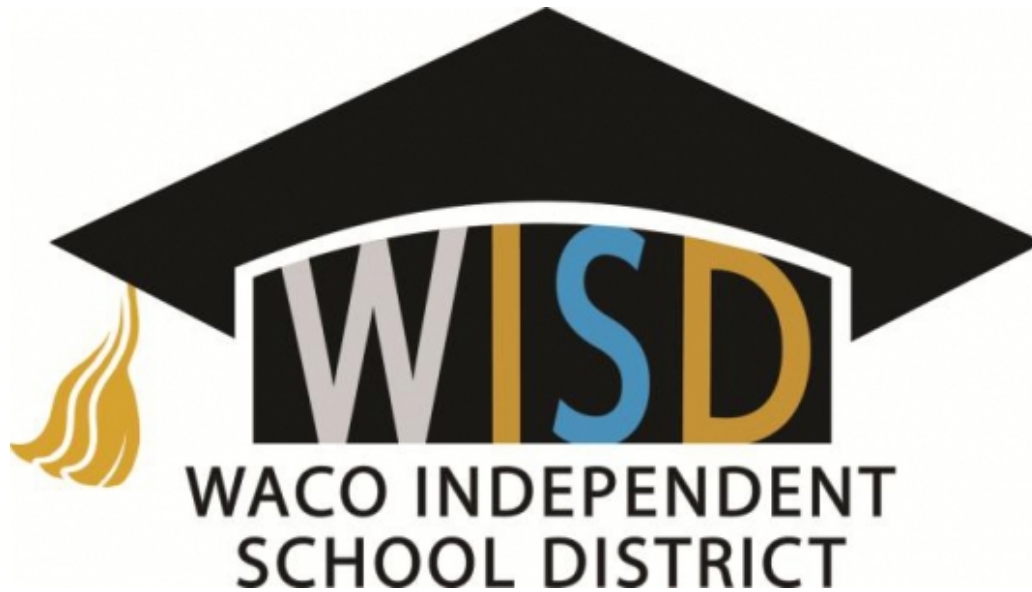# Waco Independent School District

District Improvement Plan

2023-2024

Mission Statement

The mission of Waco ISD is to provide an educational foundation that empowers and values all.

Vision

The vision of Waco ISD is to grow students and staff to create a better future for all.

Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco ISD serves the community of Waco, Texas, in McLennan County. Waco ISD has 24 campuses including 15 elementary schools, 3 middle schools, 2 comprehensive 5A high schools, 1 credit recovery high school, 1 disciplinary alternative school, and 2 CTE based academy programs (Greater Waco Advanced Health Care Academy, Greater Waco Advanced Manufacturing Academy). Additionally, there is a P-TECH program focused on an education program called the Future Educators Academy. Two elementary schools are magnet schools and one middle school has a district GT program option. Three elementary schools and one middle school are a part of an in-district charter system known as Transformation Waco.

As of the fall 2022 snapshot, Waco ISD has a total of 13,824 students enrolled. This represents a drop in enrollment of 262 students from the prior year. The distribution of demographics groups and grade levels remained within less than 1% from the prior year. Based on state and district data, student demographics are as follow:

Ethnicity (2022 Fall PEIMS)	Count	Percent
American Indian/ Alaskan Native	21	0.15
Asian	38	0.27
Black/ African American	3,826	27.7
Hispanic	8,438	61
Native Hawaiian - Pacific Islander	4	0.03
White	1,160	8.4
Two or More Races	337	2.44
Gender		

Ethnicity (2022 Fall PEIMS)	Count	Percent
Male	7,102	51.4
Female	6,722	48.6

School Population (2022 PEIMS)	Count	Percent
Early Education Grade	44	0.32
Pre-Kindergarten Grade	811	5.9
Kindergarten	1,005	7.3
1st Grade	1,071	7.8
2nd Grade	1,078	7.8
3rd Grade	1,071	7.8
4th Grade	1,018	7.4
5th Grade	1,035	7.5
6th Grade	951	6.9
7th Grade	945	6.8
8th Grade	943	6.8
9th Grade	1,350	9.8
10th Grade	964	7
11th Grade	813	5.9
12th Grade	725	5.2

Participation in Special Programs (Based on PEIMS 2022 Snapshot) include:

Special Program Participation	Count	Percent
Special Education	1,840	13.3
Gifted and Talented	1,409	10.2
Students in the Bilingual Program	916	6.6
Students in the ESL Program	2,039	14.8
English Language Learners	3,235	23.4
Free/Reduced Meals/Economically Disadvantaged	12,395	89.7
At-Risk	10,521	76.1
Section 504	1,084	7.8

Despite a drop in overall enrollment, a 2% increase was seen in Special Education and Emergent Bilingual. There was a 1% gain in GT participation. These increases are due to focused work on identifying and coding students in these areas.

CTE Enrollment Type	Count	Percent of CTE	Count	Percent of CTE
Participant	1,988	42.1	1,380	30.2
Explorer	1,531	32.4	1,696	37.1
Concentrator	938	19.9	1,165	25.5
Completer	412	8.7	492	10.8

CTE Enrollment Type	Count	Percent of CTE	Count	Percent of CTE
TOTAL CTE Enrollment	4,725		4,570	

CTE program enrollment has changed and is now based upon how many courses and the types of courses taken. Waco ISD has seen an increase in the percent of students who have taken 3 or more courses which include high level courses with industry based certifications connected to them. The decrease in student CTE enrollment was seen in grade 8 due to a change in courses taken.

For the district, the annual dropout rate for 9-12 graders has been above the state average. This has caused a continued focus on the needs of high school students, offerings and opportunities as well and campus procedures. For the 2022 annual dropout rate, Waco ISD saw a decrease in the percent of dropouts from 4.7% to 3.1%. Simultaneously, the district's graduation rate has remained stable from 85% to 84.7%. This stability can be seen in the individual campus graduation rates. For the class of 2022, Waco HS has 83.6% and University HS has an 88.7% graduation rate. District graduation rates for Special Education remained at 80% and for Homeless students there was an increase of 5%.

Year	Waco ISD annual dropout rate	Change	State annual dropout rate	Change
2017-18	5.4%	-0.5%	1.9%	0%
2018-19	3.8%	-1.6%	1.4%	-0.5%
2019-20	2.5%	-1.3%	1.2%	-0.2%
2020-21	4.7%	+2.2%	1.8%	+0.6%
2021-22	3.1%	-1.6%	Not available yet	

Brazos HS has a state graduation rate of 97%. This drastic increase from 58.5% is in part to the new accountability system which allots bonus points for the graduation of students who were previously dropouts. These students would be in cohorts earlier than 2019. The federal calculation is at 52% for the 4-year rate and 34.5% for the 6-year rate which looks to have them labeled as Comprehensive for school improvement for the 4th year.

The percentage of students who qualify for free or reduced-priced meals in Waco ISD in 2022-2023 was 89.66%, which continues to be higher than the state average of approximately 60%. This was the fifth year that there was not a significant increase for Waco ISD.

The teacher turnover rate for 2021-2022 was 23.3% which is an increase of 5% and 5% above the state's rate. The state's rate increased by 3% from 2020-2021 to 2021-2022.

Attendance rates for the 2021-2022 school year increased from 87.5% to an estimated 90.77% Every campus, with the exception of Wiley, saw increases in attendance. The largest attendance issues were seen at secondary campuses, which impacts credit accrual rates. The implementation of a night school program at University HS and Waco HS created an option for students whose attendance was an issue for varying reasons. This program uses a different TEA approved method of calculating attendance and funding. This program saw an average of 45-50 students at each campus throughout the year. Both campuses will begin their third year in this program.

CAMPUS	2023	2022	Difference
Elementary			
Alta Vista Elementary	93.97	92.68	1.29
Bells Hill Elementary	94.14	92.53	1.61
Brook Avenue Elementary	93.57	93.29	0.28
Cedar Ridge Elementary	92.52	92.04	0.48
Crestview Elementary	91.92	90.92	1
Dean Highland Elementary	93.04	92.09	0.95
Hillcrest PDS	95.3	93.63	1.67
J H Hines Elementary	91.95	89.12	2.83
Kendrick Elementary	93.86	92.81	1.05
Lake Air Montessori	95.27	93.37	1.9
Mountainview Elementary	93.83	92.16	1.67
Parkdale Elementary	93.63	92.03	1.6
Provident Heights Elementary	93.91	92.15	1.76
South Waco Elementary	92.26	90.52	1.74
West Avenue Elementary	93.73	91.69	2.04

CAMPUS	2023	2022	Difference
Middle School			
Cesar Chavez Middle	91.02	87.94	3.08
G W Carver Middle	86	84.28	1.72
Indian Spring Middle	89.2	88.24	0.96
Tennyson Middle	92.29	89.61	2.68
High School			
University High	87.95	82.71	5.24
Waco High	84.66	81.92	2.74
Specialty			
Brazos High Credit Recovery	67.6	61.25	6.35
Wiley Opportunity Center	75.16	77.86	-2.7
McLennan County Challenge	79.89	78.85	1.04
District Totals	90.77	88.33	2.44

The number of disciplinary incidents has fluctuated over the last few years. For 2021-2022, there were 8,506 students reported with at least one incident. For 2022-2023 this was down to 8,211 students. In comparing the number of incidents, for 2022-2023 there were 11,104 incidents which is a decrease from 11,575 in 2021-2022. There continues to be a disproportionate number of students in certain groups for incidents and DAEP placements. For example, students who are African American are 28% of the school population but are 66% of DAEP placements. Hispanic students are 66% of the overall population but they are 40% of DAEP placements.

For this last year, incident reports were 20.4% of the student overall population. Of the 2,886 students for the 2021-2022 school year, approximately 2,000 were from grades 6-12, 48% are African American and 45% are Hispanic and 6% are White. This reflects a disproportionality for African American students, as they are only 28% of the student enrollment. Another disproportionality exists within gender, 62% of the students were male.

Demographics Strengths

An important strength in Waco ISD's demographics is the stability in the ethnicity, economic disadvantaged and gender makeup. This stability allows us to see the increases in program participation clearly and not influenced by the overall composition of the district. While schools may see mobility at the campus level, the district overall has had a consistent demographic makeup. Special education saw an increase of 2.2% in student participation. Students in the Bilingual program

overall increased by 2.2% and the percent in ESL programs increased by 1.8%. For Emergent Bilingual students, the stability in enrollment reflects a strength because it can help build long-term systems. There is now stability in the data for At-Risk students with a decrease of less than 1%. At-Risk supports can help decrease mitigating factors that contribute to a student being At-Risk such as grades, retention and test scores. Stronger systems for identification have helped campuses meet the needs of students more accurately. Waco ISD's class of 2021 At-Risk students had a graduation rate of 62.6%, which was greater than the state rate of 43.4%. For the class of 2022, this is at 79.6%.

Participation in CTE programs has always been a strength for Waco ISD. This was seen when CCMR included CTE course completions as a measure of career readiness. In 2020-2021, a rate of 77.7% of graduates leaving with a coherent sequence completed, Waco ISD was far ahead of the state rate of 58.5%. With the change of definition of Completers, Waco ISD still continues to be above the state's measure of 27.6% with 51.9%. With the recent changes in rules for CTE and Industry Based Certifications, the alignment of coursework and tests ensured no negative effect from the change in CCMR criteria.

Another emerging trend is that the dropout rate is decreasing, attendance is increasing while at the same time graduation and CCMR rates are increasing. This means that the district is keeping more students engaged and helping them achieve their diploma with maximum opportunities.

Student Learning

Student Learning Summary

Progress on achievement measures was reviewed across a number of domains for all student groups and examining a number of assessment types including, but not limited to STAAR, district assessments, PSAT, SAT, ACT, etc. Graduation rate and College, Career and Military Readiness (CCMR) data was also reviewed. A summary of findings is below.

Accountability

In late September 2023, Waco ISD will be evaluated for accountability for the first time using an updated A-F state system. The district was rated as a C (79) in 2021. This rating will not be comparable to the one that will be assigned for the 2022-23 school year since TEA has redesigned the tests and changed its methodologies for calculating data in system domains.

Accountability Ratings pending

STAAR Achievement

In 2023, there were various changes to the STAAR exams including Performance Level expectations and the format of the exams, which now include 37 or more questions of varying types including constructed responses. The test was also administered 100% online for the first time. Even with these changes, Waco ISD had an increase or maintained student achievement levels.

RLA Exam	Approaches 2022	Approaches 2023	Difference
3rd	53%	54%	+1
4th	63%	58%	-5
5th	66%	67%	+1
6th	49%	54%	+5
7th	60%	57%	-3
8th	72%	69%	-3

RLA Exam	Approaches 2022	Approaches 2023	Difference
Eng I	39%	54%	+15
Eng II	54%	58%	+4

Math Exam	Approaches 2022	Approaches 2023	Difference
3rd	42%	48%	+6
4th	45%	40%	-5
5th	60%	61%	+1
6th	52%	54%	+2
7th	37%	42%	+5
8th	49%	53%	+4
Algebra I	65%	70%	+5

Growth and Goal Setting

In the 2022 accountability system, "growth" was defined as an increase in scale score. Waco ISD saw growth for 74% of all students grades 4-English 2 for Reading and 65% of students grew in Math. In the new system, the proposal is to have students move up Performance Levels to show growth. With this new methodology, the district will see 50% of students grow in Math and 51% in RLA.

	# of tests	# of students who made "growth"	% of students making growth by Level increase	% of students who went from failing on 2023 STAAR to passing 2023	% of students who maintained PL from 2022 to 2023
MATH					
4th	745	294	39%	6%	15%
5th	782	514	66%	23%	14%
6th	606	207	34%	7%	17%
7th	603	212	35%	5%	15%
8th	509	331	65%	29%	10%
Algebra	454	307	68%	24%	16%
ALL MATH	3699	1865	50%	15%	14%
4th grade Reading	747	278	37%	11%	15%
5th	782	436	56%	11%	12%
6th	374	111	30%	4%	7%
7th	356	199	56%	13%	13%
8th	317	169	53%	10%	11%
Eng I	811	417	51%	3%	12%
Eng II	941	596	63%	22%	11%
ALL RLA	4328	2206	51%	11%	12%

Overall the performance of the middle school and elementary in the area of growth (relative to STAAR) was what helped the campuses to increase their performance. This growth was systematically tracked and instructional supports were implemented to help students at every level. These supports included:

- the use of Action Coaching with campus instructional leaders
- the use of the Data Driven Instruction process with instructional leaders
- the implementation of SIT teachers at all campuses for math and reading with consistent measures of data to be able to compare and track
- the use of Reading Recovery at some campuses
- the implementation of a dual language pilot project at one elementary campus
- the Opportunity Culture program at campuses
- the bolstering of teacher leaders and instructional specialist knowledge in curriculum coaching
- the use of universal screeners [CIRCLE, TxKEA, Renaissance 360, Reading Plus, etc.] and the STAAR interim assessments to be able to have steady

measures on student progress especially for highly mobile students

Use of the screener data and other measures need more continued focus in the secondary level in RLA and Math. They currently use TCA and classroom data for PLC work. Inconsistent participation and teacher indifference to Renaissance, Reading Plus and STAAR interim assessments affected the overall performance of the high school campuses.

Other High School Measures

Over the past two years, high school measures have had varying results. The graduation rate has increased for University HS and Waco HS. Brazos HS has lagged behind in traditional measures, but the new methodology for accountability gives them credit for students if they are: graduates, recovered dropouts who graduate and continuers (students who enroll the next year). With the continued growth in graduation for the class of 2022, all three campuses experienced increases in the amounts of students who were scored as Career, College and Military Ready (CCMR).

	4 year federal rate (2022) - Domain 3		4 year state rate (2022) - Domain 1 option		5 year (2021) - Domain 1 option	6 year (2020) - Domain 1 option	
	Number of students in cohort	Graduation Rate %	Number of students in cohort	Graduation Rate %	Graduation Rate %	Graduation Rate %	Annual Dropout Rate (21-22)
Waco ISD	996	79.5	913	84.7	88.1%	88.8%	3.1 (-1.6%)
Waco HS	478	81.4	463	83.6	90.4%	89.7%	3.3 (-1.5%)
University HS	388	86.6	379	88.7	94.4%	94%	2.7(-0.8%)

	4 year federal rate (2022) - Domain 3		4 year state rate (2022) - Domain 1 option		5 year (2021) - Domain 1 option	6 year (2020) - Domain 1 option	
Brazos HS	127	52	68	100 (this is combination of all students regardless of cohort that graduated or remained enrolled)	100 (this is combination of all students regardless of cohort that graduated or remained enrolled)	78.3 (this is combination of all students regardless of cohort that graduated or remained enrolled)	17.6 (16%)

In reviewing the data on Brazos High School from the time it was renamed from STARS HS, there is a trend of declining enrollment and STAAR testing performance over the past 6 school years. Simultaneously, there has been a trend overall of staffing increases. In the new accountability, BHS will be reviewed on their rate of retesters passing as a form of growth. This is projected to be 34% of retesters.

