> <p>Funding Sources: - Title II (255) - \$45,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The district will provide professional learning on the implementation and sustainability of high quality professional learning communities.</p> <p>Strategy's Expected Result/Impact: Build leadership capacity on campuses resulting in student achievement.</p> <p>Staff Responsible for Monitoring: Director of Professional Learning and Grant Acquisition Executive Director of Curriculum & Instruction Principals Asst. Supt. Elementary Learning Asst. Supt. Secondary Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional learning that translates to student engagement and success.

Performance Objective 3: Increase the percentage of ESL certified teachers with a goal of 100% being certified by June 2023.

Evaluation Data Sources: Human Resources certification records and ESL student enrollment data.





Strategy 1 Details	Reviews			
<p>Strategy 1: Promote ESL certification training provided by regional/state personnel and provide reimbursement for ESL certification testing and certification fees.</p> <p>Strategy's Expected Result/Impact: Increased percentage of teachers becoming ESL certified</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL</p> <p>Funding Sources: Reimbursement of testing and certification fees - Title II (255) - \$2,092</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: Continuous improvement of the end-user experience.

Evaluation Data Sources: Performance Reports, KPIs from Help Desk data, End-user feedback through survey tools





Strategy 1 Details	Reviews			
<p>Strategy 1: Obtain complete observability from the end-user device through to the application layer and the underlying infrastructure.</p> <ul style="list-style-type: none"> * Annual improvement process of expanding existing monitoring notification. * Implementation of a new application monitoring system. * Build additional processes for change control and incident reporting. <p>Strategy's Expected Result/Impact: The ability to diagnose and respond to service impacting issues. Improved end user experience with proactive service focus. Reduced work load on Technology department</p> <p>Staff Responsible for Monitoring: Director of Technology Technology Department Staff Instructional Technology Coordinator Digital Learning Coordinator Director of Assessment and Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continuous improvement of technology department processes and services.</p> <ul style="list-style-type: none"> * Formalize and solidify Focus and Alignment process. * Evaluation and Accountability for WISD Technology Department. * IT Infrastructure and Student Data Security Improvements. <p>Strategy's Expected Result/Impact: Improved technology service focused on areas of need.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Technology Director Technology Department Instructional Technology Coordinators EMAT Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop district refresh cycle while utilizing Erate to purchase technology hardware, software and infrastructure.</p> <ul style="list-style-type: none"> * Expand and clarify district vs. campus expense. * Continuous improvement of cycles for technology equipment. * Continued use of Erate and other federal funding. <p>Strategy's Expected Result/Impact: Stabilize capital and operational expenditures. Improve end user experience.</p> <p>Staff Responsible for Monitoring: Technology Director Technology Department Instructional Technology Coordinator Digital Learning Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 2: Improve student engagement and teacher/student collaboration through improved accessibility to technology.





Evaluation Data Sources: Campus Device Feedback, ClassLink Analytics reports, T-TESS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Universal Access</p> <ul style="list-style-type: none"> * Deploy ECF devices district-wide. * Implement POCs for proper device placement in environments. * Deploy classroom management software. <p>Strategy's Expected Result/Impact: Improved student accessibility to technology. Expanded capability for teachers to integrate technology into instruction.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Technology Technology Department Instructional Technology Coordinator Campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase access to mobile devices for teachers and classroom support staff.</p> <p>Strategy's Expected Result/Impact: Increased mobility in the classroom. Improved work/home environment for instruction</p> <p>Staff Responsible for Monitoring: Digital Learning Coordinator Director of Technology Technology Department Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning opportunities for teachers on district adopted programs and software that encourage the use of the 4 C's in the classroom.</p> <ul style="list-style-type: none"> o Offer hands-on workshops designed around increasing collaboration, critical thinking, creativity, and communication while reviewing or introducing instructional software programs. o District-wide iNation event. o Establish and implement a staff development program to improve technology proficiency for district staff. Staff will be held accountable for demonstrating technology proficiency through the use of our district appraisal system. <p>Strategy's Expected Result/Impact: Increased instruction time. Decreased technology ticket work load.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Digital Learning Coordinator Director of Technology Technology Department Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Waxahachie ISD will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 1: The district will work to provide increased internal communication so that all stakeholders are informed of district happenings.

Evaluation Data Sources: Annual Employee Survey, informal feedback.

Strategy 1 Details	Reviews			
Strategy 1: Provide communications training for campus and district leadership.. Strategy's Expected Result/Impact: Improvement in leadership effectiveness, improved communication between district, campus leadership, and staff. Staff Responsible for Monitoring: Director of Public Relations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish district-wide expectations for communications to be provided to families in both English and Spanish as needed. Strategy's Expected Result/Impact: Improvement in communication with all families. Staff Responsible for Monitoring: Director of Public Relations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training and resources for parents to use educational technology resources. Strategy's Expected Result/Impact: Parents will more easily be able to assist their children with schoolwork, whether the child is learning online or in-person. Staff Responsible for Monitoring: Director of Public Relations Digital Learning Curriculum Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: Waxahachie ISD will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Maintain a district Financial Integrity Rating System of Texas a (FIRST) rating of "pass" annually.

Evaluation Data Sources: Staff, student and parent survey feedback
 Budget reports
 TAPR report
 FIRST report

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when federal, state or local funds are used to service students or implement new programs.</p> <p>Strategy's Expected Result/Impact: Increased compliance by all staff of District Guidelines for Federal and State Funds Audit Findings will continue to show sound practices in fiscal decisions</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Legal and Student Services Assistant Superintendent of Business and Finance Executive Director of Curriculum and Instruction All Directors Grant Accountant Coordinator of Federal and State Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Transportation will be provided for foster care (if needed) according to Federal and State laws.</p> <p>Strategy's Expected Result/Impact: Transportation records Budget documents</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Director of Student and Campus Services McKinney-Vento Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training to personnel on identification of migrant students (as needed) and work with Region 10 to provide services to identified migrant students (if needed).</p> <p>Strategy's Expected Result/Impact: Training sign-in sheets Region 10 migrant form questionnaire</p> <p>Staff Responsible for Monitoring: Director of Bilingual and ESL services</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide services to homeless students according to Texas Education Agency guidelines.</p> <p>Strategy's Expected Result/Impact: Budget documents Purchase orders</p> <p>Staff Responsible for Monitoring: Director of Student and Campus Services McKinney-Vento Liaison Director of Elementary Curriculum & State & Federal Programs</p> <p>Funding Sources: Homeless services - Title I (211) - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide services according to Texas Education Agency guidelines to neglected students residing in a children's facility.</p> <p>Staff Responsible for Monitoring: Director of Student and Campus Services, McKinney-Vento Liaison Director of Educational Support and Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide federal funds to Private Non-Profits according to federal guidelines and ensure that services are received.</p> <p>Strategy's Expected Result/Impact: Budget documents Purchase orders Grant application allocation sheet</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Elementary Curriculum & State and Federal Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Educate PEIMS clerks about how PEIMS data is used for funding, accountability measures and data validation once submitted to the state.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the purpose of data Improved quality of work Reduction in errors</p> <p>Staff Responsible for Monitoring: Executive Director of PEIMS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure business department staff has access to meaningful and relevant professional development to enhance and refine skills and department efficiency.</p> <p>Strategy's Expected Result/Impact: All staff are adequately trained.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Business and Finance</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide parents the opportunity to attend parent education classes (district and campus based) by organizing and promoting.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement. Increase student achievement.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Director of Bilingual/ESL Director of Elementary Curriculum & State & Federal Programs Campus Counselors</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: Parent Involvement Activities - Title I (211) - \$10,794, ESL & Bilingual Parent Involvement Activities - Title III (263)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The Director of Elementary Curriculum State and Federal Programs will attend the ACET state conferences and Region X trainings to remain current on laws pertaining to the expenditures of state and federal monies for the benefit of student achievement.</p> <p>Strategy's Expected Result/Impact: Expenditures will be in compliance with district, state and federal regulations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Business and Finance Executive Director of Curriculum and Instruction Director of Elementary Curriculum and State and Federal Programs</p> <p>Funding Sources: - Travel - \$371.20, - Travel - \$375</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Jennifer	Intervention Teacher	Title I - Dunaway	1.0
Amy Gallas	Intervention Teacher	Title 1 - Finley JH	1
Amy Reeves	Intervention Teacher	Title 1 - Clift	1.
Elizabeth McCullough	Math Intervention Teacher	Title 1 - Howard JH	1.
Halee Tucker	Instructional Coach	Title 1 - Marvin	.5
Janea Guerra	Instructional Aide	Title 1- Dunaway	1.
Joyce Hawkins	Instructional Coach	Clift - Title I	.5
Katie Tolleson	Intervention Teacher	Title 1 - WHS	1.
Lyndsey Oliver	Instructional Aide	Title 1 - Northside	1.
Monica Scoggins	Math Intervention Teacher(retired)	WHS - Title I	.5
Shamilia Coleman	Instructional Aide	Title 1 - Wedgeworth	1.
Shanna Thrash	Instructional Coach	Northside - Title I	.5
Sonia Champion	Instructional Coach	Title 1 - Dunaway	.5
Stacie Hamilton	Instructional Aide	Title 1 - Marvin	1.
Stephanie Mace	Intervention Aide	Wedgeworth - Title I	1.0
Tabitha Russell	Intervention Teacher	Title 1 - Coleman JH	1