Enrollment		Staff	Attendance	STAAR	Participation	Pass Rate Eng 1 and 2	Pass Rate Math
2012-13	137	10.4	71.1	2012-13	95	56	26
2013-14	142	10.5	70	2013-14	94	33	52
2014-15	179	9	55.4	2014-15	77	30	32
2015-16	234	11.7	59	2015-16	66	18	18
2016-17	184	15.6	68.4	2016-17	66	31	43
2017-18	200	23.7	70.6	2017-18	76	60	69
2018-19	176	22.3	72.4	2018-19	73	21	61
2019-20	173	24.7	79.9	2019-20	N/A	N/A	N/A
2020-21	152	18.5	44.5	2020-21	56	42	14

Enrollment		Staff	Attendance	STAAR	Participation	Pass Rate Eng 1 and 2	Pass Rate Math
2021-22	105	19.6	67.6	2021-22	95	32	40
2022-23	86	21		2022-23 (Projection)	95+	13	17

The 4-year federal graduation rate is an indicator that has Brazos HS receiving the status of "Comprehensive" for federal accountability. With a 4 year rate of 52%, this will be the 4th year in a row that BHS will receive this designation. This label is separate from the state ratings and accountability labels.

Accountability	Brazos High School
2012-13	Met Alt Standard
2013-14	Met Alt Standard
2014-15	Met Alt Standard
2015-16	Improvement Required
2016-17	Met Alt Standard
2017-18	Met Alt Standard
2017-18	F (Alt Standard)
2019-20	Not Rated: State of Disaster
2020-21	Not Rated: State of Disaster
2021-22	Not Rated - Score F

There is an increase in the CCMR for the 2022 graduates. A six year analysis shows that the overall increase is 12% and only 3% off of the pre-pandemic year of 2019.

CCMR Performance Over Time (State Rate Calculation - no application of Cap in 2023)						
Accountability Year	2018	2019	2020*	2021	2022	2023
# of CCMR Points	336.5	490.0	620.0	433	405	465
# Graduates	695	839	900	920	856	849
% Met CCMR	48	58	69	47	47	55

Waco ISD saw increases in the areas of: meeting TSI criteria (in both reading and math), industry based certifications, Special Education students who received an

advanced diploma. TSI criteria can be achieved via SAT, ACT or taking the College Prep course. This area increased overall by 6% and saw increases of 4% ELA on SAT and 8-9% increases in College Prep course participation. For Special Education, it has been a focus on strengthening student plans and discussions to maximize their diploma options via a growth mindset. This year, TEA analyzed the achievement of an industry based certification by shortening the list of options. This did not impact Waco ISD as the methodology of CTE is to have students take course based IBCs. The indicators of Associate Degree while in HS and IEP participation saw changes of 1%, which is a typical trend.

The indicators of Dual Credit and AP test performance saw decreases in both participation (20 less for AP and 45) and achievement. This will be a specific focus for 2023-2024 to improve student performance in these areas. Tighter criteria and a change in GPA calculations has shifted Dual Credit participation.

District Processes & Programs

District Processes & Programs Summary

During the 2022-2023 school year, the district had ten new campus leaders, with seven being new to Waco ISD. With this turnover, it was essential to continue implementing systems with fidelity across the district. Over the last school year, with district support, campus leaders continued to improve the implementation of systems to support lesson planning, MTSS, data-driven instruction, action coaching, and observation and feedback. Campus leaders were asked to consistently use data to guide their decisions and responses to student learning and teacher growth. Campuses continued to perfect the system of interventions and support to ensure students received targeted intervention at the correct level. This included using data from progress monitoring, taught curriculum assessments, interim assessments, and formative assessments to guide the decisions made for teaching and learning. With the pending changes of the STAAR Redesign by the state, it was important to ensure that district assessments supported the transition to the new testing formats. District-level assessments were updated to include new test question types. The continuous practice of analyzing student results using the data-driven instructional model allowed for data from all assessments to focus on student growth and how targeted intervention could be used to support student learning. With the help of district-level leadership, each campus set goals for student growth and implemented plans to address student learning gaps. Principals also received leadership coaching to support how they worked to grow their teachers to impact student achievement positively.

Culture and Vision

In the spring of 2020, district and campus leaders began reviewing and building a mission and vision for Waco ISD. Two themes emerged. First, there was limited institutional knowledge of the current statements. Second, there was a consensus that developing new vision and mission statements for Waco ISD would be appropriate. From this work, Waco ISD's mission was determined to be to provide an educational foundation that empowers and values all. The vision of Waco ISD is to grow students and staff to create a better future for all. District and campus leaders worked collaboratively in the fall 2020 leadership retreat to bring to life the new mission and vision by using the Design Thinking process to focus on the idea of building a culture of belonging in Waco ISD.

In the fall of 2021, Waco ISD was selected to participate in Holdsworth's leadership development program. During the first year of participation, a leadership definition was developed and communicated to all staff at back-to-school meetings with all employees. This definition includes competencies and descriptors connected to three focus areas - leading from the heart, leading for results, and leading with character.

The district has continued to focus on the refinement of the leadership definition and has made communicating a key part of messaging in both 2022-2023 and 2023-2024, reinforcing that the competencies and descriptors of the leadership definition are key to the district fulfilling its mission and vision

Leadership Development

According to the Texas Academic Performance Reports (TAPR) from 2020-2021 and 2021-2021, Waco ISD campus leaders had an average of 5-6 years of experience. For both data points, almost all of the years match the average years of experience as leaders in Waco ISD. This illustrates that many leaders are newer to the campus leadership role. This makes mentorship and support critical; therefore, continuing district-wide leadership development is a need.

Principal meetings have continued to focus on developing a culture of collaboration. A focus on creating a district leadership definition to support leadership development began in the fall of 2021 through the work with the Holdsworth Center. Ongoing leadership training in 2022-2023 focused on active listening, change management, instructional leadership, and responding to data effectively. Supporting district processes and training included Action Coaching, Data Driven Instruction, Lesson Planning, support, and training through the University of Virginia Darden School of Business. As implementation continued, support around effective systems for observation and feedback, lesson planning processes, and teacher support remained a priority. Without these essential systems, new learning would be difficult to implement. Principal PLCs and Calibration Walks continued as a method to support principals in analyzing data across systems on their campus. The Learning Walks were identified as a need to support high-quality feedback for teachers aligned around common expectations across the district. The need for this was determined after analyzing walkthrough data and the need to support new campus leaders in this area. The work around these systems should continue in 2023-2024 to carry the work forward with returning principals and implement the work with new principals and assistant principals. Nine campuses will also participate in the Effective Schools Framework (ESF) Grant work, which requires them to engage in an ESF evaluation to support the development of a Targeted Improvement Plan for each campus. This will further identify levers that may need additional support. The University of Virginia Darden School of Business and Relay Graduate School of Education will also provide support around these systems for these campuses.

In 2021-2022, the district identified the need to develop a leadership pipeline. To this end, Waco ISD applied to the Leadership Collaborative through the Holdsworth Center for Leadership Development and was selected as one of 14 districts to participate in learning centered on creating a principal pipeline. Through this work, a leadership definition was developed. The district identified that there was a need to codify the beliefs about leadership in the district. The leadership definition filled a need to define leadership competencies and descriptors, which will be used across Waco ISD to build leadership capacity for campus leaders and all systems and departments in the district. This work addressed the need for consistency and developing a common language around leadership. The leadership definition will continue to be rolled out with the Leadership Task Force's help as we align our practices to the look-fors that accompany each competency of the leadership definitions.

Quality Teaching and Learning

Waco ISD continues to focus on developing a strong Tier 1 curriculum concentrating on planning, instruction, and alignment. The district curriculum is revised using knowledge derived from STAAR data, changes to state testing, student learning data, and teacher feedback. With the change to testing formats and the accountability framework, the data from STAAR indicated that we need to focus on raising student achievement levels in STAAR Domain I. Students must also show more significant gains in growth to meet new measures in STAAR Domain II. Data from Renaissance 360, CIRCLE, TxKEA, Benchmark Assessment System, Reading Plus, district Taught Curriculum Assessments (TCA), and the TEA Interim Assessments supported curriculum revisions.

A system for building lessons began in the 2019-2020 school year but was disrupted in the spring of 2020 with COVID-19 requiring emergency measures for teaching and learning virtually in place. Throughout the 2020-2021 school year, administrators and teachers were trained and coached on developing richer lesson plans to support teacher skills and student learning improvements. This protocol will continue to be followed. Although the work with lesson planning and data-driven instruction was somewhat interrupted by the pandemic, the work continued and never stopped. This put the district in a much better place entering the 2021-2022 school year. Heading into the 2023-2024 school year, leaders were trained on PLC+ through Corwin. Implementing this system for PLCs will support teacher clarity, lesson development and response to student learning, and teachers' collective efficacy. Through this process, each campus created a team of Activators that will lead the work. This focus will help campuses focus efforts around lesson planning, alignment, reteach plans, and feedback focused on teaching and learning. Leadership coaching provided by district principal supervisors will continue to support coaching principals in developing our teachers' capacity in lesson design and delivery. The need to continue focusing on implementing data-driven instruction to effectively respond to data with fidelity will also remain a focus. Heading into the 2023-2024 school year, this district has two first-year principals and 16 new assistant principals. Because of this, there is a continued need to continue to focus in these areas. Campus leaders will need continued support and training from principal supervisors, and teachers will need ongoing support and development from campus leadership teams.

Curriculum development has been an ongoing process. For the past four years, WISD Curriculum Coordinators have been guided by the Assistant Superintendent of Curriculum and Instruction and the Executive Director for Curriculum and Professional Development to implement a specific process for building curriculum documents and resource connections. The district continues to have a turnover rate higher than the state average. Feedback indicated that teachers needed help to align resources and lesson objectives when planning. To support teachers in this area, and because 51% of our teachers have 0-5 years of experience, the need to provide more direction through our curriculum documents was identified. During curriculum revisions, required lessons for each unit were included with the accompanying aligned resources. Supplemental lessons that are optional were also identified. This direction will provide further guidance and support for lesson development and promote alignment across the district. Although additional work is needed, the district coordinators invited teachers to help revise and write curriculum documents. The development of Taught Curriculum Assessments and Exemplars continues to be a work in progress; however, these additions will fill a need to support teachers and instructional specialists with planning and will provide needed support for the new teachers in the district. This work will continue to improve curriculum, planning, instruction, and assessment processes.

Literacy continues to be a focus in Waco ISD. In 2023, 64% of students scored approaches or above on STAAR Reading, which means that 36% of students did not pass STAAR Reading. It is worth noting that the STAAR testing format changed in 2023, as did how student accountability measures. These changes had a significant impact on the perceived growth of our students. Although students showed growth according to 2022 accountability standards, the changes to accountability measures, not shared by TEA until August 2023, camouflaged student progress.

Since STAAR begins at grade 3, there is a need for stronger early literacy Tier 1 instruction. In 2019-2020, Waco ISD began implementing the HB3 required training and coaching for elementary teachers on literacy through the Reading Academies and support for ESC Region 12. District-level leadership also identified a need to strengthen measures for RTI/MTSS structures district-wide to help provide predictable structures across the district to combat student mobility. In addition, a three-year plan for literacy professional development was created to address the need to provide teachers with high-quality professional development focused on literacy. The district also identified the need for additional student intervention and teacher instructional support. Each campus continues to implement a structured system for MTSS that includes extra intervention teachers, integration of Reading Recovery across campuses, and systems to meet the requirements of HB 4545, now HB1416, across the campuses. Data from 2023 showed that students made growth in reading; however, there is a clear need to continue these systems of support and professional development and work to strengthen the instructional and intervention frameworks and resources and to monitor implementation to ensure that systems are being implemented effectively and with fidelity to support improved student achievement.

In addition to literacy, math instructional support and professional development have also been identified as instructional needs. Since math skills build upon each other year after year, when skills are missed, there are tremendous gaps in student understanding of mathematical concepts. The changes in STAAR testing format and accountability measures also apply to math. In 2023, 53% of students scored approaches or better on STAAR math assessments. This means that 47% of students in Waco ISD who took a STAAR assessment did not pass. As stated in the previous section about literacy, test difficulty, and how the new test was graded also changed. Heading into the 2023-2024 school year, a new math problem-solving curriculum is being implemented. The curriculum was revised to support these changes, and an aligned professional development system for math is being implemented. The district will also partner with ESC Region 12 to send teachers from three campuses to the newly revised Math Academies. ESC Region 12 will support the cost and compensation of teachers for this training.

The district continues to recover from the pandemic in the area of credit recovery for secondary students. The district identified a tremendous need to offer flexible systems to help students recover credits. Lack of credit acquisition affects graduation rates, dropout rates, and participation in other learning areas, such as CTE pathways. Students with a credit deficit may have to forgo taking these classes to focus on recovering their lost credits. During the 2021-2022 school year, the district implemented a Flexible School Day program on all high school campuses to help students who needed an alternative to the traditional school day to meet their needs and also to help them reach graduation. That program is continued for 2023-2024 with funding being provided through federal COVID relief grants which will expire in September 2024.

Additionally, cohort meetings continue to track students and identify the need for early intervention to prevent further loss of credits. If these systems are

implemented effectively, students will recover missing credits, which will open up more flexibility with scheduling so that students may reengage with CTE and dual credit classes and, in general, stay on track to graduate. District support and training is a continued need for counselors and campus leadership teams to increase effective monitoring and scheduling of students and cohorts. In addition, communication with parents must improve to ensure a comprehensive partnership between campuses and parents, resulting in increased student success.

Perceptions

Perceptions Summary

Typically, Waco ISD conducts annual surveys of students, parents, and staff. No survey was given in the 2022-2023 school year. However, As a part of the district's ongoing efforts to focus on equity, an equity assessment was conducted with One World Approach during the 2022-2023 school year. **The initial goals were to evaluate, identify, and address inequities throughout the district that hinder equitable outcomes for Waco ISD students and families. The One World approach incorporated the voices of the community to understand and lead changes that will positively impact the community.**

Many Waco personnel and community members identified the supportive and solid foundation the district has created in schools. The diversity of Waco ISD was hailed as a positive benefit. Many recommended leveraging that diversity to benefit the students, family, and community. In addition, a common refrain was how supportive the district leadership has been of the staff. The team also heard that the leadership understands the importance of the social and emotional states of the staff. Especially in the wake of COVID and the learning disruptions, SEL for the staff is paramount in helping students adjust to traditional schooling.

One World Consulting utilized three processes to support quality recommendations for Waco ISD: data disaggregation, focus groups and interviews, and TOT equity training.

1. Data Disaggregation: The team at One World collected various data points from Waco ISD. Data was collected over several years to include baseline data from before 2020 and the years after the learning disruption caused by COVID. This data allowed the team to understand the students' current and historical outcomes. The initial data analysis was shared with the CORE assessment team to aid their small group council meeting discussions.

2. Focus Groups and Interviews: The team at One World also conducted ten focus groups and interviews to understand the perspectives of Waco ISD community members. Waco ISD leaders, community members, and Waco ISD faculty and staff in varying capacities participated in a well-rounded and represented population for the focus groups and interviews. All participants have been anonymized throughout this report and appendices.

3. Trainer-of-Trainer (TOT) Model: Part of the equity assessment included training a CORE group of facilitators within the district. The training conducted was done using a trainer-of-trainer (TOT) model. The team at One World shared with Waco ISD all the agendas, protocols, tools, and materials used and recreated the training with the small council groups. The purpose of the TOT was twofold:(1) to support the process in the district beyond the scope of the initial contract, and (2) to support a deep understanding of equity with the small council groups to aid in better understanding and a more holistic view of the data for possible recommendations.

EQUITABLE LEARNING ENVIRONMENTS

The data show that the African American and Special Education subpopulation's STAAR passing and graduation rates are significantly below those of other students. In addition, the white subpopulation has a significantly higher dropout rate than all other students and subpopulations. The data also indicates that a low percentage of AP course enrollees are taking the AP exam. African American students are enrolling and passing AP tests at a disproportionately low rate. Economically disadvantaged students comprise 90% of the district but only 67% of testers. Waco ISD Bilingual and ESL students score lower than students around the state and our region. The retention rate is highest among high school students, and pre-kindergarten readiness testing outperformed the state. Many of the participants in the focus groups shared that the district is actively building systems to ensure the academic rigor and progress of Waco ISD students.

The small group councils identified a few areas for targeted growth opportunities. The council addressed the lack of equity in academic areas like PreAp/Ap and dual credit courses. In addition, another theme reiterated in the focus groups and small group council was the need for additional professional training related to culturally responsive, relevant, and authentic teaching and learning. Due to the district's diversity, this was coupled with other factors that could affect the learning environment, like student behavior and students' SEL needs.

• Retention in PreAP/AP courses.

• A lack of universal PK to prepare students for the school setting early.

• Student transfers to surrounding districts.

• Social/peer support for at-promise students.

• Supports and structures that equitably address classroom makeup for subpopulations including: GT, Sped, ESL, and behavior.

The small council group was dedicated to ensuring students' curriculum was rigorous, relevant, accelerated, and enriching. Recommendations included:

1. Ensure PreAP/AP teachers follow Springboard and College Board.

2. Measure recruitment and retention of students in PreAP/AP courses by race and SES to move towards parity and create a specific plan for additional support before exiting a student from PreAP/AP courses. Consider requiring and adding funding support for PreAP/AP students to take the AP exam.

3. Refine academic advising processes that eliminate entry barriers and grow AP and Dual Credit programming that serves all student subpopulations equitably. This process should include opportunities to broaden the understanding of the characteristics of gifted students regardless of their ability levels or economic background.

4. Create a mentorship pipeline between the upper and lower grades to encourage diverse student interest in academic and social programming.

5. Continue night school and add transportation to support students who may not have access to transportation.

6. Provide an ongoing strategic onboarding process for alternatively certified teachers and offer professional development training opportunities that would provide tools to address student behaviors that disrupt the learning environment.

TEACHER SUPPORT

Professional development for teachers is an important part of supporting teacher growth before they enter the classroom and during their tenure as staff. Participants identified a need for additional professional training in various areas to support the academic and social-emotional needs of students in Waco ISD. PD should be comprehensive and chosen to meet the needs of individual staff members.

The small group council identified specific growth opportunities. Discipline and professional training were addressed in the focus groups and through the data. While behavior and discipline issues are not unique to schools and classrooms, the participants believe that these factors hinder students' academic pursuits. The following areas were identified as opportunities for growth:

• Disruptive student behaviors.

• Recruiting and retaining new teaching staff

Recommendations included consideration of the following:

1. Increase opportunities for targeted professional training in trauma-informed practices, student dysregulation, and best practices for disruptive students.

2. Invest in ensuring the safety of staff and students on the various campuses to see a decrease in referrals annually by 5–10%.

3. Use funding to create a mentor program with greater support for new-to profession teachers that ties a stipend to specific objectives met.

FAMILY AND COMMUNITY INVOLVEMENT

During quantitative and qualitative investigations, the theme of increased community involvement throughout the district, especially in underserved communities, appeared frequently. Many identified diversity and community support as one of the major strengths of the district. For instance, one participant stated, "I think it's a tremendous strength. So we have a very supportive community, supportive of our school, supportive of our students and families from, at least from the work that we do. And, diversity is a, it's a plus." However, more intentional practices can further increase support and involvement to build upon that identified strength.

After looking at the data, the members of the small group council concurred that family and community involvement is an opportunity for district growth. Specifically, they identified parents and families feeling either not involved in the education process or feeling intimidated by the school or district. Some barriers identified by the focus groups that speak to the need to focus on parental and community involvement are:

• Language barriers.

• Passive relationship-building.

• Time constraints.

• Limited community presence.

The small group council members identified the same perspectives among the community. The following recommendations were made:

1. Intentionally reach out to and be a presence in underserved community areas. Plan to increase community involvement in low-participating communities by 10% each year based on local school activities or district committees.

2. Identify or utilize potential funding sources to communicate district opportunities and provide resources that encourage and support involvement in local school activities or district committees.

3. Create incentives or reduce barriers for at-promise students to participate in school-related activities.

4. Increase student participation in extracurriculars or school-based clubs/groups by 8% in each high school by the 2024/2025 school year.

5. Begin tracking participation in school-related activities to measure increase short- and long-term involvement.

6. Seek support from community organizations (e.g., churches) in underserved communities to offer programming and resources for families.

IDENTITY MYTHS

The level of devotion that each member of the CORE Assessment group has for the students, families, staff, and alumni of Waco ISD is impressive. However, there are stigmas about certain Waco schools and areas that need to be eradicated. The small groups and the focus groups identified some barriers to appreciating the unique strengths of each campus. The focus groups identified leadership as a strength of the district. This strength can be levied into a succinct message for the community about how leaders not only support staff, but they want to become an exemplary district for supporting all students and excelling those students with greater needs.

The councils identified a few areas that need specific attention to improve perceptions of the district and all its campuses:

• WISD district and campus messaging.

• Stakeholder relationships.

• Parental exposure to middle and high school campus programs before student's transition.

The focus groups also articulated the barriers, stigmas, and perceived stereotypes about certain campuses in the district. Recommendations include intentionally sharing the strengths of each of the campuses and feeder patterns within the district and to build a sense of pride and connection among district alumni. Specifically:

1. Highlight district data and celebrate areas where WISD met or outperformed regional and state comparison districts.

2. Build connection and alumni pride through publicized district and/or community events, where alumni continue to engage and inspire current students.

3. Create flagship enrichment opportunities and partnerships in under-resourced areas to recruit, retain, and accelerate learning for all.

4. Implement upper- to lower-graders mentoring program, which can set early expectations and motivation for graduation, college, career, and military opportunities.

CULTURAL REPRESENTATIONS

It will be important to ensure that each student and family can see themselves and connect to the curriculum, as well as build authentic relationships with staff that understand the culture of the community.

Participants shared a need for greater consistency of cultural representation within the district. Specifically, participants addressed how students see themselves represented in the curriculum and programming. The following areas for growth were identified:

1. Intentional focus on representing and celebrating the diversity in the district.

2. Staff diversity.

3. Lack of authentic cultural and historical references in the curriculum.

While diversity has been lauded as a strength in the district, participants still recommend that diversity is at the forefront of district decisions. The importance of mirroring that diversity with staff and through programming will help build a greater community throughout the district. Recommendations include:

1. Leverage recruiting efforts to maintain a diverse teaching population.

2. Highlight and represent Black and Hispanic/Latinx populations through programming and celebrations within campuses and the district.

3. Recruit from Historically Black Colleges and Universities (HBCU).

4. Ongoing cultural proficiency and inclusiveness training for all employees that promotes high expectations for all students.

5. Offer the African American studies course to first-year students.

SOCIAL EMOTIONAL LEARNING/TRAUMA-INFORMED CARE

Following the pandemic, there has been an increased need for social-emotional and supportive care for students, faculty, and staff. The disruption to the learning environment and the turmoil of quarantine created a need for leaders to be more attuned to the relationships in the community. SEL and relationships were mentioned as a strength in the district that can yield student benefits in the community and academically.

The small group council believes that building relationships and supporting social emotional learning can be done through academic and extracurricular activities. This growth opportunity will support other facets of the school and community, such as behavior and academics. Recommendations included:

•Mental health support for staff.

•Social and emotional instruction for students.

•Student self-regulation skills.

•Academic activities that are fun and engaging.

•Opportunities for engagement in extracurricular activities.

• Strong peer-to-peer and peer-to-trusted adult relationships as a protective factor.

• Low awareness of the impact of stressors, traumatic experiences, and increased responsibilities may have on the ability of students to have fun, connect, and engage in school.

• Understanding and addressing the impact of COVID isolation on the social development of secondary students.

Recommendations include:

1. Intentionally share how Waco ISD provides a continuum of support and ongoing mental health and emotional support for all district staff, students, and families.

2. Track and measure students entering tiered levels of support and how often they move tiers or exit services.

3. Provide training for each teacher on trauma-informed practices to increase competence—track, and measure office referrals to support additional training for teachers.

4. Highlight access to Care Solace during new orientation for middle and high school students and their families. Ensure that counselors utilize the referral process to Care Solace to facilitate student access to a trusted adult and support.

5. Offer and track middle school clubs and organizations to support a sense of belonging and resiliency for students.

6. Make available a list of resources to campus representatives (i.e. counselors) that

can be shared quickly with families (i.e., If ___, then we have ___ resources, etc).

Teacher Survey 2022-2023

The teacher survey given in the fall of 2022 included questions related to various social emotional factors in their work. These included questions on how they felt about colleagues, school climate and school leaders. This data illustrates just one perspective as it does not include all staff and cannot be compared to any student or parent data. It also does not include Transformation Waco teachers.

This survey reflected an increase in each area. Other points to include:

- 96% of teachers shared that their work matters to them with 61% of this group noting that it matters a "tremendous amount" and 94% said their work is highly meaningful
- 75% said they frequently or almost always felt safe at work
- 56% felt their colleagues showed quite a bit of respect and 19% felt they got a tremendous amount of respect
- 53% overall felt they mattered to others at their school with 70% feeling they are engaged at work and 79% noted they were excited at work
- 59% felt a strong sense of belonging at their campus
- 61% noted that the tone set by school leaders was quite positive or even extremely positive, this was an increase of 6% from the prior year

When it comes to questions about interacting with students,

- 80% felt it would be easy to interact with students of varying backgrounds in their classroom with 75% also noting that they would be comfortable intervening when students from different backgrounds struggled to get along
- 66% noted that when the issue of diversity arises in class they could easily think of strategies to address the situation
- only 39% believed that students are enthusiastic about being in school with another 35% noting they believe students are somewhat enthusiastic; however, 55% felt confident they could engage a student who was typically not motivated
- 52% felt the relationships between teachers and students were quite respectful with another 29% believing they were somewhat respectful
- 79% felt they could support student growth and development including areas of social awareness, self-management, and self-efficacy

Goals

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Engage with parents, community members, staff, students, and business partners and recognize those who support and/or exemplify the district's mission.

    Evaluation Data Sources: Records of Engagement Activities, Community Newsletters, Social Media Engagement, Board Special Recognitions

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the results from the Spring 2023 communications survey to create and implement a district communications plan.	**Formative**		
Strategy's Expected Result/Impact: Improved communications with all key stakeholders **Staff Responsible for Monitoring:** Exec. Director of Communications	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to focus on improving the district's brand including the development of a new logo for Waco ISD.	**Formative**		
Strategy's Expected Result/Impact: Pride in the district's logo and brand **Staff Responsible for Monitoring:** Chief of Staff, Exec. Director of Communications	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Communicate the district's key priorities for 2023-2024 including but not limited to the ongoing focus on literacy, social-emotional learning, school safety, and employee engagement and development.	**Formative**		
Strategy's Expected Result/Impact: Increased knowledge of district focus areas **Staff Responsible for Monitoring:** Exec. Director of Communications	Jan	May	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Engage students, parents, community organizations, and governmental entities in the implementation of the long-range facilities plan. Host a dedication event for the new G. W. Carver campus, Topping Out celebration for Waco HS and Tennyson MS and groundbreaking events for Kendrick and South Waco elementary schools.	**Formative**		
Strategy's Expected Result/Impact: Parent and community involvement in the development and celebration of bond project progress **Staff Responsible for Monitoring:** Supt., Exec. Director of Communications	Jan	May	May

Strategy 5 Details	Formative Reviews		

Strategy 5: Appoint a Waco High School Historical Advisory Committee to provide input for special features to be included in the new campus to honor the history and legacy of Richfield High School, Jefferson Moore High School, and Waco High School.
    Strategy's Expected Result/Impact: Special features inside the school identify the rich history and legacy of the school
    Staff Responsible for Monitoring: Supt., Chief of Staff
	Formative		

	Jan	May	May

Strategy 6 Details	Formative Reviews		

Strategy 6: Create and distribute a monthly all staff newsletter from the Superintendent's Office.
    Strategy's Expected Result/Impact: Newsletter provides timely information to staff
    Staff Responsible for Monitoring: Supt., Chief of Staff, Exec. Director of Communications
	Formative		

	Jan	May	May

Strategy 7 Details	Formative Reviews		

Strategy 7: Continue to incorporate student voice at the campus and district level through the Superintendent's Student Advisory Committee.
    Strategy's Expected Result/Impact: Provides students a chance to share their experiences and voice their opinions, staff gain insights into best ways to engage with students
    Staff Responsible for Monitoring: Chief of Staff
	Formative		

	Jan	May	May

Strategy 8 Details	Formative Reviews		

Strategy 8: Continue monthly newsletter to share district information with key community members and post on district website for parents and others to view.
    Strategy's Expected Result/Impact: Newsletter provides timely information to parents and community stakeholders
    Staff Responsible for Monitoring: Supt., Exec. Director Communications
	Formative		

	Jan	May	May

Strategy 9 Details	Formative Reviews		

Strategy 9: Continue to produce the "Classroom Close-Ups" video series to highlight instruction and campus/district programs with an emphasis on leading from the heart and leading for results.
    Strategy's Expected Result/Impact: Quality classroom instruction and district programs promoted, increased parent confidence
    Staff Responsible for Monitoring: Exec. Director Communications
	Formative		

	Jan	May	May

Strategy 10 Details	Formative Reviews		

Strategy 10: Celebrate students, staff, and community partners through special recognitions at monthly board meetings.
    Strategy's Expected Result/Impact: School partners and key stakeholders recognized
    Staff Responsible for Monitoring: Exec. Director of Communications
	Formative		

	Jan	May	May

Strategy 11 Details	Formative Reviews		
Strategy 11: Actively participate in the City of Waco's visioning process for downtown planning.	**Formative**		
Strategy's Expected Result/Impact: Input and alignment of district downtown facilities with the City of Waco's vision for the future of the downtown area **Staff Responsible for Monitoring:** Supt.	**Jan**	**May**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 2: Increase opportunities for family engagement.

    Evaluation Data Sources: Sign-In Sheets, Parent Involvement Survey, Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Design and implement parental involvement activities to support increased reading achievement. Three district level parent literacy nights will be hosted by district Reading Recovery teachers (June 2023, September 2023, and February 2024).	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased knowledge and skills for parents in supporting literacy development at home, increased student achievement in reading
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction
 	
    Funding Sources: Books, literacy bags - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Expand district-wide family engagement activities to cultivate authentic relationships and produce positive academic, social and emotional results for students.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased family engagement in support of students and making connections between families and community resources
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director of Student Support, Director of Intervention/State and Federal Programs
 	
    Funding Sources: Family Fest - Title I Parent Involvement, PREK round up - Title 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Explore and design a district family engagement model and focus on having more formalized parent engagement groups at campuses.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased parent engagement opportunities at campuses **Staff Responsible for Monitoring:** Deputy Supt.			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue the Parents as Teachers Program to support parental involvement in the development of early childhood students.	**Formative**		
Strategy's Expected Result/Impact: Higher achievement for students	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Early Childhood Education **Funding Sources:** Parents as Educators - Title I Parent Involvement			

Strategy 5 Details	Formative Reviews		

Strategy 5: Provide a Saturday Diversion Educational Program for parents and students as a part of the district's comprehensive plan for supporting students. Parents and students will learn about the importance of attendance and ways to self-regulate behaviors.
    Strategy's Expected Result/Impact: Lower disciplinary referral rates and dropout rates long with increased attendance rates
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director of Student Services
 	
    Funding Sources: Saturday Program - American Rescue Plan (ARP/ESSER III)
	Formative		

	Jan	May	May

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 1: Analyze human resources systems and processes to support teacher recruitment, induction, and retention.

    Evaluation Data Sources: Teacher Turnover Rate, Empathy Exit Interviews, Staff Satisfaction Surveys, Onboarding Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Use data from the annual Panorama Climate Survey, stay interviews, and empathy exit interviews to identify strategies to support a positive working environment for employees.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved teacher retention, increased percent of employees reporting a positive work environment on the district's annual employee satisfaction survey **Staff Responsible for Monitoring:** Asst. Supt. of Human Resources			

Strategy 2 Details	Formative Reviews		
Strategy 2: Work closely with the Technology Department and vendors to resolve outstanding technical issues regarding digital process systems within the Human Resources department.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Efficient and accurate processing of human resources information **Staff Responsible for Monitoring:** Asst. Supt. of Human Resources			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue an annual compensation study using the Texas Association of School Board (TASB) to ensure competitive salaries for all district positions.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Salaries stay within market range, increased retention rates **Staff Responsible for Monitoring:** Asst. Supt. of Human Resources			

Strategy 4 Details	Formative Reviews		
Strategy 4: Strengthen current hiring processes to onboard more high quality candidates through efficient pre-screening/screening structures, interviewing protocols and final review checks.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Hiring processes ensure that hiring managers can efficiently screen viable candidates, use rigorous interviewing tools, and recommend quality candidates in a timely manner **Staff Responsible for Monitoring:** Asst. Supt. of Human Resources			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 2: Implement innovative solutions and strategies for teacher recruitment, induction and retention.

    Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a Para2Teacher bachelor's degree pathway program beginning in the spring of 2024. Participants will begin college coursework in the fall of 2024.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Develop pipeline of paraprofessionals to become classroom teachers **Staff Responsible for Monitoring:** Asst. Supt. of Human Resources, Exec. Director of Human Resources, Director of Opportunity Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Launch Cohort 2 Opportunity Culture schools (Cesar Chavez Middle, Lake Air Montessori Magnet, Mountainview Elementary, South Waco Elementary, West Avenue Elementary) while continuing to refine the model in Cohort 1 campuses (Crestview Elementary, Dean Highland Elementary, Kendrick Elementary, Parkdale Elementary, Provident Heights Elementary) who began participating in the 2021-2022 school year. Student residents working in these classrooms will be invited to teach for the district.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased student achievement, increased number of certified teachers, improved teacher leadership pathways
    Staff Responsible for Monitoring: Deputy Supt., Director of Opportunity Culture, Exec. Director of Professional Development
 	
    Funding Sources: Teacher residents/Reach Associate/ MCL stipends - Title 1, PDS mentors - Title II, Part A (TPTR)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement and refine the Teacher Incentive Allotment (TIA) to support the effective implementation of a strategic compensation system.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased teacher retention, improved student outcomes **Staff Responsible for Monitoring:** Deputy Supt., Director of Strategic Evaluation Systems			

Strategy 4 Details	Formative Reviews		
Strategy 4: Identify and implement strategies for developing ongoing relationships with high school students in the Future Educators Academy, nurturing and mentoring them from an associate degree upon graduation to the completion of a bachelor's degree.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Students in Future Educators Academy return to teach for Waco ISD upon graduation from college (first graduates expected to teach in the fall of 2028)			
Staff Responsible for Monitoring: Asst. Supt. of Human Resources, Director of Opportunity Culture, Director of CTE			
Funding Sources: Dean of Ptech, Ptech Teacher Salaries - American Rescue Plan (ARP/ESSER III)			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue the use of ESSER funds to implement a multi-year retention bonus plan and provide targeted sign-on and retention bonuses for teachers and other hard to fill positions.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved teacher retention rates, decreased number of emergency certified teachers, reduction in turnover for hard to fill positions			
Staff Responsible for Monitoring: Asst. Supt. of Human Resources			
Funding Sources: Retention incentive funding - American Rescue Plan (ARP/ESSER III)			

Strategy 6 Details	Formative Reviews		
Strategy 6: Identify remaining ESSER III funds nearing the closeout of grant funding and make recommendations for August 2024 bonuses to support increased retention for the 2024-2025 school year.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Decreased turnover rates in targeted positions for 2024-2025			
Staff Responsible for Monitoring: Asst. Supt. of Human Resources			
Funding Sources: Retention incentive funding - American Rescue Plan (ARP/ESSER III)			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue the New Teacher Induction Model to provide meaningful and differentiated support for new teachers.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved teacher induction processes, increased teacher retention			
Staff Responsible for Monitoring: Exec. Director of Professional Development, Coordinator of New Teacher Mentoring Program, Asst. Supt. of Human Resources			

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to partner with Ascension Providence to provide a Licensed Professional Counselor (LPC) to address staff mental health and well-being.	Formative		

Strategy's Expected Result/Impact: Decreased staff absenteeism, increased staff morale as reported on surveys
     Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director of Student Support
 	
     Funding Sources: Salary for LPC - American Rescue Plan (ARP/ESSER III)
	Jan	May	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Refine digital recruitment strategies including the use of social media and the district's website.	Formative		
Strategy's Expected Result/Impact: Improved recruitment of hard-to-fill positions including classroom teachers, bilingual educators, substitutes, and support staff **Staff Responsible for Monitoring:** Asst. Supt. of Human Resources, Exec. Director of Human Resources, Director of Human Resources	Jan	May	May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 3: Develop and implement a professional development plan to support increased student achievement.

    Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, Session Survey Results, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand the district's focus of elementary literacy professional development to deepen teacher knowledge and skills in effective writing instruction.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved growth measures on progress monitoring data and STAAR Results
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development
 	
    Funding Sources: Warren Instructional Network training - Title II, Part A (TPTR), Warren Instruction Network, Reading Plus PD, - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Train new leaders on Data-Driven Instruction (DDI) and provide ongoing support to ensure district curriculum coordinators, instructional specialists, and campus leaders have the knowledge and skills to implement effective DDI.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved lesson planning for Tier 1 instruction, reteach plans, and intervention
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development
 	
    Funding Sources: Instructional Coaches and Instructional Specialist - Title 1, Region 12 TEXguide - Title 1, Iready - Title 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to train on observation and feedback coaching to onboard new leaders to increase the effectiveness of observation and feedback and focus on strengthening knowledge and skills of all principals, assistant principals, instructional specialists, and district leaders.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved teaching proficiency and student outcomes
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development
 	
    Funding Sources: District Leadership Capacity Building Training - Title II, Part A (TPTR)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Require campus leaders to train and coach staff on lesson planning and other instructional processes and protocols to meet the needs of new and existing staff.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support consistent instruction and improved student growth and achievement **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to provide job-embedded, practice-based professional development based on campus needs to support district initiatives. Use the district's coaching framework to train campus leaders on how to identify ways to support teachers through high leverage action steps.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Real-time learning and application of new skills to support the implementation of high-leverage action steps to support teacher growth and increased student achievement **Staff Responsible for Monitoring:** Exec. Director of Professional Development **Funding Sources:** Curriculum Coop with Region 12 - Title II, Part A (TPTR), Discovery Education - Title II, Part A (TPTR)			

Strategy 6 Details	Formative Reviews		
Strategy 6: Use feedback data to develop a 2024 summer professional development plan. The plan will provide differentiated opportunities for teachers based on experience level and need.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of instructional practices to improve student engagement **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development **Funding Sources:** Professional Development Coordinator - Title II, Part A (TPTR), ASCD - American Rescue Plan (ARP/ESSER III)			

Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure 100% of K-3 teachers and principals complete Reading Academies, as outlined in HB 3 by the 86th Texas Legislature.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Teachers and principals have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Elementary Education **Funding Sources:** Registration cost of Reading Academy - State Compensatory Education			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Systemized interventions implemented for small group remediation **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction **Funding Sources:** LLI, Reading Plus, - American Rescue Plan (ARP/ESSER III), Do The Math - State Compensatory Education, Iready - Title 1			

Strategy 9 Details	Formative Reviews		
Strategy 9: Ensure professional development and support is provided for campus paraprofessionals to improve effectiveness of academic and behavioral strategies.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased knowledge and skills of campus paraprofessionals, resulting in system effectiveness **Staff Responsible for Monitoring:** Exec. Director of Professional Development, Asst. Supt. of Student Services and Support **Funding Sources:** Emergent Tree - Title IV			

Strategy 10 Details	Formative Reviews		
Strategy 10: Monitor and offer feedback of the use of web-based, flexible professional development offerings to respond to problems of practice. Teachers will have access to ASCD training materials.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased use of flexible, real-time professional development **Staff Responsible for Monitoring:** Exec. Dir. of Curriculum and Professional Development, Executive Dir. of Secondary Curriculum and Instruction **Funding Sources:** ASCD - American Rescue Plan (ARP/ESSER III)			

Strategy 11 Details	Formative Reviews		
Strategy 11: Support campuses in developing differentiated professional development plans for 2024 using vetted professional development resources and based on student achievement data and teacher evaluation data.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Differentiated professional development for teachers based on identified needs that results in increased teacher capacity and student achievement **Staff Responsible for Monitoring:** Exec. Dir. of Curriculum and Professional Development, Exec. Dir. of Secondary Curriculum and Instruction **Funding Sources:** Curriculum Coop Region 12 - Title II, Part A (TPTR), Discovery Education - Title II, Part A (TPTR), ASCD - American Rescue Plan (ARP/ESSER III)			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 1: Continue to refine the district's scope and sequence curriculum documents.

    Evaluation Data Sources: Curriculum Documents for Core Content Areas, STAAR Data, SAT/ACT Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement refined scope and sequence curriculum documents and unit assessments for world languages, government, economics, and college prep math. Implement newly written IPC and grade 6 science curriculum and develop Pre-AP grade 7 math curriculum. The IPC and grade 6 science curriculum will include Defined Learning project-based learning resources and lessons.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: New documents implemented in classrooms **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Core Content Coordinators **Funding Sources:** TEKS resource system, Lead4forward Guide Resources - Title II, Part A (TPTR)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the revised phonics and word study component of the Reading Language Arts scope and sequence curriculum documents to align with the state curriculum. The curriculum incorporate explicit phonics instruction from HMH adopted materials.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased student ability for on-grade level literacy proficiency **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Elementary Education, Core Content Coordinators **Funding Sources:** Extra duty pay - Title 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue convening groups of content and grade level teachers to provide feedback and revise curriculum documents that include clear guidance for planning resources with targeted formative assessments.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved mastery teaching and student learning across schools and increased depth of core content knowledge for curriculum writers **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Directors of Elementary and Secondary Education, Core Content Coordinators			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 2: Evaluate and revise the district's assessment program to measure the effectiveness of curriculum and instructional delivery.

    Evaluation Data Sources: Local Assessment Data, STAAR Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to develop and refine common unit assessments for use in the DDI process to ensure equity across campuses and to evaluate learning and guide instructional adjustments.	**Formative**		
Strategy's Expected Result/Impact: Schedule of common assessments to include the number of assessments, timeline for administration of each assessment, and leverage areas for each assessment **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Directors of Elementary and Secondary Education	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to use TEA interim assessments to identify areas of instructional focus and interventions at each school.	**Formative**		
Strategy's Expected Result/Impact: Greater alignment to the state testing system and achievement predictability **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to provide support to campus leadership teams to use data to determine instructional adjustments and targeted interventions for students in need of additional support.	**Formative**		
Strategy's Expected Result/Impact: Student achievement data drives campus and/or student specific interventions **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Director of Accountability Systems and Data Analysis **Funding Sources:** Renaissance - State Compensatory Education, Eduphoria, ead4ward Accountability Connect - Title II, Part A (TPTR)	Jan	May	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Refine beginning of year and end of year assessments for all content areas and grade levels.	**Formative**		
Strategy's Expected Result/Impact: Assessments effectively project student achievement and growth **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Directors of Elementary and Secondary Education **Funding Sources:** Renaissance - State Compensatory Education, Reading Plus - American Rescue Plan (ARP/ESSER III)	Jan	May	May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 3: Review, refine, and clearly communicate the district's literacy program including resources, data collection techniques, and interventions.

    Evaluation Data Sources: Student Achievement on Literacy Assessments, STAAR Achievement Data, Board-Adopted Plans and Goals for Early Childhood Literacy and Math Proficiency

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Lead Teachers to provide district-wide Reading Recovery programming including professional learning on guided reading to improve literacy for at-risk students. Continue to use one SIT teacher per campus as Reading Recovery teacher leaders to provide support for intensive reading intervention.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher capacity to support intensive reading instruction for struggling students, increased student achievement **Staff Responsible for Monitoring:** Director of Interventions/State and Federal Programs **Funding Sources:** TWU tuition/materials/RR teacher salaries - American Rescue Plan (ARP/ESSER III), RR Teachers salaries - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement year four of the district's elementary professional development plan for literacy and make adjustments based on determined gaps. Year three will focus on building knowledge of the Shared Reading resource, writer's workshop, and application of strategies to support word study and transition to HMH Phonics.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Director Elementary Education **Funding Sources:** Warren Instructional Network - Title II, Part A (TPTR)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement year three of the professional development plan for effective literacy instruction for middle school teachers. Year three will focus on critical reading strategies and response to reading through writing. Teachers will use these strategies for small group instruction time during the reading block.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction for middle school RLA **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development **Funding Sources:** Warren Instruction Network, Reading materials - Title II, Part A (TPTR)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue implementation of the professional development plan for effective literacy instruction for high school using Warren Instructional Network, ESC 12, and Dr. Kylene Beers for implementation support. Continue year two focus on critical reading strategies and response to reading through writing.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction for high school Reading Language Arts **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development **Funding Sources:** Warren Instructional Network PD, Kylene Beers PD - Title II, Part A (TPTR)			

Strategy 5 Details	Formative Reviews		
Strategy 5: Use established model literacy cohort classrooms at every K-12 campus as a lab site for teaching literacy strategies for teachers, followed by coaching for effective implementation of learning.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher and knowledge and skills of effective literacy instruction **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director Elementary Education, Exec. Director Secondary Education **Funding Sources:** Professional development contracted services - Title 1			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training to secondary teachers on the effective use of ESSER funded classroom libraries to support learning and reading fluency.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 4: Develop, implement, and clearly communicate the district's program for math instruction.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Professional development plans, improved Tier 1 planning and instruction for math, math assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with ESC Region 12 and math consultants to train teachers to implement a comprehensive framework for math workshop focused on building mathematical fluency and daily problem solving across all elementary campuses.	Formative		
	Jan	May	May

Strategy's Expected Result/Impact: Increased proficiency in lesson planning for tier 1 instruction, response to data, and increased student performance in math
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development, and Exec. Director of Elementary Education
 	
    Funding Sources: Cost of PD for math training - American Rescue Plan (ARP/ESSER III), Cost of PD for math training - Title II, Part A (TPTR)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement elementary math cohorts for grades K-2 and 3-5 to serve as model classrooms to build capacity for math instruction.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher knowledge and skills in math instruction and student achievement in math **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development, Exec. Director of Elementary Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide campus level job-embedded math professional development through ESC Region 12 to support campus teachers with planning, data analysis and professional learning.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased teacher knowledge and skills in math instruction and student achievement in math **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development, Exec. Director of Elementary Education			

Strategy 4 Details	Formative Reviews		

Strategy 4: Develop and implement a professional development plan for secondary math teachers focused on teacher clarity, ensuring that they have a deep understanding of state standards.
 	
    Strategy's Expected Result/Impact: Increased proficiency in lesson planning for tier 1 instruction, response to data, and increased student performance in math
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development, Exec. Director of Secondary Education
	Formative		

	Jan	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 5: Continue to refine district and campus processes for course selections, scheduling, and sequencing to ensure fidelity with attendance accounting, consistency, and clear communication to students and families.

    Evaluation Data Sources: Audit of Transcripts, PEIMS Attendance Accounting Data, Master Schedules

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with MCC to monitor student performance and attendance in dual credit courses.	**Formative**		
Strategy's Expected Result/Impact: Increased attendance, passing rates, and retention of students in dual credit courses at MCC	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue training for secondary counselors, including academic advising, structure and choices for advanced academic courses, transcript process for incoming students, and separation of class rank calculations from academic advising.	**Formative**		
Strategy's Expected Result/Impact: Accurate transcripts and four-year graduation plans resulting in students graduating with expected cohort	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to refine and revise course planning guide, ensuring alignment to EIC (LOCAL) and implement Cardonex to build a more efficient master schedule.	**Formative**		
Strategy's Expected Result/Impact: Student-driven, efficient, and accurate master schedules	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 6: Identify and implement strategies to strengthen the World Languages program and curriculum.

Evaluation Data Sources: Course Alignment in Secondary Planning Guide, Student Achievement Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement refined scope and sequence curriculum documents and unit assessments for World Languages I and II, and begin building curriculum resources for level III.	**Formative**		
Strategy's Expected Result/Impact: Increased program consistency, student achievement	Jan	May	May
Staff Responsible for Monitoring: Exec. Director of Secondary Curriculum			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a framework to identify middle school students for appropriate placement in high school World Languages courses, providing opportunities for Spanish speakers to advance.	**Formative**		
Strategy's Expected Result/Impact: Properly placed students in World Language courses to increase the number of students taking advanced-level courses and overall student success	Jan	May	May
Staff Responsible for Monitoring: Exec. Director of Secondary Curriculum			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to refine and implement a professional development plan for World Languages teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased teacher capacity and student achievement in World Languages courses	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 7: Coordinate district instructional improvement efforts with Transformation Zone campuses.

Evaluation Data Sources: STAAR Achievement Data, Grant Evaluation

Strategy 1 Details	Formative Reviews		
Strategy 1: Determine next steps for Transformation Waco campuses with the expiration of the in-district charter contract in June 2024.	Formative		
Strategy's Expected Result/Impact: Decisions made and communicated regarding the operation of campuses for 2024-2025`	Jan	May	May
Staff Responsible for Monitoring: Board of Trustees, Supt., Deputy Supt.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct site visits at Transformation Zone schools as required as an authorizer of an in-district charter.	Formative		
Strategy's Expected Result/Impact: Gauge the overall progress schools are making towards performance goals	Jan	May	May
Staff Responsible for Monitoring: Deputy Supt.			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the progress towards Transformation Zone's established performance targets.	Formative		
Strategy's Expected Result/Impact: Gauge the overall progress schools are making towards performance targets	Jan	May	May
Staff Responsible for Monitoring: Deputy Supt.			

Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct regular meetings between Transformation Zone and district leadership.	Formative		
Strategy's Expected Result/Impact: Improved communication and strengthen partnership	Jan	May	May
Staff Responsible for Monitoring: CEO of Transformation Zone, Deputy Supt.			

Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct required annual evaluation of the Transformation Zone.	Formative		
Strategy's Expected Result/Impact: Evaluation meets requirements of contract	Jan	May	May
Staff Responsible for Monitoring: Board of Trustees, Supt., Deputy Supt.			

Strategy 6 Details	Formative Reviews		

Strategy 6: Include Transformation Zone leaders in principal meetings, assistant principal meetings, and all professional development sessions.
    Strategy's Expected Result/Impact: Instructional efforts aligned to extent possible to ensure equity of instruction to address student mobility
    Staff Responsible for Monitoring: Supt., CEO of Transformation Zone, Deputy Supt.
	Formative		

	Jan	**May**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Performance Objective 1: Meet TEA requirements for schools labeled as Additional Targeted Improvement and/or Comprehensive.

    Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA, Record of School Improvement Grant Activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend Effective School Training prior to developing intervention plans for 2023-2024.	**Formative**		
Strategy's Expected Result/Impact: Quality Targeted Improvement Plans submitted to TEA and the data required to measure the strategy	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Exec. Director of Elementary Education			

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in required activities with ESC Region 12, designated capacity builders, and TEA to document work as prioritized in Targeted Improvement Plans.	**Formative**		
Strategy's Expected Result/Impact: Plans implemented with fidelity, documentation in place to support Effective Schools Framework	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Exec. Director of Elementary Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Plan, submit, and implement required School Improvement Grant activities.	**Formative**		
Strategy's Expected Result/Impact: Grant activities increase student achievement	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development, Exec. Director of Elementary and Secondary Education			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide continued training for Data Driven Instruction (DDI) to systematically inform the response to data, lesson planning, reteach plans, and interventions.	**Formative**		
Strategy's Expected Result/Impact: Creation of systems and processes around DDI to be used in data meetings and creation of cycles for coaching of campus leaders, specialist and district curriculum coordinators	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development			

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to provide Action Coaching training with campus leaders to increase the use of effective observation and feedback cycles to support and improve instruction.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Creation of systems and processes around observation and feedback to include documentation, teacher action steps, and data tracking **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Performance Objective 2: Increase the knowledge and skills of administrators, teachers, and professional staff in understanding the changes to the state and federal accountability systems.

    Evaluation Data Sources: Increased Student Achievement on STAAR and Domain Indicators including CCMR

Strategy 1 Details	Formative Reviews		
Strategy 1: Train district and campus leaders to understand and develop systems to monitor progress in academic achievement, growth, and CCMR domains for state and federal accountability systems and clarify any misconceptions when final system criteria is released by the state in the fall of 2023.	**Formative**		
	Jan	May	May

Strategy's Expected Result/Impact: District and campus leaders have clear understanding of accountability system, allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement
    Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis
 	
    Funding Sources: Lead4ward accountability connect - Title II, Part A (TPTR)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop district protocols for each campus to monitor student progress according to 2023-2024 state accountability requirements and have principals assign Growth Tracker point person on campus.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Use of data to develop interventions for applicable students, updated growth tracker demonstrates progress **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide technical assistance at each campus to develop increased knowledge of state and federal accountability systems and set student achievement goals.	**Formative**		
	Jan	May	May

Strategy's Expected Result/Impact: Increase in STAAR, graduation and CCMR rates, decrease in dropout rate
    Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis
 	
    Results Driven Accountability
    Funding Sources: Lead4ward accountability connect - Title II, Part A (TPTR)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct review of data to identify instructional leverage points and verify all state and federal accountability coding and supports are accurate.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Student data coded and mined for state and federal accountability will be an accurate account of student achievement **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis, District Testing Coordinator **Results Driven Accountability** **Funding Sources:** Lead4ward Accountability - Title II, Part A (TPTR)			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Performance Objective 3: Develop strategies to evaluate, monitor, and improve the College, Career, and Military Readiness (CCMR) graduate indicators.

    Evaluation Data Sources: TSI Scores, ACT/SAT Scores, Advanced Placement Scores, Data on Number of Students Earning National Certifications, Dual Credit Course Completion Rates, Military Enlistment Data, Board-Adopted Plans and Goals for CCMR

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to ensure that CTE students earn an industry-based certification and complete an aligned program of study according to new accountability guidelines.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Accurate coding for students meeting CCMR through dual credit or advanced courses **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis, Director of CTE			

Strategy 2 Details	Formative Reviews		
Strategy 2: Review and refine board-adopted plans and goals for CCMR.	Formative		
Strategy's Expected Result/Impact: Feedback received from board, plan and goals adopted, compliance with HB 3	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Director of Accountability Systems and Data Analysis			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a TSI testing plan focused on systemizing district testing practices and timelines across campuses and facilitate teacher understanding of TSI data.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Testing processes administered according to College Board guidelines, consistent and accurate TSI testing, and more students tested at the appropriate time **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to facilitate registration and attendance at the AVID Summer Institute, ensuring that staff are trained in order to implement the AVID program with fidelity.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased number of AVID students identified college and/or career ready **Staff Responsible for Monitoring:** Director of Advanced Academics			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 1: Develop a plan to transition credit recovery/dropout prevention services provided at Brazos High School to Waco High School and University High School for the 2024-2025 school year.

High Priority

Evaluation Data Sources: Increased ADA through the use of the Optional Flexible School Day Program, Graduation Rates, Credit Completion Rates, Attendance, STAAR Data, Dropout Rate, CCMR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish a committee to evaluate current credit recovery/dropout prevention strategies and collaborate on the development of a strategy to provide services at the district's comprehensive high schools in 2024-2025.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Plan developed with input and ready for implementation in the fall of 2024 **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis			

Strategy 2 Details	Formative Reviews		
Strategy 2: Determine budget for program locations including staffing, materials and professional development.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: New credit recovery/dropout prevention programs and services launch in the fall of 2024 **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis **Results Driven Accountability**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Establish program guidelines and protocols for identified credit recovery/dropout prevention program and services including enrollment process, scheduling, assessment, and roles/responsibilities.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Program handbook and clear expectations for staff, students and parents **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis **Results Driven Accountability**			

Strategy 4 Details	Formative Reviews		
Strategy 4: Meet with Brazos High School students and parents to develop individual transition plans.	Formative		
Strategy's Expected Result/Impact: Graduation Rates, Course Completion **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis	Jan	May	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Consult with the Texas Education Agency (TEA) to determine procedures and timeline for closing Brazos High School.	Formative		
Strategy's Expected Result/Impact: Clear timeline for closure and transition to planned credit recovery/dropout prevention strategies, TEA approval of campus closure **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis, Chief Financial Officer **Results Driven Accountability**	Jan	May	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Follow new legislative requirement to publicize data regarding dropout recovery programs.	Formative		
Strategy's Expected Result/Impact: Meet state guidelines for reporting **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis	Jan	May	May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 2: Improve the district's four-year graduation rate through the development and implementation of research-based dropout prevention strategies.

    Evaluation Data Sources: Disaggregated Dropout Rates by Campus and District, STAAR End-of-Course Exam Results, Attendance Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Select and provide training on the use of an electronic data collection analysis system/dashboard to ensure that appropriate identification of students not meeting all graduation requirements including but not limited to endorsements, CCMR and course credits in accordance with district and state policy.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Data analyzed frequently to identify student needs, students graduate having met all requirements **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the use of ESSER funding to provide a high school Optional Flexible School Day program with evening options for comprehensive high schools and multiple time options for Brazos High School.	**Formative**		
	Jan	May	May

Strategy's Expected Result/Impact: Increased graduation rate and decreased dropout rate
    Staff Responsible for Monitoring: Exec. Director of Secondary Education
 	
    Funding Sources: Extra duty pay to pay Night School Teachers - American Rescue Plan (ARP/ESSER III)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Expand Diploma 101 training for counselors to improve decision making to guide student course selection. Counselors will use scenario based experiences to gain insight and facilitate graduate plan development.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Students meet graduation requirements, increased knowledge and skills for effective advising by school counselors **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to monitor attendance, grades credits, and intervention strategies by coordinating with various departments (SPED, Homeless, ELL, etc.) through six-week cohort meetings to create personalized plans.	**Formative**		
	Jan	May	May

Strategy's Expected Result/Impact: Decreased number of students falling behind in meeting graduation requirements
    Staff Responsible for Monitoring: Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis
 	
    Results Driven Accountability			

Strategy 5 Details	Formative Reviews		

Strategy 5: Monitor and support implementation of the three-week cohort meeting on campuses to ensure personalized plans are created for students who are off track for graduation requirements.
    Strategy's Expected Result/Impact: Decreased number of students falling behind in graduation requirements
    Staff Responsible for Monitoring: Exec. Director of Secondary Education, Director of Accountability Systems and Data Analysis
 	
    Results Driven Accountability
	Formative		

	Jan	May	May

Strategy 6 Details	Formative Reviews		

Strategy 6: Continue to evaluate knowledge and skills of ESL teachers and campus administrators to inform professional development and curriculum planning, including instructional resources.
    Strategy's Expected Result/Impact: Develop plans to increase teacher and leader knowledge and skills of effective instructional strategies to support Bilingual/ESL students
    Staff Responsible for Monitoring: Director of Bilingual/ESL
	Formative		

	Jan	May	May

Strategy 7 Details	Formative Reviews		

Strategy 7: Continue supporting the transition of students from 5th to 6th grade and 8th to 9th grade.
    Strategy's Expected Result/Impact: Address patterns and issues related to poor academic progress and dropout prevention
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Secondary Education
	Formative		

	Jan	May	May

Strategy 8 Details	Formative Reviews		

Strategy 8: Implement parent and teacher conferences at all levels at least twice per year to engage families with student goal setting and academic support.
    Strategy's Expected Result/Impact: Increased student achievement and decreased dropout rate
    Staff Responsible for Monitoring: Exec. Director of Secondary Education, Exec. Director of Elementary Education
	Formative		

	Jan	May	May

Strategy 9 Details	Formative Reviews		

Strategy 9: Continue to partner with McLennan County Community College (MCC) to provide structures and support for dual credit students including but not limited to Friday tutorials and counseling. Students will be required to attend in person to the extent possible.
    Strategy's Expected Result/Impact: Increased passing rates for dual credit, student achievement and success, decreased dropout rate
    Staff Responsible for Monitoring: Exec. Director of Secondary Education, Director of Advanced Academics
	Formative		

	Jan	May	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue the use of a Homeless Population Specialist to provide case management and services to secondary homeless and unaccompanied youth including ongoing monitoring of previously coded homeless students.	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased student engagement and attendance of homeless students; sustained stability for students emerging from a history of homelessness
    Staff Responsible for Monitoring: Exec. Director of Student Support
 	
    Results Driven Accountability
    Funding Sources: Homeless Specialist - American Rescue Plan (ARP/ESSER III), Homeless Specialist - Title 1			

Strategy 11 Details	Formative Reviews		
Strategy 11: Continue to evaluate and enhance wrap around services provided to students at-risk of dropping out of school to determine which services have the greatest impact. Determine where gaps exist and plan for improved support.	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Students receive services to support overall well-being
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support
 	
    Funding Sources: Klaras/MHMR, Care Solace - Title IV			

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue special education participation in secondary cohort and "bridge" meetings to monitor the academic achievement, attendance and the emotional/behavioral needs of special education students, and ensuring a smooth transition from one grade level span to the next.	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Decreased dropout rates of special education students, increased student achievement
    Staff Responsible for Monitoring: Exec. Director of Special Education
 	
    Results Driven Accountability			

Strategy 13 Details	Formative Reviews		
Strategy 13: Continue the use of a Mobile Outreach Program to provide weekly outreach services to secondary students and parents experiencing homelessness. Collaborate with school and other departments to determine intervention strategies.	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased student engagement, increased attendance rates
    Staff Responsible for Monitoring: Exec. Director of Student Support
 	
    Funding Sources: Mobile Outreach Program Coordinator - American Rescue Plan (ARP/ESSER III)			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 3: Systematize processes, procedures, and instructional services for Special Education students to ensure state and federal compliance and increased student achievement.

    Evaluation Data Sources: Special Education Manual, Student Achievement Data, Improved Special Education Compliance

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to partner with the curriculum department to train campus and district special education leaders to support special education teachers on T-TESS Domains 2.2 and 3.1. Conduct learning walks at all campuses and use data to identify instructional needs and provide support for individual teachers.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Support special education teachers and campus leaders in the areas of instructional planning, knowledge of students and student learning, content knowledge and expertise, learning environment, data driven practices, and professional practices and responsibilities **Staff Responsible for Monitoring:** Exec. Director of Special Education			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct campus based PLC meetings with special education teachers to ensure curriculum alignment and effective planning practices. Provide framework for teachers to maximize effective instruction during special education instructional minutes.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement and performance ratings on local and state assessments **Staff Responsible for Monitoring:** Exec. Director of Special Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to provide training and coaching to campus administrators and staff to support the implementation of Emergent Tree's Solid Root's program to address Tier III behavioral and social-emotional needs of students in Social Adaptive and Interpersonal Learning (SAIL) classrooms.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Support administrators, teachers and paraprofessionals in the implementation of Solid Roots to decrease inappropriate student behaviors **Staff Responsible for Monitoring:** Exec. Director of Special Education			

Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze endorsements for special education students, CCMR, and graduation rate data for areas in need of improvement. Establish goals to ensure that special education students are challenged, have clear pathways and graduate from high school.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Special education students graduate at highest levels with a clear path post secondary			

Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director of Special Education, Director of Accountability Systems and Data Analysis

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 4: Systematize processes, procedures, and instructional services for students in Bilingual/ESL to ensure state and federal compliance and increased student achievement.

    Evaluation Data Sources: TELPAS Results, STAAR Data, Dropout Rates, Bilingual/ESL Teacher Certifications

Strategy 1 Details	Formative Reviews		

Strategy 1: Continue to scale the one-way dual language program at Dean Highland, Alta Vista, Crestview, Provident Heights, Bell's Hill, Cedar Ridge, Kendrick, and LAMM for students in grades PK-5 for students whose first language is Spanish.
    Strategy's Expected Result/Impact: Students will become proficient in Spanish and English, becoming bi-literate
    Staff Responsible for Monitoring: Director of Bilingual/ESL
	Formative		

	Jan	May	May

Strategy 2 Details	Formative Reviews		

Strategy 2: Continue training with the Dual Language Institute (Gomez and Gomez), and ESC 12 to provide additional training for teachers and administrators on best practices for increasing English language proficiency, especially for dual language immersion.
    Strategy's Expected Result/Impact: Effective instructional strategies and program structures result in increased student achievement
    Staff Responsible for Monitoring: Director of Bilingual/ESL
 	
Funding Sources: Professional Development provided by Dr. Morales from Seidlitz Education - Title III
	Formative		

	Jan	May	May

Strategy 3 Details	Formative Reviews		

Strategy 3: Monitor second year implementation of the ESL I and ESL II reading courses for juniors and seniors. These courses will serve students in need of intervention support for literacy.
    Strategy's Expected Result/Impact: Increased student achievement and language proficiency
    Staff Responsible for Monitoring: Director Bilingual/ESL
	Formative		

	Jan	May	May

Strategy 4 Details	Formative Reviews		

Strategy 4: Continue mentoring activities for Bilingual/ESL students and use feedback and connections from the English Learners Advisory Council.
    Strategy's Expected Result/Impact: Mentors provide valuable information to students on topics such as how to gain citizenship and local resources, connecting students to others with similar backgrounds
    Staff Responsible for Monitoring: Director of Bilingual/ESL
 	
Funding Sources: Resources and materials for English Learners Advisory Council Meetings - Title III
	Formative		

	Jan	May	May

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 5: Systematize processes, procedures, and instructional services for Dyslexia and Section 504 to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: Number of Students Served, Student Achievement Data, Compliance with State and Federal Guidelines

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to use the district's lead dyslexia teacher to monitor and coach the implementation of the Multi-sensory Teaching Approach (MTA) curriculum with a focus on dysgraphia and dyslexia.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Equitable instruction and fidelity of implementation across all campuses **Staff Responsible for Monitoring:** Director of Intervention/State and Federal Programs			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use the district's bilingual dyslexia specialist to increase the awareness of the bilingual, dyslexic student and assist in providing appropriate evaluations and supporting services.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Bilingual, dyslexic students are identified and provided appropriate instruction **Staff Responsible for Monitoring:** Director of Intervention/State and Federal Programs			

Strategy 3 Details	Formative Reviews		
Strategy 3: Use TEA's final report from the district's April 2023 cyclical review that included a monitoring visit to identify and implement strategies for program improvement.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improve district's dyslexia program to increase awareness for dyslexia and related disorders **Staff Responsible for Monitoring:** Director of Intervention/State and Federal Programs			

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 6: Monitor and refine the Response to Intervention (RtI) plan to support increased student achievement.