District Education Improvement Committee 21-22

Committee Role	Name	Position
Classroom Teacher	Rosa Robles	Turner
Classroom Teacher	Gina Kosa	Turner
Non-classroom Professional	Monica Chilton	Clift
Classroom Teacher	Clarissa Hanson	Clift
Classroom Teacher	Rebecca Bartolo	Dunaway
Classroom Teacher	Leeon Juarez	Dunaway
Classroom Teacher	Meaghan Reynolds	Felty
Classroom Teacher	Melissa Harwell	Felty
Classroom Teacher	Tracy Pitts	Marvin
Classroom Teacher	Leslie Moon	Marvin
Classroom Teacher	Heather Landry	Northside
Classroom Teacher	Melanie Anderson	Northside
Classroom Teacher	Paige Brown	Shackelford
Classroom Teacher	Stacey Burley	Shackelford
Non-classroom Professional	Amy Eckert	Simpson
Classroom Teacher	Jennifer Gonzalez	Simpson
Non-classroom Professional	Kelsey Gourd	Wedgeworth
Classroom Teacher	Morgan Smith	Wedgeworth
Classroom Teacher	Aimee Cooper	Wilemon
Classroom Teacher	Kris Garrison	Wilemon
Classroom Teacher	Tabitha Russell	Coleman
Classroom Teacher	Valerie Fell	Coleman
Classroom Teacher	Chris Thompson	Finley
Classroom Teacher	Deke Jones	Finley
Classroom Teacher	Michelle Aguilar	Howard
Classroom Teacher	Jacquey Taylor	Choice
Classroom Teacher	Jennifer Mudd	Choice
Classroom Teacher	Dian Tuohy	Global

Committee Role	Name	Position
Classroom Teacher	William Denny	Global
Classroom Teacher	Paula Myers	WHS
Classroom Teacher	Joshua Perry	WHS
Administrator	Tonya Harris	WHS
Administrator	Rusty East	Coleman
Administrator	Darla Wilson	Simpson
Administrator	Karin Polk	Marvin
District-level Professional	Lisa Mott	Administration
District-level Professional	Kam Bridgers	Child Nutrition
District-level Professional	Ashley Treat	CTE
Parent	Alex Zurfas	
Business Representative	Jimmy Poarch	
School Board Member	Melissa Starnater	
Community Representative	Judith Schuster	
Classroom Teacher	Melissa Ribinskas	Howard
Community Representative	Billie Wallace	

District Funding Summary

Travel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	10			\$371.20
6	1	10			\$375.00
Sub-Total					\$746.20
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Intervention teachers and aides salaries		\$843,962.00
1	1	15	Materials and tutors for STAAR intervention		\$58,838.00
6	1	4	Homeless services		\$2,000.00
6	1	9	Parent Involvement Activities		\$10,794.00
Sub-Total					\$915,594.00
Title II (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	NISE trainings, STEM materials and training		\$67,375.00
1	1	19	LLI, and other literacy resources		\$12,634.00
1	1	20	CAST Science Conference		\$4,689.00
1	1	21	Lead4Ward		\$7,000.00
1	1	22	Professional Learning License-Defined Learning		\$4,000.00
1	4	1			\$7,868.00
1	4	2	DBQ Online Access		\$5,625.00
3	2	1	AP Summer Institute		\$19,800.00
3	2	2	Professional Development Sessions		\$123,257.00
3	2	3	GUIDE to LAUNCH		\$22,000.00
3	2	7			\$45,000.00
3	3	1	Reimbursement of testing and certification fees		\$2,092.00
Sub-Total					\$321,340.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Ellevation Strategies		\$11,220.00
1	1	16	Bilingual aide salaries		\$34,206.00
3	2	4	BEAM Conference & Prof. Development		\$3,500.00
6	1	9	ESL & Bilingual Parent Involvement Activities		\$0.00
Sub-Total					\$48,926.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Reading Interventionist Salaries		\$390,000.00
3	2	2	Reading Academy Training		\$35,200.00
Sub-Total					\$425,200.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	10	On Data Suite		\$2,000.00
2	1	5	Professional Services (Grant Halliburton Foundation)		\$300.00
2	1	7	TIP411		\$3,200.00
2	1	15	Kelso's choices, PK-5 conflict resolution materials		\$1,914.00
2	1	16	Parent resource		\$2,000.00
Sub-Total					\$9,414.00
Grand Total					\$1,721,220.20

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Waxahachie ISD
Region: Region 10

Priority for Service (PFS) Action Plan

Filled Out By: Jesús Navarrete
Date: August 2020 – August 2021

School Year: 2020 - 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <p>To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p> <p>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.</p>	<p>Objective(s):</p> <p>To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the Priority for Service (PFS) Student Progress Review forms. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided in the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)
--	--

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 1 – August 31 of the program year.	NGS Specialist	PFS Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of each academic school year.	District Migrant Education Program (MEP) Contact Regional ESC MEP Staff	Completed PFS Action Plan Quarterly Priority for Service (PFS) Student Progress Review forms
Additional Activities			
•			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Quarterly or at the end of each grading term	District Staff	PAC Meeting documentation, phone and emails, home visit logs
<ul style="list-style-type: none"> During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			
•			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
Additional Activities			
<ul style="list-style-type: none"> 			

Lynda Solis
LEA Signature

9/24/2020
Date Completed

ESC Signature

Date Received