  Evaluation Data Sources: STAAR Data, Graduation Rates, Dropout Rates, Targeted Intervention Plans in Branching Minds, Local Progress Monitoring Measures

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement and refine the "What I Need When I Need It" (WIN) at the secondary level to provide a structured time within the master schedule for interventions and literacy support. Students will receive direct support for 20-30 minutes four days per week focusing on STAAR, TSI, and SAT prep. Day five will focus on delivering the social-emotional learning curriculum.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Director of Intervention/State and Federal Programs **Funding Sources:** Branching Minds - Title 1, Reading Plus - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the use of Renaissance as the district's universal screener for mathematics (through 10th grade), reading (through 8th grade), and Reading Plus for high school reading. Implement protocols for data analysis and action plans with fidelity.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Establish a base line of student achievement data to determine student progress and growth toward STAAR and measure growth over time **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis, Director of Intervention/State and Federal Programs **Funding Sources:** Renaissance - Title 1, Reading Plus - American Rescue Plan (ARP/ESSER III)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to use federal ESSER funding to provide additional staffing and instructional resources to support Tier II and Tier III interventions.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased support for students in need of interventions **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Director of Intervention/State and Federal Programs **Funding Sources:** District-wide personnel, supplies & material for intervention classrooms, furniture for intervention for seating - American Rescue Plan (ARP/ESSER III)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to provide training for Tier 3 intervention programs. Monthly PLCs will be conducted with SIT teachers to ensure expectations are being met and to address instructional needs.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Intervention programs implemented with fidelity, increased student achievement **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management **Funding Sources:** Warren Instructional Network/LLI Training/Do the Math Training/Neuhaus training - American Rescue Plan (ARP/ESSER III)			

Strategy 5 Details	Formative Reviews		
Strategy 5: Host a mini-conference to provide explicit training for SIT, Dyslexia and Reading Recovery teachers.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased knowledge and services for instructional interventions **Staff Responsible for Monitoring:** Director of Interventions/State and Federal Programs			

Strategy 6 Details	Formative Reviews		
Strategy 6: Use local progress monitoring assessments to analyze student achievement data to determine the impact of interventions.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Director of Interventions/State and Federal Programs **Funding Sources:** Lead4Ward Subscription for the District from Eduphoria - Title II, Part A (TPTR), Renaissance - State Compensatory Education, Iready - Title 1			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to calibrate on the selection criteria for students to be served in interventions.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement, clear RtI systems implemented with fidelity **Staff Responsible for Monitoring:** Director of Intervention/State and Federal Programs **Funding Sources:** Branching Minds - State Compensatory Education, Reading Plus - American Rescue Plan (ARP/ESSER III)			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement Saturday School, extended school year, and after school interventions for students who are at risk of failing or losing academic credit due to failing grades/state assessment or truancy and attend conferences or training for additional information for research-based interventions for classrooms and funding that is available for RTI.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Recovery of academic credits **Staff Responsible for Monitoring:** Director of Intervention/State and Federal Programs **Funding Sources:** Summer School Staff Salaries - Title 1, After school / Saturday School Accelerated Instruction - American Rescue Plan (ARP/ESSER III), Edmentum- credit recovery curriculum - State Compensatory Education			

Strategy 9 Details	Formative Reviews		
Strategy 9: Meet House Bill 1416 compliance regarding the accelerated instruction requirement for students who failed STAAR. Document instructional time in Branching Minds.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Meet TEA compliance, increased student achievement **Staff Responsible for Monitoring:** Director of Interventions/State and Federal Programs **Funding Sources:** Branching Minds - State Compensatory Education			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 7: Improve district library services PK-12.

    Evaluation Data Sources: Federal ESSER Budget Records, Number of Library Books by Campus, Circulation Rates, Satisfaction Surveys, Student Achievement Data in Reading

Strategy 1 Details	Formative Reviews		
Strategy 1: Build a strong campus culture of reading through structured activities to emphasize reading such as participation in book clubs, strategically placing books in identified locations on the campus, bulletin boards, reading contests and promotions, and "what I am currently reading" tags on desks.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased focus on reading at the campus **Staff Responsible for Monitoring:** Coordinator of Library Services			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a structured Read Aloud program in campus libraries to ensure students are learning about authors and different kinds of books.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased levels of literacy, good reading modeled for students **Staff Responsible for Monitoring:** Coordinator of Library Services			

Strategy 3 Details	Formative Reviews		
Strategy 3: Build time into the library schedule for readers' advisory.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased rapport between librarian and the student to support students' ability to find engaging books that instill a habit of life-long reading **Staff Responsible for Monitoring:** Coordinator of Library Services			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue the use of ESSER III funding to staff campus libraries in 2023-2024.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved library services, increased circulation rates, systemic systems and processes implemented across the district
    Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Chief Technology Officer, Coordinator of Library Services
 	
    Funding Sources: Updated library books & additional seating - American Rescue Plan (ARP/ESSER III)			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Use federal stimulus funds to continue to add books to campus libraries.	**Formative**		
Strategy's Expected Result/Impact: Improve the equity and age of books across campuses, increased circulation rates, increased student achievement	Jan	May	May
Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Chief Technology Officer, Coordinator of Library Services			
Funding Sources: new library books - American Rescue Plan (ARP/ESSER III)			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Develop a future budgeting strategy for equitable book replacements and ongoing campus collection development.	**Formative**		
Strategy's Expected Result/Impact: Updated and equitable library collections	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Chief Financial Officer			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Communicate available library resources to teachers and students. Use Myon, Destiny, Sora, state digital resources and print resources.	**Formative**		
Strategy's Expected Result/Impact: Students and teachers receive access to materials to enhance curriculum and the general reading experience	Jan	May	May
Staff Responsible for Monitoring: Coordinator of Library Services			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Provide library staff with training and resources to enhance literacy programs throughout the district. Send staff and campus administrators to the Texas Library Association conference and other professional learning opportunities with available funds.	**Formative**		
Strategy's Expected Result/Impact: Improved library climate and environment to support increased library usage and student literacy	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Coordinator of Library Services			
Funding Sources: furniture - American Rescue Plan (ARP/ESSER III)			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Continue to explore opportunities to partner with the City of Waco to enhance library services including accessing e-books and other resources, promotion of special library events, and scheduled collaboration between district and City of Waco librarians.	**Formative**		
Strategy's Expected Result/Impact: Shared resources and collaboration are used to enhance library services and promote reading for students PK-12	Jan	May	May
Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Chief of Technology, Coordinator of Library Services			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 8: Ensure students are aware of and have an understanding of opportunities afforded them through CTE courses of study.

    Evaluation Data Sources: Number of Certifications Earned, CCMR Data, Number of Students Participating in CTE Programs, Budget Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Explore external evaluation providers to conduct a review of the district's CTE programming.	**Formative**		
Strategy's Expected Result/Impact: Improved programming to meet workforce needs	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of CTE			

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify and implement strategies to enhance opportunities for students wanting to enter the field of nursing through partnerships with McLennan Community College for dual credit hours and/or partnerships with local hospitals for clinical experiences.	**Formative**		
Strategy's Expected Result/Impact: Students have informed and efficient pathways to a career in nursing and other health-related fields	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of CTE			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to collaborate with McLennan Community College's University Center to refine the implementation of programs of study including the Future Educators Academy and the Future Heroes Academy.	**Formative**		
Strategy's Expected Result/Impact: Increase in local workforce development for local graduates	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of CTE, Exec. Director of Secondary Education			

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop partnerships with local businesses to support students in certification pathways and meet local workforce needs.	**Formative**		
Strategy's Expected Result/Impact: Increased certifications, internships, and local employment opportunities	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of CTE			

Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor and ensure that students are completing a sequence of courses within a program of study and achieving a workforce certification.	**Formative**		
Strategy's Expected Result/Impact: Increase in number of certifications achieved in programs of study	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of CTE			

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to brand, market, and communicate the value of workforce certifications.	Formative		
Strategy's Expected Result/Impact: Workforce certification pursuit and achievement will increase over prior year **Staff Responsible for Monitoring:** Director of CTE	Jan	May	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to review CTE middle school offerings and their alignment to programs of study in conjunction with future dual credit pathways to support specialized programs at each campus.	Formative		
Strategy's Expected Result/Impact: Students understand and identify their preferred programs of study early to continue through high school **Staff Responsible for Monitoring:** Director of CTE	Jan	May	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to review and refine transition activities for incoming ninth graders through orientation events, tours, scheduling assistance, etc.	Formative		
Strategy's Expected Result/Impact: Students identify a program of study and complete a sequence of courses as a part of a four-year plan **Staff Responsible for Monitoring:** Director of CTE	Jan	May	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Continue focusing on literacy strategies to improve vocabulary, reading fluency, and comprehension in order to increase CTE certification passing rates.	Formative		
Strategy's Expected Result/Impact: Increase in CTE certifications **Staff Responsible for Monitoring:** Director of CTE	Jan	May	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to offer students opportunities to participate in community service projects through CTE programs of study.	Formative		
Strategy's Expected Result/Impact: Increased co-curricular opportunities that can improve opportunities for employment and scholarships beyond high school **Staff Responsible for Monitoring:** Director of CTE	Jan	May	May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 9: Increase achievement for advanced learners.

    Evaluation Data Sources: ACT/SAT Achievement Data, STAAR Masters Level Data, Number of Students Recognized at Special Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Pilot College Board's African American Studies course at the high school level with interested students. The first Advanced Placement (AP) exam will be administered by the College Board in Spring 2024.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Students offered new opportunity, AP credits earned and transferable to university programs **Staff Responsible for Monitoring:** Director of Advanced Academics			

Strategy 2 Details	Formative Reviews		
Strategy 2: Refine the implementation of the Springboard program and use the integrated scope and sequence curriculum documents to guide instruction. Train new teachers at all middle schools who teach pre-advanced classes.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased rigor of program and participation leading to achievement of students on STAAR and PSAT
    Staff Responsible for Monitoring: Director of Advanced Academics
 	
    Funding Sources: Spring board/College Board - American Rescue Plan (ARP/ESSER III)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work with World Languages teachers, counselors and secondary curriculum staff to increase participation in AP Spanish and in the number of students taking the College Board assessment. Review World Language pathways from K through 12.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased participation in AP testing and number of Spanish speakers who participate in advanced courses **Staff Responsible for Monitoring:** Exec. Director of Secondary Education, Director of Advanced Academics			

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop parent involvement activities that support knowledge of opportunities and pathways for advanced/high achieving students.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased knowledge of choices and future opportunities for advanced learners **Staff Responsible for Monitoring:** Director of Advanced Academics			

Strategy 5 Details	Formative Reviews		

Strategy 5: Review achievement of advanced students, evaluate teacher strengths, and implement rigorous strategies in collaboration with campuses for ensuring that students meet the Masters level on STAAR and demonstrate growth annually.
    Strategy's Expected Result/Impact: Identified advanced students are achieving at the highest levels
    Staff Responsible for Monitoring: Director of Advanced Academics, Director of Accountability Systems and Data Analysis
	Formative		

	Jan	May	May

Strategy 6 Details	Formative Reviews		

Strategy 6: Require that all teachers who teach Pre-Advanced and Advanced Placement courses have attended College Board Advanced Placement Summer Institutes and other targeted professional development. Develop teacher recognition program to recognize teachers with high student achievement.
    Strategy's Expected Result/Impact: Increased Advanced Placement scores, Advanced Placement teacher retention
    Staff Responsible for Monitoring: Exec. Director of Secondary Education, Director of Advanced Academics
	Formative		

	Jan	May	May

Strategy 7 Details	Formative Reviews		

Strategy 7: Continue to implement college readiness testing for all students (i.e. TSIA 2, PSAT 8/9, PSAT 10/11 NMSQT, and SAT) and other advanced testing options as well as extending the testing opportunity to others with a desire or aptitude for taking the test.
    Strategy's Expected Result/Impact: Increased number of students taking college readiness exams and increased performance
    Staff Responsible for Monitoring: Director Advanced Academics
	Formative		

	Jan	May	May

Strategy 8 Details	Formative Reviews		

Strategy 8: Develop strategies to strengthen the Superintendent's Scholars program for academically high-performing students in grades 5-12 based on previous STAAR and college readiness data.
    Strategy's Expected Result/Impact: Increased student interest in advanced academic courses and preparation for NMSQT, increased student achievement on college readiness exams
    Staff Responsible for Monitoring: Director of Advanced Academics
	Formative		

	Jan	May	May

Strategy 9 Details	Formative Reviews		

Strategy 9: Design and implement a Principal's Scholars recognition ceremony for 4th and 5th grade and Junior Scholars ceremony for 6th and 7th grade. Continue to implement the Superintendent's Scholars award ceremony for 8th, 9th, 10th and 11th graders.
    Strategy's Expected Result/Impact: Increased awareness of opportunities for high-achieving students, increased numbers taking college entrance exams
    Staff Responsible for Monitoring: Director Advanced Academics
	Formative		

	Jan	May	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Plan webinars and in-person college panels with top tier universities such as Stanford and Harvard for students identified as Superintendent Scholars.	Formative		
Strategy's Expected Result/Impact: Increased student and parent awareness regarding significance of college entrance exams and opportunities available to high achievers **Staff Responsible for Monitoring:** Director of Advanced Academics	Jan	May	May

Strategy 11 Details	Formative Reviews		
Strategy 11: Continue to include recognition for high achievement on the PSAT and SAT at the Academic Achievers event.	Formative		

Strategy's Expected Result/Impact: Students begin to focus on college entrance exam preparation in addition to GPA
    Staff Responsible for Monitoring: Director of Advanced Academics
 	
    Funding Sources: Superintendent Scholars - Title IV
	Jan	May	May

Strategy 12 Details	Formative Reviews		
Strategy 12: Develop and build capacity of the AVID site teams to ensure that AVID strategy implementation is tracked, data is gathered, and campus program goals are met.	Formative		
Strategy's Expected Result/Impact: Increased campus ownership for AVID program, improved fidelity of implementation, increased student achievement **Staff Responsible for Monitoring:** Director of Advanced Academics	Jan	May	May

Strategy 13 Details	Formative Reviews		
Strategy 13: Collaborate with CCMR Coordinators to offer in-person college visit opportunities to state, HBCUs, and private universities for students.	Formative		
Strategy's Expected Result/Impact: Increased student awareness of post-secondary opportunities **Staff Responsible for Monitoring:** Director of Advanced Academics	Jan	May	May

Strategy 14 Details	Formative Reviews		
Strategy 14: Implement and support PBL units into 6th grade science and monitor outcomes.	Formative		
Strategy's Expected Result/Impact: Increased student engagement, increased student achievement **Staff Responsible for Monitoring:** Director of Advanced Academics	Jan	May	May

Strategy 15 Details	Formative Reviews		
Strategy 15: Continue training and implementation of the NuMinds research curriculum and monitor implementation.	Formative		
Strategy's Expected Result/Impact: Improved student engagement and research activities **Staff Responsible for Monitoring:** Director of Advanced Academics	Jan	May	May

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 10: Continue to systematize processes, procedures, and instructional services for students identified as Gifted and Talented to ensure state and federal compliance and increased student achievement.

    Evaluation Data Sources: Project GT, STAAR Masters Level Data, Number of Students Identified

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to build capacity among the GT Enrichment teachers to provide data driven instruction, TEKS/skills-standards based enrichment, and differentiation support.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved GT student achievement, increased campus GT support **Staff Responsible for Monitoring:** Director of Advanced Academics, Advanced Academics Coordinator			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 1: Implement strategies that affirm the district's commitment to racial equity.

    Evaluation Data Sources: Professional Development descriptions, Conference Registrations, Meeting Minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Review equity assessment results, report findings, and determine next steps.	**Formative**		
Strategy's Expected Result/Impact: Identification and correction of system inequities impacting student engagement and performance	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Expand the district's Committee on Race Equity (CORE) to explore strategies for identifying and addressing system inequities.	**Formative**		
Strategy's Expected Result/Impact: Greater participation in the identification of system inequities as identified in the equity assessment	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 2: Implement strategies to support the safety and well-being of students and staff.

  Evaluation Data Sources: Training Sign-In Sheets, Number and Type of Anonymous Reports, Professional Development Calendar, Grant Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Texas Education Agency's School Safety Standards Formula Grant ($658,000 for Waco ISD). The district will use funding for improving campus fencing, adding card readers, re-keying doors, and adding intruder resistant window film for entry doors and adjacent windows.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Improved school safety **Staff Responsible for Monitoring:** Supt., Chief of Facilities & Operations, Chief Technology Officer			

Strategy 2 Details	Formative Reviews		
Strategy 2: Apply for newly released state SAFE grant (Sept. 2023) to continue to build on physical safety enhancements at campuses.	**Formative**		
Strategy's Expected Result/Impact: Improved School Safety	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities & Operations, Chief Technology Officer			

Strategy 3 Details	Formative Reviews		
Strategy 3: Comply with House Bill 3 including providing an armed security guard at each campus, making facility improvements, and providing mental health training for staff.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Compliance with legislative intent to provide increased response to shooter events and ensure campuses are safe **Staff Responsible for Monitoring:** Supt., Chief of Police, Asst. Supt. of Student Services and Support			

Strategy 4 Details	Formative Reviews		
Strategy 4: Promote a district SRO to a position of District Safety Coordinator to oversee employee safety training initiatives. The Safety Coordinator will be housed on a smaller district campus to provide required security presence.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Employees properly trained on safety procedures **Staff Responsible for Monitoring:** Chief of Police, Exec. Director of Student Services			

Strategy 5 Details	Formative Reviews		
Strategy 5: Contract with ESC 12 to provide Standard Reunification training for campus teams and require documentation of plans at each campus. The district will support campuses with needed materials to implement plans and protocols.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Clear plans in place for emergency evacuations **Staff Responsible for Monitoring:** Exec. Director of Student Services			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement new emergency software system to support the documentation of drills, intruder assessments, threat assessment and reunification processes.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Greater efficiency in the implementation of best practices to support safety **Staff Responsible for Monitoring:** Exec. Director of Student Services			

Strategy 7 Details	Formative Reviews		
Strategy 7: Comply with new state safety and reporting requirements, ensuring the Emergency Operations Plan is updated annually and meets state criteria.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: New safety requirements implemented, EOP is in compliance with state requirements, procedures clearly communicated across district **Staff Responsible for Monitoring:** Exec. Director of Student Services			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement new artificial intelligence scanners at secondary campuses and require clear backpacks at all schools.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Elimination of prohibited items in school **Staff Responsible for Monitoring:** Supt., Asst. Supt. of Student Services, Chief Technology Officer			

Strategy 9 Details	Formative Reviews		
Strategy 9: Implement the use of metal detectors at stadium events.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Elimination of prohibited items **Staff Responsible for Monitoring:** Athletic Director			

Strategy 10 Details	Formative Reviews		
Strategy 10: Conduct regular district safety committee meetings to review processes, systems and training.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved school safety **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support, Exec. Director of Student Services			

Strategy 11 Details	Formative Reviews		
Strategy 11: Continue the use of the Stop It anonymous reporting system for students, parents, and/or others to report incidents of bullying or other unsafe behaviors. Ensure the program is widely communicated.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Anonymous reporting system used to support school safety **Staff Responsible for Monitoring:** Exec. Director of Student Services, Exec. Director of Communications, Principals			

Strategy 12 Details	Formative Reviews		

Strategy 12: Continue implementation of processes for the use of campus threat assessment teams. Continue the use of federal stimulus funds to support a Threat Assessment Specialist to implement processes and systems for compliance with SB 11.
    Strategy's Expected Result/Impact: Threat assessment teams implemented with fidelity at all campuses
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director of Student Services
 	
    Funding Sources: - American Rescue Plan (ARP/ESSER III)
	Formative		

	Jan	May	May

Strategy 13 Details	Formative Reviews		

Strategy 13: Continue to use federal stimulus funds to support two social worker transitional specialists at G.L. Wiley to ensure compliance with legislative mandates for transition plans.
    Strategy's Expected Result/Impact: Students effectively transition from DAEP placement back to home campus
    Staff Responsible for Monitoring: Exec. Director of Student Services
 	
    Funding Sources: salary of social workers - American Rescue Plan (ARP/ESSER III)
	Formative		

	Jan	May	May

Strategy 14 Details	Formative Reviews		

Strategy 14: Continue to provide training to staff on the identification of student mental health needs. Use federal stimulus funds to support training efforts for administrators and other staff members.
    Strategy's Expected Result/Impact: Consistent research-based protocol to support student well-being
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support
 	
    Funding Sources: Emergent Tree - Title IV
	Formative		

	Jan	May	May

Strategy 15 Details	Formative Reviews		

Strategy 15: Monitor the use of Care Solace to provide online case management and timely access to mental health support for students and staff.
    Strategy's Expected Result/Impact: Increased student and staff engagement and attendance
    Staff Responsible for Monitoring: Exec. Director of Student Support
 	
    Funding Sources: - Title IV
	Formative		

	Jan	May	May

Strategy 16 Details	Formative Reviews		

Strategy 16: Continue Klaras support at Waco High School to provide direct mental health services to identified students.
    Strategy's Expected Result/Impact: Increased student engagement and attendance
    Staff Responsible for Monitoring: Exec. Director of Student Support
 	
    Funding Sources: Cost of Klaras - Title IV
	Formative		

	Jan	May	May

Strategy 17 Details	Formative Reviews		
Strategy 17: Identify, implement and/or refine strategies to address mental health, substance abuse, coping mechanisms, grief-informed care, trauma-informed practices and suicide prevention with students in compliance with current legislation.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved student well-being **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support **Funding Sources:** SEL Coordinator - Title IV			

Strategy 18 Details	Formative Reviews		
Strategy 18: Monitor legislative guidelines regarding student welfare issues including dating violence prevention, reporting procedures, parent notifications and guidelines for victims, sexual harassment, retaliation, human trafficking, and age-appropriate educational materials.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Processes and procedures are clear and ensure student safety **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support, Asst. Supt. of Curriculum and Instruction			

Strategy 19 Details	Formative Reviews		
Strategy 19: Implement the Unbound anti-trafficking curriculum.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increase student knowledge and safety **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 3: Deepen implementation of Social-Emotional Learning (SEL) strategies as a district-wide initiative.

Evaluation Data Sources: Professional Development Sign-In Sheets, Conference Registrations, Meeting Minutes of Principal Meetings, Stimulus Funding Budgets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing professional development and coaching to campuses to facilitate social-emotional learning (SEL) curriculum and practices. Build SEL leader capacity to promote sustainable and aligned SEL practices across all campuses.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Decrease in achievement gap between student groups, district alignment of SEL strategies			
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director of Student Support			
Funding Sources: SEL curriculum, counselor materials - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the use of Title IV and federal ESSER funds to employ two SEL/Counseling Coordinators.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Coordinated effort to facilitate the alignment of SEL strategies			
Staff Responsible for Monitoring: Exec. Director of Student Support			
Funding Sources: SEL Coordinator - American Rescue Plan (ARP/ESSER III), SEL Coordinator - Title IV			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to identify and implement strategies to support the social-emotional health of employees.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved well-being of district employees, increased employee retention rate			
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Asst. Supt. of Human Resources, Exec. Director of Student Support			
Funding Sources: LPC for school employees - American Rescue Plan (ARP/ESSER III)			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 4: Evaluate effectiveness of behavior intervention programs across the district and make necessary adjustments to ensure equity and student success.

Evaluation Data Sources: Student Discipline Records, Climate Surveys, Job Descriptions, Branching Minds entries, Emergent Tree Education Campus Program Review Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Use federal funds to provide behavior coaching and program consultation to campus leaders, teachers and support staff. The district will employ an MTSS Director and two district level behavior coaches.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Campuses will implement an effective Multi-Tiered System of Support that adequately addresses the emotional, social, and behavioral needs of all students, which will lead to improved student performance **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support, Exec. Director of Student Support, Director of Multi-Tiered Systems of Support **Funding Sources:** Emergent Tree PD - Title IV			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and develop plans to improve campus-based interventions and resources addressing unsafe or highly disruptive student behaviors.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: All students in need of behavior supports will have an active plan in the district RTI/MTSS system, evidence for each campus will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support, Exec. Director of Special Education **Funding Sources:** Branching Minds - State Compensatory Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct a five-day new teacher Behavior Boot Camp to equip new teachers with strategies and procedures contributing to a safe, inclusive learning environment.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased student engagement and attendance, fewer disciplinary referrals **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support, Ex. Director of Student Support **Funding Sources:** - American Rescue Plan (ARP/ESSER III)			

Strategy 4 Details	Formative Reviews

Strategy 4: Continue facilitating the development and progress of campus-based multi-tiered systems of support through periodic Behavior Academy work sessions and team coaching. This ongoing professional learning series will help administrators, teachers and support staff promote safe, responsible and respectful student behaviors.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased student engagement, attendance and performance			
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Ex. Director of Student Support			
Funding Sources: - American Rescue Plan (ARP/ESSER III)			

Strategy 5 Details	Formative Reviews

Strategy 5: Continue use of the universal behavior screener district-wide.	Formative		
Strategy's Expected Result/Impact: Use specific criteria to identify students who need specialized behavioral support	Jan	May	May
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support			

Strategy 6 Details	Formative Reviews

Strategy 6: Continue the use of ESSER funding to send regular and special education teachers to Texas Tech University to get a master's degree in Applied Behavioral Analysis (ABA) in order to better serve students with severe behavioral needs.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Develop specialists to support student behavior			
Staff Responsible for Monitoring: Exec. Director of Special Education, Asst. Supt. of Student Services and Support			
Funding Sources: cost of tuition and books - American Rescue Plan (ARP/ESSER III)			

Strategy 7 Details	Formative Reviews

Strategy 7: Comply with state requirements to ensure 80% of counselor work time is spent on duties tied to the four components, which will lead to improved student performance.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved student achievement for all groups, consistent core practices demonstrated on all campuses			
Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Executive Director of Student Support			
Funding Sources: software to track - American Rescue Plan (ARP/ESSER III)			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 1: Develop and implement strategies to ensure the financial health of the district.

    Evaluation Data Sources: School FIRST Report, Annual Audit, Five-Year Student Projections, Fund Balance Projections

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a five-year general fund budget forecast using projected enrollments, revenues and expenditures.	**Formative**		
Strategy's Expected Result/Impact: Budget forecasting will provide the groundwork for longer-range planning to address significant future fiscal challenges.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief Financial Officer			

Strategy 2 Details	Formative Reviews		
Strategy 2: Contract for an external district staffing analysis, which considers identified positions ESSER funded positions.	**Formative**		
Strategy's Expected Result/Impact: Identify areas where district may be out of staffing norms as compared to comparable districts	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Asst. Supt. of Human Resources			

Strategy 3 Details	Formative Reviews		
Strategy 3: Transition the district to the state's health insurance plan during the next evaluation cycle.	**Formative**		
Strategy's Expected Result/Impact: Ensure competitive health insurance rates for employees, maintain a no cost employee option for employees with highest level of benefits	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Asst. Supt. of Human Resources, Chief Financial Officer			

Strategy 4 Details	Formative Reviews		
Strategy 4: Identify ESSER funded positions to be eliminated and those to be maintained beyond September 2024 when funding ends.	**Formative**		
Strategy's Expected Result/Impact: Timely notification to grant personnel, staffing and budget plans in place for the fall of 2024	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Chief Financial Officer, Asst. Supt. of Human Resources			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 2: Research and explore options for engaging the board and the community in the development and implementation of a 3-5 year strategic plan.

    Evaluation Data Sources: Plan identified with actionable steps for moving forward

Strategy 1 Details			Formative Reviews		
Strategy 1: Identify 3-5 recommended consultants for the facilitation of strategic plan development.			**Formative**		
Strategy's Expected Result/Impact: Understanding of available services and final products **Staff Responsible for Monitoring:** Supt.			**Jan**	**May**	**May**
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Establish budget and initiate appropriate procurement for strategic plan development services.			**Formative**		
Strategy's Expected Result/Impact: Funds identified **Staff Responsible for Monitoring:** Supt.			**Jan**	**May**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 3: Increase student attendance.

    Evaluation Data Sources: Attendance Data, STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue using federal stimulus funding to employ a Director of Student Attendance and Outreach Services to oversee the district's attendance and truancy programs.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased student attendance, increased student achievement
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director of Student Services
 	
    Funding Sources: salary - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor campus attendance campaigns for 2023-2024 and track student attendance data monthly with the campus attendance review committee.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased average daily student attendance **Staff Responsible for Monitoring:** Director of Student Attendance and Outreach Services			

Strategy 3 Details	Formative Reviews		
Strategy 3: Identify and monitor students who are chronically absent. Identify root causes of absenteeism and develop an individualized plan for each student with chronic absenteeism.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Decrease the number of students who are chronically absent **Staff Responsible for Monitoring:** Director of Student Attendance and Outreach Services, Exec. Director of Student Services			

Strategy 4 Details	Formative Reviews		
Strategy 4: Identify and implement professional development activities to increase teacher and parent knowledge and skills to impact chronic absenteeism.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased collaboration between school and parent resulting in improved student attendance **Staff Responsible for Monitoring:** Director of Student Attendance and Outreach Services			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue networking and participating in professional learning opportunities to learn best practices for tackling attendance problems and determine sustainability measures. **Strategy's Expected Result/Impact:** Innovative ideas for addressing attendance issues emerge **Staff Responsible for Monitoring:** Exec. Director of Student Services, Director of Student Attendance and Outreach Services	Formative		
	Jan	May	May

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 4: Continue to increase staff knowledge and skills to support improved processes and use of student management software (Frontline) for online student registration, enrollment verification, attendance and secondary course selection.

    Evaluation Data Sources: Streamlined Online Processes for Student Registration, Enrollment Verification, Attendance and Secondary Course Selection

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and develop training plans for best practices for student management and business information software system.	**Formative**		
Strategy's Expected Result/Impact: System used fully to support district operations	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief Technology Officer, Asst. Supt. of Finance and Operations, Director of PEIMS			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct weekly meetings to review leaver coding for high schools to ensure accurate dropout rate data.	**Formative**		
Strategy's Expected Result/Impact: Accurate coding and development of plans to contact students	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: Build capacity for school leadership.

Performance Objective 1: Develop campus and district capacity to serve student needs while working as a team to advance the goals of the district.

    Evaluation Data Sources: Student Achievement Data, Culture and Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Grow the capacity of campus leadership teams through targeted professional development to deepen knowledge and identification of system structures for strong Instructional Leadership Teams and Professional Learning Communities.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased understanding, execution, and feedback anchored in effective implementation of both systems **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Executive Directors of Curriculum and Instruction, Director of Opportunity Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use a district coaching platform to track and respond to campus level data related to action coaching.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development			

Strategy 3 Details	Formative Reviews		
Strategy 3: Partner with ESC 12 to facilitate year 2 of "Lead Like a Champion" leadership academy for cohort campus leaders.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Second year campus leaders deepen skills for instructional leadership
    Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction
 	
    Funding Sources: cost of registration - Title II, Part A (TPTR)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to develop campus leaders to understand and implement processes to support the implementation of the Leadership Definition Framework that was initiated at the Holdsworth Center.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased number of ready leaders for a strong leadership pipeline **Staff Responsible for Monitoring:** Supt., Deputy Supt., Asst. Supt. of Curriculum and Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Facilitate annual retreat with school and district leaders to launch the 2023-2024 school year with a focus on leadership skill development.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Deepen leadership skills while focusing on the strategic plan for 2023-2024 **Staff Responsible for Monitoring:** Deputy Supt. **Funding Sources:** - American Rescue Plan (ARP/ESSER III)			

Strategy 6 Details	Formative Reviews		
Strategy 6: Deliver an annual new administrator orientation for new school leaders.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: New campus principals and assistant principals are oriented to tools, processes and systems to ensure a smooth start in leadership role and understand who to call for help in the district as needed by program/department area **Staff Responsible for Monitoring:** Deputy Supt., Exec. Director of Professional Development			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide monthly targeted, real-time leadership training to support campus principals and assistant principals.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Strengthen leadership definition priority competencies **Staff Responsible for Monitoring:** Deputy Supt., Asst. Supt. of Curriculum and Instruction, Asst. Supt. of Human Resources, Asst. Supt. of Student Services and Support			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide summer book study opportunities for district and campus leaders.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased knowledge of research-based strategies for topics such as high-yield instructional strategies, school/organizational culture, literacy knowledge, systems approaches, and leadership competencies **Staff Responsible for Monitoring:** Supt., Deputy Supt. **Funding Sources:** - American Rescue Plan (ARP/ESSER III)			

Strategy 9 Details	Formative Reviews		
Strategy 9: Prioritize professional learning conferences for campus leaders including University of Texas Human Dimensions of Organizations (HDO) Leadership Certificate Programs, Stanford University and University of Texas Design Thinking Institutes, Momentous Institute, CASEL, Texas Association of Behavior Specialists, Emergent Tree, Texas Library Association, Teacher's College, and sessions supporting trauma-informed practices.	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Leaders develop in-depth leadership skills in racial equity, problem solving, social-emotional learning, and behavior
    Staff Responsible for Monitoring: Supt., Deputy Supt., Asst. Supt. of Curriculum and Instruction, Asst. Supt. of Student Services and Support, Exec. Director of Curriculum and Professional Development
 	
    Funding Sources: Travel and Registration - American Rescue Plan (ARP/ESSER III)			

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue training secondary administrators and counselors to support campus master scheduling and tracking platforms.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Timely completion of master schedules, improved scheduling of students, accurate four-year graduation plans **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development			

Strategy 11 Details	Formative Reviews		
Strategy 11: Strengthen instructional leadership capacity of campus instructional specialists and multi-classroom leaders through monthly targeted professional development based on district patterns and trends.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement, increased teacher effectiveness **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction, Exec. Director of Curriculum and Professional Development, Director of Opportunity Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: Build capacity for school leadership.

Performance Objective 2: Develop capacity of aspiring leaders to build a pipeline for succession planning.

Evaluation Data Sources: PD Surveys, Number of Internal Candidates in Hiring Pool, Number of Aspiring Leaders Hired

Strategy 1 Details		Formative Reviews		
Strategy 1: Continue to integrate the competencies from District's Leadership Definition Framework into aspiring leadership programs.		**Formative**		
Strategy's Expected Result/Impact: Increased number of ready leaders who have strong leadership competencies as identified in the Leadership Definition Framework		**Jan**	**May**	**May**
Staff Responsible for Monitoring: Deputy Supt., Asst. Supt. of Curriculum and Instruction				

Strategy 2 Details		Formative Reviews		
Strategy 2: Sustain and extend the Aspiring Leaders Academy to develop aspiring assistant principals and principals.		**Formative**		
Strategy's Expected Result/Impact: Develop a high quality pool of candidates for school leadership roles		**Jan**	**May**	**May**
Staff Responsible for Monitoring: Deputy Supt., Asst. Supt. of Human Resources, Exec. Director of Professional Development				

Strategy 3 Details		Formative Reviews		
Strategy 3: Launch Cohort 2 of the Teacher Leadership Academy and expand opportunities for teacher leadership throughout the district.		**Formative**		
Strategy's Expected Result/Impact: Improved teacher collective efficacy and build a build a strong teacher pipeline		**Jan**	**May**	**May**
Staff Responsible for Monitoring: Deputy Supt., Asst. Supt. of Curriculum and Instruction, Exec. Director of Professional Development				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1: Maintain and update the district's technology systems and infrastructure.

    Evaluation Data Sources: Budget Records, Replacement Cycle Plan, WAN Usage, e-Rate plan, Technology Organizational Chart

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide security support for all campuses through a new security and emergency management system (Raptor).	**Formative**		
Strategy's Expected Result/Impact: Enhanced school safety through additional card readers, door contact alerts, Silent Panic Alarm Technology and Prohibited Items Detection systems (secondary only) **Staff Responsible for Monitoring:** Chief Technology Officer, Chief of Police, Chief of Facilities & Operations	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Review and update the cybersecurity plan to meet legislative compliance for safety, security, and privacy. Provide training for all end users, including students and faculty.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Improved cybersecurity of district resources and systems **Staff Responsible for Monitoring:** Chief Technology Officer			

Strategy 3 Details	Formative Reviews		
Strategy 3: Use federal stimulus funding to add additional external wireless access points at Bell's Hill and Dean Highland to provide increased bandwidth.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Provide external internet connectivity at two locations to provide equity for learning **Staff Responsible for Monitoring:** Chief Technology Officer **Funding Sources:** - American Rescue Plan (ARP/ESSER III)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase utilization of Google Suites platform through continued online/on-demand training to systematize and improve district processes including the use of Google Meet, Google Classroom, and Email Security.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Increased efficiency and control of data and sharing **Staff Responsible for Monitoring:** Chief Technology Officer **Funding Sources:** TCEA PD - Title IV			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue contract for expert assistance for e-Rate services as needed to ensure proper filings in order to maximize funding to support technology needs.	**Formative**		
Strategy's Expected Result/Impact: e-Rate plans submitted and fully funded without delays **Staff Responsible for Monitoring:** Chief Technology Officer	**Jan**	**May**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Advance the current web platform to an improved user interface.	**Formative**		
Strategy's Expected Result/Impact: Enhanced access to information and more effective use of district resources **Staff Responsible for Monitoring:** Chief Technology Officer, Exec. Director of Communications, Chief of Staff **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 9: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 2: Use technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, e-Rate Reports, Budget Records, Surveys, Stimulus Budgets

Strategy 1 Details	Formative Reviews		
Strategy 1: Use stimulus funds (ARP/Emergency Connectivity Fund/ERATE) to maintain and upgrade the district's technology infrastructure to support increased student achievement and ensure the district is prepared to meet online state testing requirements.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: District technology replacement cycle is implemented and devices are updated and deployed
    Staff Responsible for Monitoring: Chief Technology Officer, Asst. Supt. of Finance and Operations
 	
    Funding Sources: Student/Faculty Devices - American Rescue Plan (ARP/ESSER III), Technology Devices for Instruction - Title IV			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase teacher knowledge and skills regarding the use of the district's digital learning management systems (Canvas and SeeSaw) to support instruction.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved delivery of high-quality instruction
    Staff Responsible for Monitoring: Chief Technology Officer, Exec. Director of Professional Development
 	
    Funding Sources: Professional Development both in person and online/on demand Seesaw PD - Title IV			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide high-quality, on-demand training for teachers to support digital learning and effective instructional strategies for engaging learning environments.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased teacher knowledge and skills of how to properly use digital tools
    Staff Responsible for Monitoring: Chief Technology Officer
 	
    Funding Sources: - Title IV			

Strategy 4 Details	Formative Reviews		
Strategy 4: Enhance the Technology Advisory Committee by adding student and parent voice to update the District's Technology Plan.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Updated Technology Plan meets minimum technology standards needed for instruction **Staff Responsible for Monitoring:** Chief Technology Officer, Asst. Supt. of Curriculum and Instruction			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 1: Implement the Long-Range Facilities Master Plan.

    Evaluation Data Sources: Board Meeting Minutes, Architectural Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Request bids and recommend a Guaranteed Maximum Price for the construction of Kendrick and South Waco elementary schools.	**Formative**		
Strategy's Expected Result/Impact: Project budgets, construction completed within contract specifications	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide oversight of the Waco High School, Tennyson Middle School, Kendrick Elementary, and South Waco Elementary construction projects.	**Formative**		
Strategy's Expected Result/Impact: Projects completed on time and in budget	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Kahua internal document software system for bond projects and integrate it with facilities management.	**Formative**		
Strategy's Expected Result/Impact: Document storage and tracking for bond and other facilities projects, historical data including costs available for future planning	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Formalize Waco ISD construction standards/expectations to communicate district's preferred systems and expectations for the quality of performance for facilities.	**Formative**		
Strategy's Expected Result/Impact: Standardization and consistency of systems, efficiency in design process for new facilities	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Work with the district's demographer to develop a strategy for engaging an attendance boundaries committee for late Fall 2024 and Spring 2025. Attendance boundaries will address elementary and middle school boundaries, focusing on high school feeder patterns.	**Formative**		
Strategy's Expected Result/Impact: Attendance boundaries in place for the fall of 2025 when the new Kendrick Elementary opens and Alta Vista Elementary closes	Jan	May	May
Staff Responsible for Monitoring: Supt., Chief of Staff			

Strategy 6 Details	Formative Reviews		
Strategy 6: Develop options and identify plans for the current and future uses of the Administration Building, Alta Vista Elementary, Brazos High School and Indian Spring Middle School.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Vision for use of facilities established **Staff Responsible for Monitoring:** Supt.			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 2: Update the long-range facilities plan to address deferred maintenance items

Evaluation Data Sources: District facility asset database, project records, reports addressing deficiencies

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete and close out ESSER funded HVAC and controls projects.	**Formative**		
Strategy's Expected Result/Impact: Federal stimulus funding used to improve campus HVAC systems, projects completed and closed out	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Maintenance			
Funding Sources: HVAC - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Contract for a roofing assessment to prioritize replacement projects.	**Formative**		
Strategy's Expected Result/Impact: Improve existing facility roofs and the learning environment	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief of Facilities and Operations, Director of Maintenance			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to evaluate the district's overall number of portables and discontinue leases on existing portables.	**Formative**		
Strategy's Expected Result/Impact: Strategically utilize leased portables and reduce usage of portables district wide	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Chief of Facilities and Operations, Director of Maintenance			

Strategy 4 Details	Formative Reviews		
Strategy 4: Maintain an updated Capital Projects Plan to identify large construction projects to be completed as funds become available.	**Formative**		
Strategy's Expected Result/Impact: Capital Projects Plan available for the Board to review when funding is available for projects and/or there is a bond program	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Chief of Facilities and Operations			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 3: Ensure efficient and effective maintenance, custodial, grounds, warehouse, transportation and child nutrition departments.

    Evaluation Data Sources: Five-Year Maintenance Plan, Budget Records, Program Reviews

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan for the transition of contracted transportation services to a district operated department including staffing, technology, facilities, equipment, and training.	**Formative**		
Strategy's Expected Result/Impact: Improved services for families	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Deputy Superintendent, Director of Transportation			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the use of robotic equipment to clean larger campuses.	**Formative**		
Strategy's Expected Result/Impact: Efficiency in cleaning campuses, reduced personnel costs	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief of Facilities & Operations, Director of Maintenance, Custodial Supervisors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Contract with the Texas Association of School Business Officials (TASBO) for an analysis of the custodial department.	**Formative**		
Strategy's Expected Result/Impact: Recommendations for improvement identified and implemented	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Maintenance			

Strategy 4 Details	Formative Reviews		
Strategy 4: Dedicate Child Nutrition fund balances to purchase new equipment to support new menu initiatives, product storage, cooking initiatives and program efficiencies to provide new offerings to students and increase participation.	**Formative**		
Strategy's Expected Result/Impact: Upgraded serving lines and equipment will allow for faster service and new food offerings which we hope will lead to increased participation as well as student and staff satisfaction	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Child Nutrition Services, Chief Financial Officer			

Strategy 5 Details	Formative Reviews		
Strategy 5: Support district operations through the efficient and effective management of warehousing and distribution services, maintaining accurate inventory counts and tagging controlled assets in an effort to optimize resources, improve utilization, and provide accountability to district stakeholders.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Efficient and effective application of procedures will assist the district in forecasting materials and equipment requirements to better optimize the use of resources, preventing spoilage, obsolescence, theft and loss of supply inventories and facilitating the accountability of asset condition, use, and performance **Staff Responsible for Monitoring:** Director of Purchasing, Warehousing, and Distribution Services and Warehouse Supervisor			

Strategy 6 Details	Formative Reviews		
Strategy 6: Support campus operations through a systematic bookroom cleanup, removing all out-of-adoption materials and establishing accurate bookroom counts in the textbook management system for each campus.	Formative		
Strategy's Expected Result/Impact: This process will provide an up-to-date, accurate count of textbooks and other instructional materials and the disposal of out-of-date items will give the campuses better storage space for new materials	Jan	May	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement structured custodial training program starting with all new hires.	Formative		
Strategy's Expected Result/Impact: Better performance of new hires, increased job satisfaction, better retention **Staff Responsible for Monitoring:** Director of Maintenance	Jan	May	May

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 4: Implement the Long-Range Facilities Master Plan.

    Evaluation Data Sources: Board Meeting Minutes, Architectural Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Request bids and recommend a Guaranteed Maximum Price for the construction of Kendrick and South Waco Elementary Schools.	**Formative**		
Strategy's Expected Result/Impact: Project budgets, construction completed within contract specifications	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide oversight of the Waco High School, Tennyson Middle School, Kendrick Elementary, and South Waco Elementary construction projects.	**Formative**		
Strategy's Expected Result/Impact: Projects completed on time and in budget	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Kahua internal document software system for bond projects and integrate it with facilities management.	**Formative**		
Strategy's Expected Result/Impact: Document storage and tracking for bond and other facilities projects, historical data including costs available for future planning	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Formalize Waco ISD construction standards/expectations to communicate district's preferred systems and expectations for the quality of performance for facilities.	**Formative**		
Strategy's Expected Result/Impact: Standardization and consistency of systems, efficiency in design process for new facilities	Jan	May	May
Staff Responsible for Monitoring: Chief of Facilities and Operations, Asst. Director of Construction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Work with the district's demographer to develop a strategy for engaging an attendance boundaries committee for late Fall 2024 and Spring 2025. Attendance boundaries will address elementary and middle school boundaries, focusing on high school feeder patterns.	**Formative**		
Strategy's Expected Result/Impact: Attendance boundaries in place for the fall of 2025 when the new Kendrick Elementary opens and Alta Vista Elementary closes	Jan	May	May
Staff Responsible for Monitoring: Supt., Chief of Staff			

Strategy 6 Details	Formative Reviews		

Strategy 6: Develop options and identify plans for the current and future uses of the Administration Building, Alta Vista Elementary, Brazos High School and Indian Spring Middle School.
    Strategy's Expected Result/Impact: Vision for use of facilities established
    Staff Responsible for Monitoring: Supt.
	Formative		

	Jan	**May**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 5: Update the long-range facilities plan to address deferred maintenance items

    Evaluation Data Sources: District facility asset database, project records, reports addressing deficiencies

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete and close out ESSER funded HVAC and controls projects.	**Formative**		
Strategy's Expected Result/Impact: Federal stimulus funding used to improve campus HVAC systems, projects completed and closed out	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Maintenance			
Funding Sources: HVAC - American Rescue Plan (ARP/ESSER III)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Contract for a roofing assessment to prioritize replacement projects.	**Formative**		
Strategy's Expected Result/Impact: Improve existing facility roofs and the learning environment	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief of Facilities and Operations, Director of Maintenance			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to evaluate the district's overall number of portables and discontinue leases on existing portables.	**Formative**		
Strategy's Expected Result/Impact: Strategically utilize leased portables and reduce usage of portables district wide	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Chief of Facilities and Operations, Director of Maintenance			

Strategy 4 Details	Formative Reviews		
Strategy 4: Maintain an updated Capital Projects Plan to identify large construction projects to be completed as funds become available.	**Formative**		
Strategy's Expected Result/Impact: Capital Projects Plan available for the Board to review when funding is available for projects and/or there is a bond program	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Supt., Chief of Facilities and Operations			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 6: Ensure efficient and effective maintenance, custodial, grounds, warehouse, transportation and child nutrition departments.

    Evaluation Data Sources: Five-Year Maintenance Plan, Budget Records, Program Reviews

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement SMARTtag and maintain effective use of new routing software.	**Formative**		
Strategy's Expected Result/Impact: On-time, reliable service for our students and community, improved morale for bus drivers and staff	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief Officer of Facilities and Operations			

Strategy 2 Details	Formative Reviews		
Strategy 2: Begin the transition of contracted transportation services to a district operated department including staffing, technology, facilities, equipment, and training.	**Formative**		
Strategy's Expected Result/Impact: Improved services for families	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief of Facilities and Operations, Deputy Superintendent, Director of Transportation			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue the use of robotic equipment to clean larger campuses.	**Formative**		
Strategy's Expected Result/Impact: Efficiency in cleaning campuses, reduced personnel costs	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Chief of Facilities and Operations, Director of Maintenance, Custodial Supervisors			

Strategy 4 Details	Formative Reviews		
Strategy 4: Contract with the Texas Association of School Business Officials (TASBO) for an analysis of the custodial department.	**Formative**		
Strategy's Expected Result/Impact: Recommendations for improvement identified and implemented	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Maintenance			

Strategy 5 Details	Formative Reviews		
Strategy 5: Dedicate Child Nutrition fund balances to purchase new equipment to support new menu initiatives, product storage, cooking initiatives and program efficiencies to provide new offerings to students and increase participation.	**Formative**		
Strategy's Expected Result/Impact: Upgraded serving lines and equipment will allow for faster service and new food offerings which we hope will lead to increased participation as well as student and staff satisfaction	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Director of Child Nutrition Services, Chief Financial Officer			

Strategy 6 Details	Formative Reviews		
Strategy 6: Support district operations through the efficient and effective management of warehousing and distribution services, maintaining accurate inventory counts and tagging controlled assets in an effort to optimize resources, improve utilization, and provide accountability to district stakeholders.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Efficient and effective application of procedures will assist the district in forecasting materials and equipment requirements to better optimize the use of resources, preventing spoilage, obsolescence, theft and loss of supply inventories and facilitating the accountability of asset condition, use, and performance **Staff Responsible for Monitoring:** Director of Purchasing, Warehousing, and Distribution Services and Warehouse Supervisor			

Strategy 7 Details	Formative Reviews		
Strategy 7: Support campus operations through a systematic bookroom cleanup, removing all out-of-adoption materials and establishing accurate bookroom counts in the textbook management system for each campus.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: This process will provide an up-to-date, accurate count of textbooks and other instructional materials and the disposal of out-of-date items will give the campuses better storage space for new materials. **Staff Responsible for Monitoring:** Director of Purchasing, Warehousing, and Distribution Services and Warehouse Supervisor			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement structured custodial training program starting with all new hires.	Formative		
Strategy's Expected Result/Impact: Better performance of new hires, more job satisfaction, better retention. **Staff Responsible for Monitoring:** Director of Maintenance	Jan	May	May

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue