

Waco Independent School District

District Improvement Plan

2020-2021



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco ISD serves the community of Waco, Texas, in McLennan County located in Central Texas. Waco ISD has 25 campuses including 15 elementary schools, 4 middle schools, 2 traditional high schools, 1 credit recovery high school and 2 alternative schools. Two of the elementary schools are magnet schools and one middle school has a district GT program option. Three of the elementary schools and two of the middle schools belong to an in-district charter system known as Transformation Waco. There are also two CTE based programs available for students, the Greater Waco Advanced Health Care Academy and the Greater Waco Advanced Manufacturing Academy. As of the 2019 PEIMS snapshot, Waco ISD has a total of 14,696 students enrolled. This represents a smaller drop in enrollment than in years past. However, preliminary PEIMS data for the 2019-2020 school year show an increase of 1,113 which is made up of students from all grade levels from PK-12.

Based on the 2019 PEIMS Fall Submission, Waco ISD represents the following student demographics:

Ethnicity (2018-19 Fall PEIMS file)	Count	Percent
American Indian/ Alaskan Native	16	0.11%
Asian	53	0.36%
Black/African American	4,180	28.3%
Hispanic	8,931	60.5%
Native Hawaiian - Pacific Islander	4	0.03%
White	1,297	8.79%
Two or More Races	275	1.86%
Gender	Count	Percent
Male	7,183	48.68%
Female	7,573	51.32%

School Population (2018-19 PEIMS)	Count	Percent
Early Education Grade	30	0.2%
Pre-Kindergarten Grade	1,002	6.79%
Kindergarten	1,157	7.84%
1st Grade	1,135	7.69%
2nd Grade	1,115	7.56%
3rd Grade	1,142	7.74%

School Population (2018-19 PEIMS)	Count	Percent
4th Grade	1,084	7.35%
5th Grade	1,122	7.6%
6th Grade	999	6.77%
7th Grade	994	6.74%
8th Grade	999	6.77%
9th Grade	1,198	8.12%
10th Grade	996	6.75%
11th Grade	915	6.2%
12th Grade	868	5.88%

Participation in Special Programs (Based on PEIMS 2019 Snapshot) include:

Special Program Participation	Count	Percent
Special Education	1,194	8.09%
Gifted and Talented	1,369	9.28%
Students in the Bilingual Program	697	4.72%
Students in the ESL Program	2,068	14%
English Language Learners	2,864	19.5%
Free/Reduced Meals/Economically Disadvantaged	12,999	88.1%
At-Risk	10,421	70.62%
Section 504	859	5.82%
CTE	3,871	26.23%

The percentage of WISD students who were identified as At-Risk in 2019-2020 was 67.73% compared to the 2018-2019 rate of 70.72% and 70.74% in 2017-2018. The greatest drop in percentage was at a high school campus. For the district, the annual dropout rates for 9-12 graders have been well above the state average for the last 5 years and have increased or remained the same. This has caused a need to examine the needs of high school students, offerings and opportunities as well and campus procedures.

Year	Waco ISD annual dropout rate	State annual dropout rate
2014-15	3.6%	2%
2015-16	4.2%	2%
2016-17	5.6%	1.9%
2017-18	5.4%	1.9%
2018-19	5.4%	N/A

Waco ISD’s students represent a high rate of free/reduced lunch. The percentage of students who qualify for free or reduced-priced meals in Waco ISD in 2019-2020 89.5% which is higher than the state average of 60.6%. This matches the trend over the past 3 years for Waco ISD.

Staffing in Waco ISD shows a mixed performance when compared to the state. According to the 2019 TAPR, of the 2,309 staff, 58.5% are professional and 42.5% are teachers. This 42.5% is lower than the state’s average of 49.8%. Of these teachers, 98% hold a Bachelor’s degree or higher with an average annual salary of \$46,572. The average teacher salary was actually below the state average for all levels of experience from 2016-2017 to 2018-2019.

Waco ISD is above the state average of 50% for overall minority staff with 51.7%. There is a gap between the ethnicities of the teachers and the students they serve. Currently the student population has only 8.8% “White” with a teaching staff of 63.6% “White.” There is also a large difference in the amount of personnel to support teachers and students. Compared to the state’s percentage of 10.3%, Waco ISD has a much higher percentage of educational aides with a 17%. This large amount of instructional aides was also noted in a staffing study done in 2020. The average class size for teachers in 2018-2019 was below average for all grades/subjects except Foreign Language. Foreign language teachers had an average of 19.7 students while the state average is 18.9. Some elementary grade levels had a smaller than state average for class size including grade 6 (with 15.1 compared to 20.4) but most were within a student or two. For secondary, Science and Math teachers have an average of 2-3 students less than the state.

The data shows need for work on strategies to retain teachers and attract more experienced teachers to join WISD. Waco ISD's teacher turnover rate has shown an increase from 23.6% in 2016 to 25.9% in 2019. In the past 5 years, it has not dropped below 20% which is above the state average of 16.5%. The 2019 TAPR shows the largest portion of teachers in WISD to be those who have 1-5 years of experience. This is different from the state’s highest average of 29.3% being those who have 11-20 years of experience. In fact, the state’s percentages were higher than WISD’s for those teaching 6-20 years or more. Waco ISD also has double the state average for beginning teachers (those with no experience).

Student Learning

Student Learning Summary

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 data was also reviewed. A summary of findings is below.

Summary of Accountability:

Due to COVID 19, there was not an analysis of Texas school districts for accountability for 2019-2020. Therefore the statistics used for the 2019 accountability A through F rating are the most current.

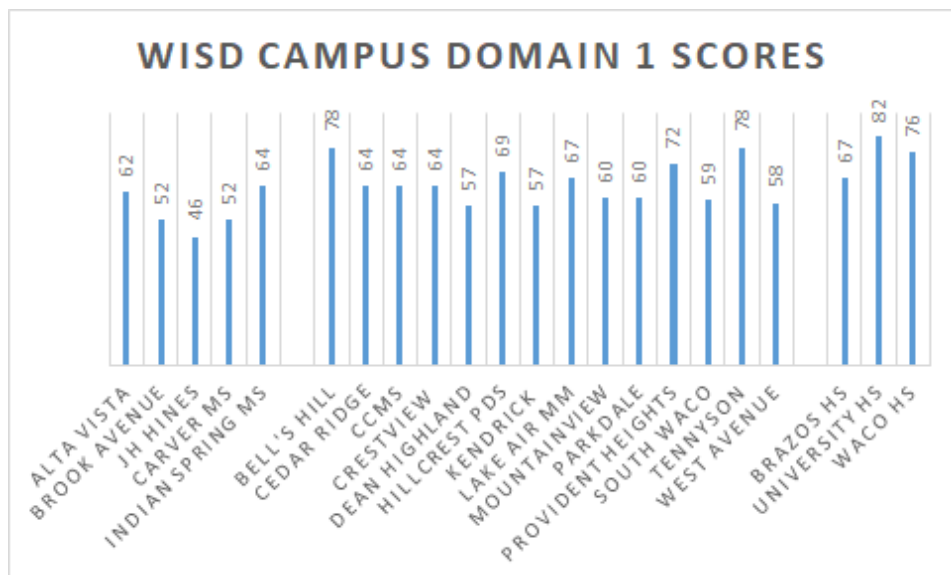
Based on the TAPR Accountability System, the district earned an overall rating of 81%. Within the three domains, Waco ISD had a 72, 85, and 70. The second domain used the relative performance measure to rate the district. This means that compared to other districts with the same economically disadvantaged percentage of students, WISD performs well. This is also a lower number than it should be due to incorrect PEIMS data submission for the economically disadvantaged during the 2018 school year.

Below is a breakdown of the overall ratings for WISD Campuses by level:

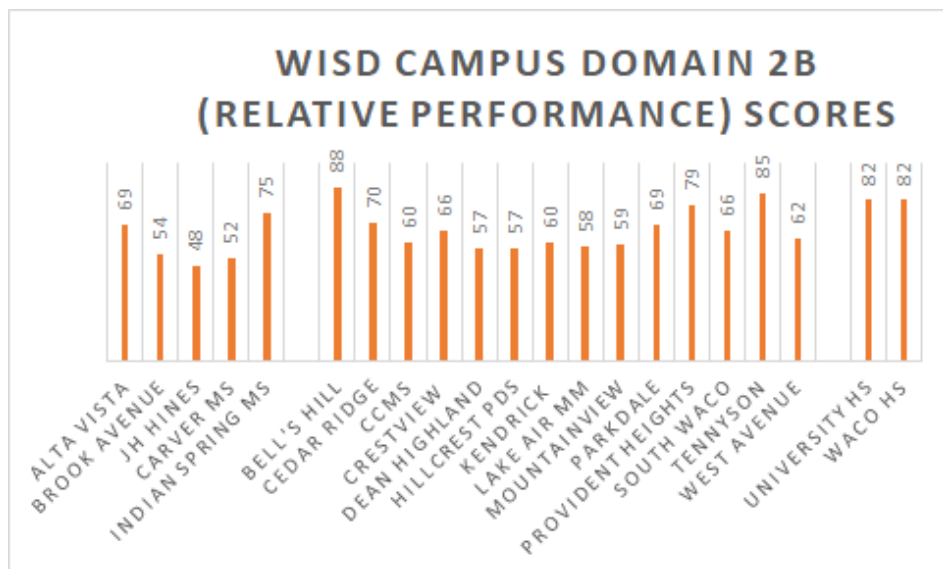
WISD Campus Overall Ratings	A	B	C	D	F
Elementary	0	2	6	3	4
Middle School	0	1	1	0	2
High School	0	2	1	0	1
Total	0	5	8	3	6

Of these campus ratings, 5 campuses are a part of the Transformation Waco charter. Of these campuses two elementary schools and a middle school rated C and one elementary and one middle school rated an F.

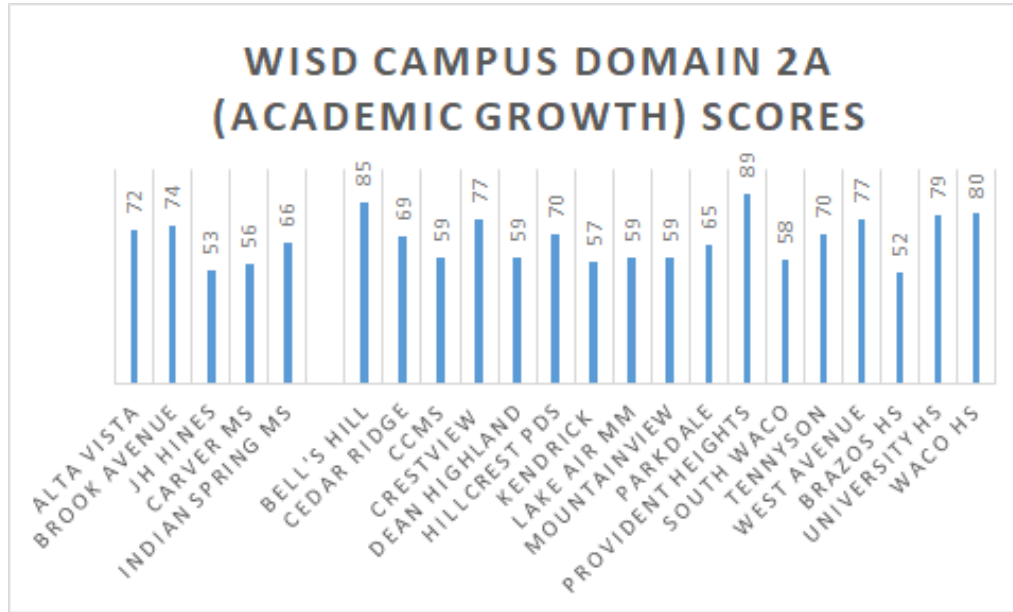
In Domain 1, Waco ISD had an overall score of C (72), up from a D (66) in 2018. This domain measures the average of the percent of tests meeting the "Approaches", "Meets" and "Masters" levels of proficiency on STAAR, as well as the College and Career Readiness (CCMR) and Graduation Rate at the high school level.



For Domain 2, School Progress, Waco ISD scored an overall rating of 85%. This domain uses a “best of” algorithm and this 85 was in Relative Performance comparing the districts Domain 1 score to the percent of Economically Disadvantaged students.



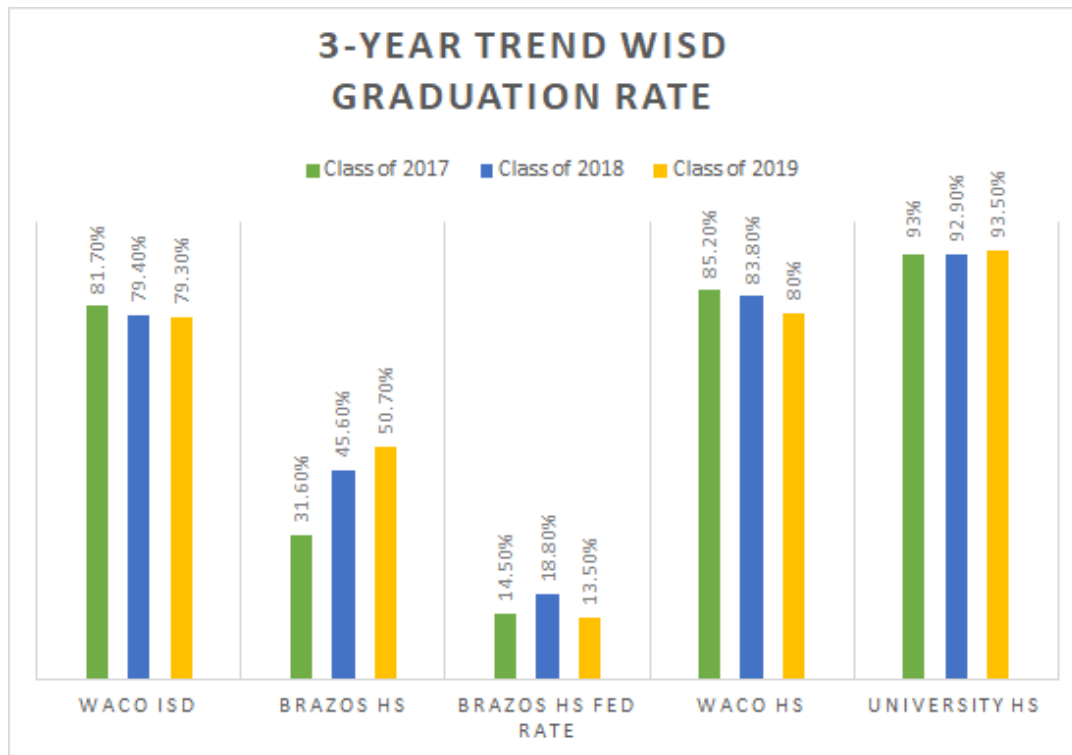
The score for Academic Growth, which measures yearly growth on math and reading, was 69. The data in this rating reflects an approximate 64% of students showing growth in reading and 66% showing growth in math. The group which showed the greatest amount of regression were the students who had previously scored Masters or Meets and fell back to a lower level of performance. Also the students who are struggling to pass STAAR exams are having a 50/50 split for who shows growth and who does not. Students who do not pass STAAR may get credit for personal progress in the current accountability system.



Domain 3, Closing the Gaps, uses a system of targets to be met by individual subpopulations and focuses on various metrics depending upon the type of school being rated. The district and high schools are rated on: Academic Achievement (50%), Graduation Status (10%), ELP Status (10%) and School Quality/CCMR (30%) across subgroups. In 2019, Waco ISD only hit targets in School Quality/CCMR, resulting in 30 out of 100 points. While Waco ISD is hitting its targets and improving its CCMR statistics, this is a measure of students who have graduated or are in grade 12. There is a performance gap between the number of students graduating within 4 years and the performance of those who actually graduate. The high schools performance are charted below

CLOSING THE GAPS PERFORMANCE

Campus	Academic Achievement targets met	Graduation Status targets met	ELP Status target met	School Quality/CCMR targets met
Waco ISD	0/23	0/7	0	9/9
Brazos HS	0/11	0/4	N/A	0/6
Waco HS	8 (all math)/20	0/7	0	9/9
University HS	8/18	4/6	0	8/8



The CCMR data from 2019 shows the Waco ISD had an increase of 11% of graduates who earned readiness in 2018, with a total of 69%. For each of the campuses, there is an increase as well. Waco HS increased by 6% to a 67%. University HS increased by 17% to an 81%. Brazos HS went up 1% to 10%. The largest percent of WISD's students are deemed College, Career or Military Ready via Dual Credit and college testing with 20% on each. (Some of these students may be counting in both areas.) This shows a need for improvement.

The scores for college testing show a large difference between the reading and the math performance. Only 21% of the 2019 students achieved the needed score to be college ready and 15% of this group were by TSIA rather than SAT/ACT. With the inclusion of SAT/ACT scores for students who took Algebra 1 in junior high in high school accountability, this area will need more curriculum support and work. For reading 46% of students were able to achieve the needed score and again most were by TSIA rather than SAT/ACT. With the shift to TSIA2, which will integrate writing, this area will need more curriculum support. There has been an increase in the percent of students tested from 2017 to 2018. However, after this increase of testers, the percent of students who met the criteria dropped drastically.

	% tested ACT/SAT	% At or Above Criterion	Average SAT score	Average ACT score
2017	41.9%	8.4%	1237	16.6
2018	83%	9.5%	981	15.4
2019	83.2%	4.8%	928	15.8

For elementary and middle schools Domain 3 is rated based on targets hit in Academic Achievement (Reading/Math STAAR), Growth (Reading/Math STAAR), ELP Status and Student Success (all STAAR). For their rating in this domain 80% is focused on reading and math scores. For these schools, there is a strong correlation between overall performance and the student growth data. The ones highlighted in yellow scored a B or C for their overall accountability. There is a need for Waco ISD to continue working on this data because it is more personalized to students and represents not only this domain but for elementary and middle school campuses it is 50% of their Closing the Gaps rating. A system is needed to track student progress that relates to STAAR performance but provides the opportunity to progress monitor with the same metrics.

CLOSING THE GAPS - ELEMENTARY AND MIDDLE SCHOOLS

Campus	Academic Achievement (Reading and Math at Meets or above) targets met	Growth (Reading and Math)	ELP Status target met (Growth via TELPAS)	Student Success Status (All subjects tested)
ELEMENTARY SCHOOLS				
Bell's Hill	12/14	12/12	1/1	6/18
Cedar Ridge	2/14	9/14	1/1	3/9
Crestview	3/14	12/12	1/1	2/9
Dean Highland	0/14	0/14	1/1	0/8
Hillcrest	4/14	8/12	1/1	3/9
Kendrick	1/14	3/14	1/1	1/9
Lake Air Montessori	5/18	6/18	1/1	3/9
Mountainview	0/16	1/12	1/1	0/9
Parkdale	2/18	6/14	1/1	0/9
Provident Heights	6/12	12/12	1/1	4/7
South Waco	1/14	2/12	N/A	1/9
West Avenue	1/12	10/10	1/1	1/8
MIDDLE SCHOOLS				
CCMS	0/18	0/18	1/1	0/10
Tennyson	4/18	6/18	0/1	7/11
TRANSFORMATION WACO CAMPUSES				
Alta Vista	3/14	10/12	1/1	1/9
Brook Avenue	0/12	10/12	0/1	0/8
JH Hines	0/14	0/12	N/A	0/8
Carver MS	1/16	0/16	0/1	0/9
Indian Spring MS	2/18	5/16	0/1	1/10

Six of Waco ISD's campuses earned a total of 10 Distinctions.

In reviewing the data on EL students for growth in language acquisition, the trend shows a strong foundation within the elementary schools as most have hit the targets in and as students move through secondary grade levels, they are not maintaining the growth needed. This can also be seen in the graduation percentages of these students remaining at 73% or lower.

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Summary

To understand the needs of Waco ISD, in the fall of 2019, campus leaders were guided through a process where they shared their views about the needs of their campuses and the district. This qualitative data provided the district level leaders to establish high area needs and see connections for high leverage actions. A guided review of district accountability data led by ESC 12 helped provide a quantitative analysis of the district's academic needs and those of each campus. These reviews led the district to focus on concepts that would help develop leadership and teacher capacity to improve student outcomes.

In examining district concerns, there was a need for a problem-solving protocol that would incorporate qualitative and quantitative data, strategies, and a focus on empathy. Training in Design Thinking during the 2019-2020 school year provided a common framework to examine broader district issues.

Culture and Vision

In the spring of 2020, district and campus leaders began reviewing and building a mission and vision for Waco ISD. The group discussed the district's existing vision and mission statements with campus and district administrators on March 3-4 and April 14, 2020. Two themes emerged. First, there was limited institutional knowledge around the current statements. Second, there was a consensus that it would be appropriate to develop new vision and mission statements for Waco ISD. To guide the development of new vision and mission statements, administrators discussed a section of Greg McKeown's book, "Essentialism." It reads, in part, "When there is a lack of clarity, people waste time and energy on the trivial many. When they have sufficient levels of clarity, they are capable of greater breakthroughs and innovations..." To determine Waco ISD's essential intent, administrators sought to answer a question posed by McKeown: "If we could truly be excellent at one thing, what would it be?" Administrators also discussed "peak moments" from their time in Waco ISD. Using ideas and keywords from both activities, draft vision and mission statements were developed.

From this work, Waco ISD's mission is 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.

Leadership Development

According to the TAPR, Waco ISD campus leaders have an average of 5-6 years of experience in 2018-2019 and 4-5 years in 2017-2018. For both of these data points, almost all of the years match the average years of experience as leaders in Waco ISD. This illustrates that many of the leaders are newer to the role of campus leadership. This makes mentorship and support challenging; therefore, further supporting the need for districtwide support in leadership development.

In the fall of 2019, principal meetings were established to begin building a culture of collaboration. Through these meetings, it was shared that there had not been any formal professional development on leadership in 5 years. Leadership training began in the spring of 2020 to build instructional leadership capacity for planning, instruction, and alignment. These included Action Coaching, Data Driven Instruction, and Lesson Planning. As implementation began, the need for other campus/district systems to be in place became clear (e.g., observation schedules, lesson planning processes). Without these essential systems, new learning would be difficult to implement.

The Effective Schools Framework process also identified this as a common need in the campuses in School Improvement.

Quality Teaching and Learning

Waco ISD continues to focus on developing a strong Tier 1 curriculum concentrating on planning, instruction, and alignment. This was derived from STAAR data for all students and all tests in 2019. Thirty-five percent of students scored at Approaches grade level, which is below expectations, and 35% did not pass at all. The district had TEKS RS as a

curriculum, but its use was inconsistent across the district, making it difficult to determine its effectiveness. There was also a lack of available resources for curricular implementation or training to use resources in an aligned manner. With the Tier 1 instruction having implementation issues, this caused an overidentification of students for interventions in Tier 2 and 3 settings.

Within the district, there were no district-level expectations set for lesson planning structures and processes. Historically, this was a campus level decision. After surveying samples of lesson plans across the district, there were variances in lesson plan structures and effectiveness throughout the district and even within some campuses themselves. This created a barrier for administrators to provide strong feedback to their teachers on improving planning and instruction.

Literacy has been an issue for Waco ISD students. In 2019, 39% of students did not pass STAAR Reading, and another 30% were scoring at Approaches grade level. This creates a total of 69% of students below grade level in reading. Math scores look to be affected by these low reading levels -- while more students were scoring Approaches in math than reading, 65% of students were below grade level in math. When you combine this with curricular issues, there was a clear need to begin focusing on literacy instruction for students. Since STAAR begins at grade 3, there is a need for stronger early literacy Tier 1 instruction. Waco ISD student mobility rate for 2018-2019 was 26%; this student movement necessitates that literacy instruction is consistent and aligned across the district.

Data Driven Instruction

To support the implementation of a strong curriculum focusing on standards-based instruction, a specific protocol is needed to review data and respond effectively. This begins with understanding the state's accountability data, establishing aligned assessments to gather useful data, and responding to student needs through instruction and intervention. This requires ongoing professional development beginning with instructional leaders. WISD did not have a district-wide protocol to respond to this need.

Data Driven Instruction was implemented in 2019-2020 to address this need. The Curriculum Department began by aligning assessments from the district. This provided better data to start training on protocols with campus instructional specialists and principals to develop the teachers' ability to respond to student needs. This requires ongoing job-embedded professional development of campus instructional leaders to work with teachers.

Teacher Retention

In examining the issue of teacher retention, Design Thinking provided a framework to explore district issues. With data showing the trends of teachers leaving the district and new teachers being mostly inexperienced, it was clear that there needed to be an examination of root causes to build more effective practices. Systems like onboarding and mentorship needed to be created for more effective support.

High School Systems

With a dropout rate of 5% and a graduation rate of 77%, WISD examined the student based systems to determine needs. This included reviewing the roles of all campus leaders, reviewing student tracking systems and examining the credit recovery structures available including Brazos High School. Both high schools were utilizing campus roles differently including the caseloads for counselors. A protocol for tracking students was not consistent across campuses or within campuses which affected the student enrollment at BHS as well as the transfer of information for students moving. There is a need for a system which aligns students across campuses and assigns specific responsibilities to the leadership roles regardless of the campus.

Perceptions

Perceptions Summary

Waco ISD conducts annual surveys of students, parents, and staff. The following represents a summary of the culture/climate, values, and beliefs as based upon the responses collected in February of 2020 which is before Covid concerns. The technology surveys sent in June of 2020.

Student Survey/Staff Survey

A total of 5,899 students responded to a survey about school climate and safety. Among elementary students who responded to the survey, there is a trend of students feeling safe when asked about various settings. This includes feeling safe in locations such as: cafeteria (80%), hallways (79%), the bus (72%), and in their classrooms (88%). For middle school students, the trend was similar for feeling safe in the cafeteria (82%), hallways (74%), the bus (62%) and in their classrooms (87%). The high school trends similarly with students feeling safe in the cafeteria (82%), hallways (80%), the bus (70%) and in their classroom (88%). For each of the levels, there was a range of 60% to 85% who said the rules and expectations for these areas had been taught to them. The only exception was behavior in the parking lot which was 54% or lower.

While students responded this way about their overall safety, there was still a trend of students feeling as though there is still a lack of respect in social interactions. For example, elementary student data shows that only 48% believe students treat each other respectfully on the bus and 56% in the cafeteria. Only 61% of the high school students felt as though students treat each other respectfully in the classroom.

Interestingly, the percentage of students who felt that high school students treat teachers respectfully was even lower than the peer interactions at 50%. The lowest numbers in the area of respectful treatment were seen at the middle school where only 45% thought students treated each other respectfully in the cafeteria and 52% in the classroom. Only 45% thought that students treated staff members respectfully. Elementary students only had 57% who believed students treat adults respectfully.

A total of 1,433 staff members responded to the survey about school climate and safety. Staff survey data for the elementary schools mirrored the results for students feeling safe, peer interactions being respectful and teachers being treated respectfully. The high school staff data showed considerably lower percentages when asked about students treating each other respectfully in particular locations. Some examples include the cafeteria (49%), the gym (37%), and bus loading (49%). The middle school numbers were much lower, cafeteria (33%), hallways (28%), common areas (36%), and classrooms (37%). There is clearly a need for support and strategies at the secondary levels which both teachers and students point out.

In reviewing the student survey data for their perspective on how teachers treat students, there were high percentages of students who felt supported and encouraged as well as treated kindly and respectfully. For elementary the range was 74-85%, for middle school students the range was 55-79% and for the high school it was 57-77%. The highest percentage for all three levels came with the question asking if they felt teachers encouraged them to do their best.

In reviewing data on the biggest issues on campus from student and staff perceptions, there is some agreement among all of what the main issues are which crossover campuses.

Top Problems for Campuses

Elementary students	Elementary staff	Middle School students	Middle School staff	High School students	High School staff
Student language	Classroom misbehavior	Classroom misbehavior	Classroom misbehavior	Classroom misbehavior	Student language
Students hurting one another	Student language	Student language	Student language	Student language	Threat of violence towards staff

Parent Survey

The parent survey showed some discrepancy in participation. The elementary schools had 492 responses. The middle school had 57 responses. The high school had 150 with almost all responses coming from Waco HS. With some of the results from middle school staff and students, further data collection efforts may be needed in the future with this group to help with any strategies for improvement.

Elementary school parents responses were higher than the student/staff when it came to questions of safety, almost all were above 90% with the exception of students treating each other respectfully which showed agreement at 82%. All questions concerning how teachers treat students were at or above 91% for attributes such as treating students respectfully and kindly, encouraging students, being fair and supportive. With these positive results, it is not a surprise that over 89% of parents feel welcomed, get supported when they ask and the communication is good.

High school parent results trend like the students/staff responses. Most felt that their child felt safe at school but only 53% felt that students treated each other respectfully. Over 80% shared that the teachers did a good job teaching expectations for behavior and work as well as sharing grading policies and procedures. Encouraging results can be seen in responses to how parents feel welcomed, get supported when they ask and the communication is good, over 74% in each area.

Of the parents who responded for middle school, the results for student safety and how teachers treat students mirrored the responses by staff and students with over 84% agreeing that their child feels safe and they are treated well by teachers. They also trend similarly to the students and staff when it comes to the respectful treatment of students and teachers by students. A little over half thought students treat each other respectfully and 65% felt they treated staff respectfully.

Overall the results showed that there are commonalities between the three stakeholder groups which enables more collaboration when working together for improvement. With Waco ISD doing continued work to turn its vision and mission into actions, it has already begun to improve campus cultures. The middle schools seem to need the most support which is born out by the staff and student data.

Technology and Learning

In June 2020, three technology surveys were administered. The audiences of these surveys were parents, students and faculty. This information was gathered to plan for support needs for COVID-19 and distance learning as well as an overall view of technology. The parent survey contained 13 questions and received 830 responses. The student survey was 8 questions and had responses from 279 students from grades 3-12. The faculty survey included 475 responses from across the elementary, middle and high schools.

The trends from the parent survey revealed a lack of technical resources for learning at home or using technology. With 85% of parents noting they would prefer a district device and 94% believing that technology would enhance their child's education, it is clear that parents are looking for more from the district. When asked about their preferences on the frequency of technology use for learning and communication about that learning, 54% of parents responded that they would want technology daily and 42% said they would like communication daily. This shows a strong interest by parents to be involved and support technology use. Many parents were familiar with Google Classroom, Microsoft Office and Clever. They shared that the most frequent things their child does on their device include accessing coursework, communicating with teachers and listening to music/books. The use of the device for artistic pursuits like composing music and creating artwork were the least common.

Student responses showed a similar trend. Out of the group, 91% noted they did not have the internet at home without their phone. This matches the understanding of lack of resources. They shared that the most common digital tools used by teachers were Google Classroom, Clever and Achieve 3000 and 61% noted that instruction with technology being used daily. Interestingly, almost all students noted that the most frequent uses of their device were taking tests, accessing coursework, communicating with teachers and listening to music/books. As for devices, 77.8% of students wanted some type of laptop as opposed to a tablet and yet 40% of teachers chose an iPad or tablet as their first choice for devices.

For the faculty survey, the response was 54% for elementary and 46% secondary teachers. This provided a good spectrum of needs. Of these teachers, 81% noted that they have a computer at home that is not from the district and 97% have internet access from home. This shows a disparity between what students have and what teachers have which may

affect teacher perceptions on student task performance when technology is needed. The most common belief in what educational technology can help with was to reinforce and expand content knowledge. When reflecting on technology needed, 49% of teachers chose a laptop for themselves and 75% felt that acquiring student devices is the most important need for the future of technology instruction in WISD with 75% taking that one step further to wanting a one to one model. The least popular need was a learning management system. This highlights a need for training and support. The most common digital tools used by faculty were TEAMS, Microsoft Office products and Google Suite. Their results for usage match students with the most common being taking tests, accessing coursework, and communication between students and teachers.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





Goals

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

Performance Objective 1: Recognize community partners who share and support the district's values to promote race equity.

Evaluation Data Sources: Number of partners recognized in various formats including board meeting recognition, special ceremonies, and social media posts

Summative Evaluation: None





Strategy 1: Provide recognition at monthly board meetings. Strategy's Expected Result/Impact: School partners/community organizations recognized for promoting race equity Staff Responsible for Monitoring: Exec. Director of Communications	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use all communication outlets to profile community partners working to support race equity. Strategy's Expected Result/Impact: Partners recognized Staff Responsible for Monitoring: Exec. Director of Communications	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Participate in Race Equity Key Stakeholders Group to build relationships and coordinate community efforts. Strategy's Expected Result/Impact: Enhanced efforts to promote race equity work in schools and the community Staff Responsible for Monitoring: Supt., Chief of Staff, Asst. Supt. Student Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Engage with parents, community members, and business partners.

Evaluation Data Sources: Records of Engagement Activities, Community Newsletters

Summative Evaluation: None

<p>Strategy 1: Make presentations, attend meetings, and solicit feedback from community groups such as the NAACP, Waco Leadership Forum, Executive Advisory Board for Greater Waco Area Manufacturing Academy, Waco Business League, and others.</p> <p>Strategy's Expected Result/Impact: Community groups are full partners in public school goals and strategies</p> <p>Staff Responsible for Monitoring: Supt., Chief of Staff, Exec. Director Communications</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Invite parents, community members, and business partners to engage with the Superintendent via tele town hall and/or other events.</p> <p>Strategy's Expected Result/Impact: Open lines of communication between members of the community</p> <p>Staff Responsible for Monitoring: Chief of Staff, Exec. Director Communications</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Invite parents, community members, and business partners to participate in long-range facilities planning workshops.</p> <p>Strategy's Expected Result/Impact: Increased awareness of facility needs to effectively educate all students in the District.</p> <p>Staff Responsible for Monitoring: Chief of Staff, Exec. Director Communications</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Develop a monthly newsletter to share district information with key community leaders and post on district website for parents and others to view.</p> <p>Strategy's Expected Result/Impact: Newsletter provides timely information to parents and community stakeholders</p> <p>Staff Responsible for Monitoring: Supt., Chief of Staff, Exec. Director Communications</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 3: Increase opportunities for parent and family engagement at the campus level.

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

Summative Evaluation: None

Strategy 1: Produce "Classroom Close-Ups" Video series to highlight in-person and remote instruction. Strategy's Expected Result/Impact: Quality classroom instruction promoted, increased parent confidence Staff Responsible for Monitoring: Exec. Director Communications	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create virtual opportunities for family engagement. Strategy's Expected Result/Impact: Virtual family engagement opportunities at the campus level Staff Responsible for Monitoring: Principals, Exec. Director Communications Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enlist campus groups to assist with Family and Community engagement activities (ie., NHS, Ready-Set-Teach, Clubs and Organizations, etc.) Strategy's Expected Result/Impact: Increased parent and community attendance at scheduled events Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide support and professional development for early childhood education including using the Parents as Teachers Program. Strategy's Expected Result/Impact: Higher achievement for students Staff Responsible for Monitoring: Director of Early Childhood Education Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Parents as Educators - Title I Parent Involvement	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Host district-wide family engagement activities to cultivate authentic relationships and produce positive academic, social and emotional results for students. Strategy's Expected Result/Impact: Increased family engagement supporting their students and making connections between families and supporting resources in the community and surrounding areas Staff Responsible for Monitoring: Asst. Supt. of Student Services, Director of Federal and State Programs Funding Sources: Family Fest - Title I Parent Involvement	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Lower disciplinary referral rates and dropout rates long with increased attendance rates</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Student Services, Coordinator of Student Management</p> <p>Funding Sources: Diversion Program - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 (25.9% as reported in the 2019 TAPR Report).

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

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

Summative Evaluation: None

<p>Strategy 1: Implement TASB staffing analysis recommendations and continue job titles and descriptions. Strategy's Expected Result/Impact: Ensure consistent and equitable staffing, increased efficiencies Staff Responsible for Monitoring: Asst. Supt. Human Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Analyze the district's stipend structure against comparable districts and make recommendations for changes as a part of the 2021-2022 compensation plan. Strategy's Expected Result/Impact: Provide stipend structures that reflect market comparison of comparable districts Staff Responsible for Monitoring: Asst. Supt. Human Resources</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Review and improve current hiring processes and impact on hiring qualified candidates, including length of time to process applicants and make employment offer. Strategy's Expected Result/Impact: Hiring processes ensure that highly qualified candidates are hired quickly and efficiently Staff Responsible for Monitoring: Asst. Supt. Human Resources Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Use feedback and recommendations provided by the district's professional consultant to streamline the online application process within Frontline software. Strategy's Expected Result/Impact: Improved application process, timely hiring offer to qualified candidates Staff Responsible for Monitoring: Asst. Supt. Human Resources</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Update employee transfer policy with criteria that are beneficial to sending and receiving campuses. Strategy's Expected Result/Impact: Employee transfer policy provides stability for campuses and ensures minimum standards for transfer eligibility Staff Responsible for Monitoring: Asst. Supt. Human Resources Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Develop and implement a goal setting structure for non-teaching staff, including administrators. Strategy's Expected Result/Impact: Employee goals are communicated and followed up on to improve employee performance Staff Responsible for Monitoring: Asst. Supt. Human Resources</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7: Research staff satisfaction survey options and administer survey to provide valuable feedback regarding employee satisfaction. Strategy's Expected Result/Impact: Survey used to identify strategies for improvement and teacher retention Staff Responsible for Monitoring: Asst. Supt. Human Resources	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 (25.9% as reported in the 2019 TAPR Report).

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

Summative Evaluation: None

<p>Strategy 1: Implement the newly revised New Teacher Induction Model in 2020-2021 to provide ongoing support to new teachers or those new to the district who have limited experience.</p> <p>Strategy's Expected Result/Impact: Improved processes for inducting new teachers that results in increased retention of new teachers.</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Coordinator of New Teacher Mentoring Program</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Collaborate with Texas Tech University to design a teacher residency program through a partnership grant from the Opportunity Culture/Public Impact program.</p> <p>Strategy's Expected Result/Impact: Develop pipeline of certified teachers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Use design thinking strategies to recruit highly qualified staff and identify solutions to improve retention rates.</p> <p>Strategy's Expected Result/Impact: Strategies/plan developed and/or refined to recruit, induct, and retain highly qualified staff</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources</p> <p>Funding Sources: Coordinator of New Teacher Mentoring Program - Title II, Part A (TPTR)</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 (25.9% as reported in the 2019 TAPR Report).





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

Summative Evaluation: None

<p>Strategy 1: Continue to implement professional development focused on Data Driven Instruction and ensure district curriculum coordinators, instructional coaches, and instructional specialist are available to assist with data-driven instructional planning, in-class instructional support, and professional development for teachers.</p> <p>Strategy's Expected Result/Impact: Schedule to ensure all campuses have access to instructional coaches as needed and schedule for DDI training and campus implementation plans</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Instructional Coaches and Instructional Specialist - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue to provide professional development to leaders on Action Coaching to increase the effectiveness of observation and feedback. Add assistant principals, instructional specialists and district leaders for 2020-2021.</p> <p>Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using the See It, Name It, Do It coaching protocols to increase effectiveness of feedback given to teachers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Continue to implement professional development around lesson planning, processes and protocols.</p> <p>Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Implement year one of a three-year literacy plan to deepen teacher knowledge and skills in effective literacy instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Results, Professional Development Records</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: WIN Literacy Training (K-5th grade teachers) - Title II, Part A (TPTR)</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Provide job-embedded, practice based professional development based on campus needs to support the district's initiatives. Using a framework, train campus leaders on how to identify ways to support teachers in high leverage areas.</p> <p>Strategy's Expected Result/Impact: Real time learning and application of new skills to support implementation in high leverage student achievement areas</p> <p>Staff Responsible for Monitoring: Exec. Director Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Align existing of staffing of campus paraprofessionals, instructional specialists, coaches, deans, and district level instructional support staff to effectively support instruction.</p> <p>Strategy's Expected Result/Impact: Equitable and effective support for instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Asst. Supt. Human Resources</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Identify and develop teacher leaders to support continued growth in effective instructional delivery and build capacity for future leadership positions.</p> <p>Strategy's Expected Result/Impact: Opportunities for results-oriented teachers to work collaboratively with new or struggling teachers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Use student achievement data to develop a 2021 summer professional development plan. The plan will provide differentiated opportunities for teachers based on experience level and need.</p> <p>Strategy's Expected Result/Impact: Digital and/or print document outlining summer professional development offerings</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Professional Learning Activities - Title II, Part A (TPTR)</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Ensure 100% of K-3 teachers and principals complete the Reading Academies prior to start of school year 2021-2022, as outlined in HB 3 by the 86th Texas Legislature, 2019. For 2020-2021, train first and second grade teachers.</p> <p>Strategy's Expected Result/Impact: Teachers and principals have increased knowledge and skills in the science of reading instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director of Elementary Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 (25.9% as reported in the 2019 TAPR Report).

Performance Objective 4: Increase the number and impact of highly effective teachers in schools through recruitment, placement, and retention.

HB3 Goal

Evaluation Data Sources: Teacher Turnover Rates, T-TESS Evaluation Results, Circle, TX KEA, STAAR Data

Summative Evaluation: None





Strategy 1: Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS. Strategy's Expected Result/Impact: Strong inter-rater reliability for evaluating teachers across all schools and congruence between student growth and teacher performance Staff Responsible for Monitoring: Asst. Supt. Curriculum & Instruction, Asst. Supt. Human Resources	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Phase 1 of the strategic evaluation system (TIA) for teachers. Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps Staff Responsible for Monitoring: Asst. Supt. Human Resources	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Systematically monitor teacher performance in order to identify teachers who need additional support. Strategy's Expected Result/Impact: Develop, retain and recruit highly effective teachers into our schools with the most need Staff Responsible for Monitoring: Asst. Supt. Human Resources	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None





<p>Strategy 1: Create a timeline for Phase 2 of the development of scope and sequence curriculum documents in preparation for the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Timeline of curriculum alignment meetings for scope and sequence curriculum development</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Receive feedback on curriculum documents implemented in 2020-2021 and revise as needed.</p> <p>Strategy's Expected Result/Impact: Teachers provide feedback to refine scope and sequence document based on experiences during the first year of implementation</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop scope and sequence curriculum documents for additional core content areas, Pre-Advanced and Advanced Placement courses, and LOTE, which were not written during the summer of 2020.</p> <p>Strategy's Expected Result/Impact: Equitable instruction across district, differentiated instruction for advanced learners</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Directors Elementary and Secondary Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Support the lesson planning process to include expectations regarding the use of the district's lesson plan template and implementation and feedback of lesson delivery.</p> <p>Strategy's Expected Result/Impact: Aligned lesson plans created by teachers that reflect the proper level of rigor and complexity of assigned grade level TEKS and reteach plans for identified student expectations</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide instructional resources and professional development aligned to the district's curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers have needed resources and training to effectively implement the district's curriculum</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Funding Sources: TEKS Resource Guide, Enhanced Curriculum, Imagine Learning - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 the curriculum and instructional delivery.

Evaluation Data Sources: Local Assessment Data, STAAR Assessments

Summative Evaluation: None

<p>Strategy 1: Continue to develop and refine common unit assessments to ensure equity across campuses and as a benchmark to evaluate learning and guide instructional adjustments.</p> <p>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</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: STAAR Test Maker - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Pilot TEA interim assessments in place of local benchmarks to identify areas of instruction focus and interventions at each school.</p> <p>Strategy's Expected Result/Impact: Greater alignment to the state testing system and achievement predictability</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide support to campus leaders and teachers to use data to determine instructional adjustments and targeted interventions for students in need of additional support.</p> <p>Strategy's Expected Result/Impact: Schedule outlining district instructional support for campus leaders and teachers to evaluate data and develop campus and/or student-specific interventions</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Eduphoria Suite - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 early literacy program including resources, data collection techniques, and interventions.

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

Summative Evaluation: None

<p>Strategy 1: Send first and second grade teachers and campus administrators, including assistant principals, to state reading academies as required by the state legislature.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and skills on the science of reading instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue the implementation of the district's elementary literacy plan and make adjustments for year 2 based on progress during year 1 in light of COVID-19.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Director Elementary Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop a professional development plan for effective literacy instruction for middle school teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction for middle school ELAR</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Evaluate the district's early literacy program in relation to assessment data including Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) inventories.</p> <p>Strategy's Expected Result/Impact: Identify areas of focus for increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director of Elementary Education</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Identify areas of strengths and weaknesses of the district's early literacy program based on analysis of STAAR achievement data.</p> <p>Strategy's Expected Result/Impact: Areas of strengths and weaknesses of early literacy program identified</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6: Implement, monitor, and respond to a structured system of interventions for struggling students. Strategy's Expected Result/Impact: Interventions systematically implemented with professional development for those delivering remediation Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education, Director of Dyslexia, RtI and 504 Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Branching Minds - Title 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Review and make annual recommendations for board-adopted plans and goals for early literacy and math proficiency. Strategy's Expected Result/Impact: Feedback received from board, plans and goals adopted as required by HB 3 Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Evaluate paraprofessional staffing assigned to support early literacy to ensure clearly defined roles and responsibilities. Strategy's Expected Result/Impact: Identify instructional philosophy for continued use of paraprofessionals to support literacy instruction at the elementary level Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Review district and campus processes in place impacting grade point calculations to ensure fidelity with attendance accounting, consistency, and clear communication to students and families.

Evaluation Data Sources: Audit of Transcripts, Review of Local Policy, PEIMS Attendance Accounting Data

Summative Evaluation: None





<p>Strategy 1: Convene committee of high school campus leaders, high school counselors, district curriculum staff members, teachers, parents, and students to review EIC (LOCAL) and make recommendations to revise policy.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from meetings, minutes of meetings showing comparison of District EIC (LOCAL) with similar surrounding districts EIC (LOCAL) policy, and recommendations for revision to EIC (LOCAL)</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Align middle and high school core courses, including courses offered for high school courses, and elective courses to provide consistency among campuses.</p> <p>Strategy's Expected Result/Impact: Equity and alignment of courses at the middle school level</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Review middle school elective offerings and provide menu of consistent courses across campuses.</p> <p>Strategy's Expected Result/Impact: Student interest in selection of electives, increased consistency in course offerings across campuses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Review student attendance in dual credit courses to ensure compliance with state attendance accounting guidelines.</p> <p>Strategy's Expected Result/Impact: Report outlining all students currently taking dual credit courses, the number of minutes in attendance overall, and the number of minutes on campus each day of week</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, PEIMS Director, Exec. Director of Secondary Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Review and continue to refine and revise the 2020-2021 course planning guide, ensuring alignment to EIC (LOCAL).</p> <p>Strategy's Expected Result/Impact: Updated course planning guide</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Continue training for high school counselors including academic advising, transcript process for incoming students, and separation of class rank calculations from academic advising.</p> <p>Strategy's Expected Result/Impact: Accurate transcripts and 4 year graduation plans in place for each student</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Review the Languages Other than English (LOTE) program.

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

Summative Evaluation: None





<p>Strategy 1: Review all Languages Other than English (LOTE) courses taught in district and staffing at each location where LOTE program offered.</p> <p>Strategy's Expected Result/Impact: Graphic organizer depicting all LOTE courses taught in district, campuses where courses are taught, and impact on endorsements</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Review enrollment numbers and demographics of students in advanced LOTE courses.</p> <p>Strategy's Expected Result/Impact: Analysis of advanced LOTE course opportunities across campuses and prerequisites for the courses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Identify students eligible for credit by exam in LOTE.</p> <p>Strategy's Expected Result/Impact: Training for secondary counselors to identify students eligible for year 1 and year 2 LOTE credit by exam, Spanish speakers are advanced through curriculum to higher level courses to match skill level</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Ensure alignment of LOTE courses to ensure all students have the same opportunities across the district to take courses and receive applicable endorsements.</p> <p>Strategy's Expected Result/Impact: Document outlining changes needed to standardize LOTE course sequences and LOTE endorsement opportunities for all students</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Coordinate district instructional improvement efforts with Transformation Zone campuses.

Evaluation Data Sources: STAAR Achievement Data, Grant Evaluation

Summative Evaluation: None

Strategy 1: Include Transformation Zone leaders in 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: Superintendent, CEO Transformation Zone, Asst. Supt. Curriculum and Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet periodically and/or as needed with the CEO of the Transformation Zone to coordinate services. Strategy's Expected Result/Impact: Coordinated services for students at Alta Vista, Brook Avenue, JH Hines, Indian Spring, and Carver Middle School Staff Responsible for Monitoring: Supt. Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct an annual evaluation of the Transformation Zone. Strategy's Expected Result/Impact: Evaluation meets requirements of contract Staff Responsible for Monitoring: Board of Trustees, Chief of Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 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

Summative Evaluation: None

<p>Strategy 1: Attend the Effective Schools Framework (ESF) Reflective Prioritization Activity refresher course provided by ESC 12 to review self-assessments and modify plans.</p> <p>Strategy's Expected Result/Impact: Administrators develop an understanding of the ESF and use it to identify areas for improvement</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Attend Targeted Improvement Plan training prior to developing intervention plans for 2020-2021.</p> <p>Strategy's Expected Result/Impact: Quality Targeted Improvement Plans submitted to TEA</p> <p>Staff Responsible for Monitoring: Supt., DCSI</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Participate in required activities and site visits with ESC 12 and TEA to document work as prioritized in Targeted Improvement Plans.</p> <p>Strategy's Expected Result/Impact: Plans implemented with fidelity, documentation in place to support Effective Schools Framework</p> <p>Staff Responsible for Monitoring: Supt., DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Identify schools with D or F ratings in domains within the STAAR accountability system and discuss strategies for improvement in order to avoid label of Targeted Support and/or Comprehensive by TEA.</p> <p>Strategy's Expected Result/Impact: Improvement strategies increase student achievement in such a way that schools are not labeled as Targeted Support or Comprehensive.</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide Cohort 2 training for Data Driven Instruction (DDI) to systematically inform response to data and reteach plans.</p> <p>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</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Exec. Director of Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Provide Cohort 2 Action Coaching training with campus leaders to increase the use of effective observation and feedback cycles.</p> <p>Strategy's Expected Result/Impact: Creation of systems and processes around observation and feedback to include documentation, teacher action steps, and data tracking</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Exec. Director of Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Plan, submit, and implement School Improvement Grant activities to support schools labeled as Targeted Support or Comprehensive as a result of state A-F Ratings.</p> <p>Strategy's Expected Result/Impact: Grant activities increase student achievement, resulting in improved A-F rating</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Executive Director Curriculum and Professional Development, Executive Director Elementary and Secondary Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 knowledge and skills of administrators, teachers, and professional staff in understanding the A-F accountability system.

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

Summative Evaluation: None

<p>Strategy 1: Continue to train district and campus leaders to understand A-F accountability system and clarify any misconceptions.</p> <p>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</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Conduct training on understanding the TELPAS testing system and how to interpret data reported on the TAPR for federal accountability standards.</p> <p>Strategy's Expected Result/Impact: Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing in primary grades</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Increase support for students having previously earned "Approaches" or "Meets" to push toward "Masters" by collaborating with teachers to develop strategies to facilitate increased student achievement.</p> <p>Strategy's Expected Result/Impact: An increase in "Masters" level scores on STAAR English and Mathematics assessments</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide technical assistance at each campus to develop increased knowledge of A-F system and set student achievement goals.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate.</p> <p>Strategy's Expected Result/Impact: Student data coded and mined for A-F accountability will be an accurate account of student data and achievement</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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

Summative Evaluation: None

<p>Strategy 1: Review and refine board-adopted plans and goals for CCMR.</p> <p>Strategy's Expected Result/Impact: Feedback received from board, plan and goals adopted, compliance with HB 3</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue to ensure that students who meet CCMR requirements through dual credit or advanced courses are accurately identified and coded in PEIMS.</p> <p>Strategy's Expected Result/Impact: Accurate coding for students meeting CCMR through dual credit or advanced courses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Continue to evaluate and refine TSI testing practices across campuses.</p> <p>Strategy's Expected Result/Impact: Testing processes administered according to College Board guidelines, consistent and accurate TSI testing</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Continue to ensure students who meet CCMR requirements by earning certifications are accurately identified and coded in PEIMS and Perkins.</p> <p>Strategy's Expected Result/Impact: Certification indicators for CCMR are correctly coded for applicable students</p> <p>Staff Responsible for Monitoring: CTE Director, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Continue to monitor graduation coding of special education students to ensure an accurate understanding of counseling staff as they make decisions regarding students preparing to enter their junior or senior year and for 18+ students.</p> <p>Strategy's Expected Result/Impact: Graduation codes 54 and 55 are correctly coded for applicable students</p> <p>Staff Responsible for Monitoring: Executive Director Special Education, Executive Director Secondary Education, District Transition Specialist</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 6: Following state guidance, continue to identify all seniors eligible for a Military indicator under CCMR.</p> <p>Strategy's Expected Result/Impact: Military Enlistment indicators for CCMR are correctly coded in PEIMS for applicable students</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Facilitate registration and attendance at the AVID Summer Institute, ensuring that staff are trained in order to implement the AVID program with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased number of AVID students identified college and/or career ready</p> <p>Staff Responsible for Monitoring: AVID District Director</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Funding Sources: AVID Summer Institute - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 4: Increase knowledge and skills of PEIMS indicators and processes for accurate coding to support successful A -F ratings.

Evaluation Data Sources: A-F Ratings, TAPR

Summative Evaluation: None

<p>Strategy 1: Review CCMR coding with applicable professional staff to ensure students earning dual credit are accurately coded.</p> <p>Strategy's Expected Result/Impact: Accurate reflection of number of students with dual credit or advanced courses reflected in CCMR totals</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, PEIMS Director, Director of CCMR, Director Accountability and Assessment</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Review CCMR data coding with applicable professional staff to ensure students who have recognized certifications are accurately coded.</p> <p>Strategy's Expected Result/Impact: Increase in number of students with recognized certifications reflected in CCMR total</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Curriculum and Instruction, PEIMS Director, CTE Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: Improve the district's four-year graduation rate (77% for the Class of 2019) 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

Summative Evaluation: None

<p>Strategy 1: Provide the Board with an overview of the program evaluation conducted of Brazos High School to determine program effectiveness and improvement strategies.</p> <p>Strategy's Expected Result/Impact: Written program evaluation identifies effectiveness of programs including gaps and includes recommendations for future implementation</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Evaluate attendance monitoring and intervention strategies to include personalized plans for students with excessive absences.</p> <p>Strategy's Expected Result/Impact: Increased student attendance, individual plans in place for students with excessive absences</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services, Executive Director Student Services and Support, Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Research electronic data collection and analysis systems and dashboards to improve identification of early warning signs of students at risk for dropping out of school.</p> <p>Strategy's Expected Result/Impact: Data analyzed frequently to identify students based on absenteeism, homelessness, discipline concerns, credit accrual, grades</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Establish routine meetings with district and campus staff to progress monitor student achievement and attendance to respond to multi-tiered support for students.</p> <p>Strategy's Expected Result/Impact: Strengthen culture of support and routines through clear expectations</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Review student cumulative folders and transcripts of students dropping out of the 2017-2018 cohort.</p> <p>Strategy's Expected Result/Impact: Patterns and issues identified related to dropouts including behavior, attendance, demographics, mobility, etc.</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Evaluate knowledge and skills of special education and Bilingual/ESL teachers and campus administrators to inform professional development and curriculum planning, including instructional resources.</p> <p>Strategy's Expected Result/Impact: Develop plans to increase teacher and leader knowledge and skills of effective instructional strategies to support special education and Bilingual/ESL students</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education, Director of Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Revise withdrawal form to include the reasons a student is leaving the district.</p> <p>Strategy's Expected Result/Impact: Greater understanding of leaver codes and where students are going</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Use the Quality District Academic Committee (QDAC) to review, evaluate, and make recommendations for addressing dropout prevention.</p> <p>Strategy's Expected Result/Impact: Decrease in dropout rates as a result of improved support for students</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Identify key stakeholders and focus group members to attend a Design Thinking Institute with the University of Texas School of Design and Creative Technologies. Include students in such a way that we understand issues from their perspectives.</p> <p>Strategy's Expected Result/Impact: Design Thinking Institute provides a framework for focus committee and key stakeholders to collaboratively develop an improved strategy for dropout prevention</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p> <p>Funding Sources: Design Thinking Institute - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Convene a focus group of teachers and principals to discuss the district's philosophy and practices regarding student retention and overage 8th grade students.</p> <p>Strategy's Expected Result/Impact: Discussion leads to clarity around district practices regarding student retention</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 11: Develop a plan for the transition of students from 5th to 6th grade and 8th to 9th grade.</p> <p>Strategy's Expected Result/Impact: Address patterns and issues related to poor academic progress and dropout prevention</p> <p>Staff Responsible for Monitoring: Executive Director Student Services and Support, Executive Director of Secondary Education</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Transition Activities - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 12: Conduct post-secondary conferences with students. Individual conferences will provide an opportunity for counselors to discuss possible CTE certifications, opportunities for advanced or dual credit courses, and military options based on individual student interest and academic level of achievement.</p> <p>Strategy's Expected Result/Impact: Students establish post-secondary plans, receive information about Texas OnCourse as a means to explore other post-secondary options, decrease in dropout rate</p> <p>Staff Responsible for Monitoring: Exec. Director of Secondary Education, Exec. Director Student Services and Support</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 13: Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance.</p> <p>Strategy's Expected Result/Impact: Parent support results in increased student achievement and decreased dropout rate</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Education, Exec. Director Student Services and Support, Counselors</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 14: Develop elementary and middle school campus campaigns including the use of hallway banners to communicate and celebrate each student's graduation year.</p> <p>Strategy's Expected Result/Impact: Develop common language and excitement around graduation</p> <p>Staff Responsible for Monitoring: Exec. Directors of Elementary and Secondary Education, Exec. Director Communications</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 15: Collaborate with McClennan County Community College (MCC) to identify strategies for supporting students participating in dual credit including tutorials, meal service, and counseling.</p> <p>Strategy's Expected Result/Impact: Increased passing rates for dual credit, student achievement and success, decreased dropout rate</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 16: Explore options through facilities planning process to ensure high interest CTE courses are located at high school campuses to ensure access for students at risk of dropping out of school.</p> <p>Strategy's Expected Result/Impact: Increased participation rates in CTE courses, decreased dropout rates</p> <p>Staff Responsible for Monitoring: Supt., Chief of Staff, Asst. Supt. Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 17: Evaluate 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.</p> <p>Strategy's Expected Result/Impact: Students receive services to support overall well-being</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Support services for students at risk of dropping out of school - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: Systemize 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

Summative Evaluation: None

<p>Strategy 1: Implement and monitor newly established initial assessment processes and timelines to meet state and federal guidelines.</p> <p>Strategy's Expected Result/Impact: Initial referral timelines are met in compliance with state and federal guidelines</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Analyze special education endorsements, 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.</p> <p>Strategy's Expected Result/Impact: Special education students graduate at highest levels with a clear path post secondary</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Special Education, Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Refine the district's continuum of services for Early Childhood Special Education (ECSE) and Resource services and support for secondary students. Identify program gaps and make recommendations to provide improved support for instruction.</p> <p>Strategy's Expected Result/Impact: Improved support for students in ECSE and Resource</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide support for 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.</p> <p>Strategy's Expected Result/Impact: Support teachers and paraprofessionals in the implementation of Solid Roots to decrease inappropriate student behaviors</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Support teachers in writing measurable standards based IEP goals and objectives through additional professional development and assistance during PLC meetings.</p> <p>Strategy's Expected Result/Impact: Special education teachers write IEP goals and objectives which are aligned to grade level standards</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: Identify a lead teacher for the Day School for the Deaf program to serve as a liaison between the Special Education Department and classroom teachers. Strategy's Expected Result/Impact: Deaf education teachers receive appropriate professional development and coordination of services Staff Responsible for Monitoring: Exec. Director Special Education Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Identify staff who need the mandatory Crisis Prevention Intervention (CPI) training full course and those who need the refresher. Ensure that existing employees who are CPI trained complete the refresher course before certification lapses. Strategy's Expected Result/Impact: Improved support for students dealing with a behavioral crisis through use of proper de-escalation strategies Staff Responsible for Monitoring: Exec. Director Special Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: Systemize 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

Summative Evaluation: None

<p>Strategy 1: Contract with expert, Dr. Monica Lara and Dr. Morales of Seidlitz Education, for a review of the district's instructional model for bilingual/ESL students.</p> <p>Strategy's Expected Result/Impact: Program evaluation identifies strategies for improving program, increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide annual training to campus staff on screening procedures and applicable documents for immigrant students (Newcomers) to ensure proper PEIMS coding and accurate transcript review.</p> <p>Strategy's Expected Result/Impact: Shared understanding of screening protocols and applicable documents for Newcomers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Identify strategy for scaling dual language program to additional campuses to support increased student achievement.</p> <p>Strategy's Expected Result/Impact: Plan developed for scaling dual language program</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Contract with Seidlitz Education to provide training to teachers and administrators on best practices for increasing English language proficiency, especially for dual language immersion.</p> <p>Strategy's Expected Result/Impact: Effective instructional strategies result in increased student achievement</p> <p>Staff Responsible for Monitoring: Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Monitor the implementation of English Learner Language Acquisition (ELLA) in 7th and 8th grades as ELAR options for ELL students and add English Language Development and Acquisition (ELDA) as a corequisite to ESOL I or ESOL II for secondary immigrant students this year for students with little or no English proficiency.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and language proficiency</p> <p>Staff Responsible for Monitoring: Director Secondary Education, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6: Continue to provide instruction for LPAC campus chairs and technology leaders on understanding the LAS battery of assessments for English Learner identification. Strategy's Expected Result/Impact: Increased knowledge and skills regarding screening assessments Staff Responsible for Monitoring: Director Bilingual/ESL Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Develop mentoring strategies for Bilingual/ESL students using feedback from 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: Systemize 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

Summative Evaluation: None

<p>Strategy 1: Provide training to dyslexia staff, 504 coordinators, and campus administrators to review the new Dyslexia Manual, which outlines screening procedures for students with indicators of possible Dyslexia or 504 needs.</p> <p>Strategy's Expected Result/Impact: Shared understanding of Dyslexia and 504 screening protocols between district and campus leaders and teachers</p> <p>Staff Responsible for Monitoring: Director of 504, Dyslexia, and RTI</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Require dyslexia teachers to provide training to general education teachers on dyslexia characteristics/traits.</p> <p>Strategy's Expected Result/Impact: Teachers are able to recognize students with dyslexia characteristics</p> <p>Staff Responsible for Monitoring: Director of 504, Dyslexia, and RTI</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Ensure dyslexia staff complete the two-week training in the Multi-sensory Teaching Approach (MTA) curriculum.</p> <p>Strategy's Expected Result/Impact: Equitable instruction across all campuses</p> <p>Staff Responsible for Monitoring: Director of 504, Dyslexia, and RTI</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Identify dual language students with dyslexia characteristics and provide appropriate instructional strategies to determine whether intensive dyslexia support is needed.</p> <p>Strategy's Expected Result/Impact: Dual language students are assessed to determine need for intensive dyslexia instruction</p> <p>Staff Responsible for Monitoring: Director of 504, Dyslexia, and RTI</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

Evaluation Data Sources: STAAR Data, Graduation Rates, Dropout Rates

Summative Evaluation: None

<p>Strategy 1: Establish the use of Renaissance as the district's universal screener for grades 1-12 and develop protocols for data analysis and action plans.</p> <p>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</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Funding Sources: Renaissance - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Evaluate and align staffing to support Tier 3 interventions.</p> <p>Strategy's Expected Result/Impact: Increased support for students in need of interventions</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Funding Sources: Districtwide personnel - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide training for Tier 3 intervention programs used at elementary and middle school levels.</p> <p>Strategy's Expected Result/Impact: Intervention programs implemented with fidelity, increased student achievement</p> <p>Staff Responsible for Monitoring: Director of 504, Dyslexia, and RTI</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Ensure administrators review student achievement data to determine impact of interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Lead4Ward Subscription for the District from Eduphoria - Title 1 - \$7,920</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Monitor implementation and refine current RtI processes and interventions K-12, with a focus on the selection criteria for students to be served in interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, clear RtI systems implemented with fidelity</p> <p>Staff Responsible for Monitoring: Director of 504, Dyslexia, and RTI</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6: Implement extended-year interventions for students who are at risk of failing or losing academic credit due to failing grades or truancy. Strategy's Expected Result/Impact: Recovery of academic credits Staff Responsible for Monitoring: Director of State and Federal Programs Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Summer School - Title 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 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: Develop and implement a plan to improve library services PK-12.

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

Summative Evaluation: None

<p>Strategy 1: Explore a partnership with the City of Waco to provide students with digital library cards to access e-books and other resources.</p> <p>Strategy's Expected Result/Impact: Existing community resources are used to access additional reading materials for students</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Identify desired functions of library services and facilities by grade level span through focused conversations with campus principals and/or ELAR teachers.</p> <p>Strategy's Expected Result/Impact: Function and purpose of libraries and spaces clearly articulated to district leaders leading to initial improvement plans</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Evaluate the district's library collection and circulation rates by grade level span and campus.</p> <p>Strategy's Expected Result/Impact: Recommendations to improve the equity and age of books across campuses, increased circulation rates, increased student achievement</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Discuss opportunities for the innovative use of libraries for future pilot projects such as the implementation of maker spaces.</p> <p>Strategy's Expected Result/Impact: Identification of future innovative projects to support increased student achievement</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Determine budget needs to support library improvements. Systemize and/or require per student allocations for books annually.</p> <p>Strategy's Expected Result/Impact: Budget needs identified and communicated in preparation for the budget cycle</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: 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

Summative Evaluation: None

<p>Strategy 1: Collaborate with McLennan Community College's University Center to explore and apply for the Texas Education Agency's P-Tech Planning grant to establish a teaching and learning school at MCC to develop a pipeline of teachers.</p> <p>Strategy's Expected Result/Impact: Planning for a P-Tech school for teaching and learning in order to develop future teachers</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Explore and create middle school CTE principles courses for one or programs of study for 2021 -2022.</p> <p>Strategy's Expected Result/Impact: Students begin programs of study early and continue through high school</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Increase transition activities for incoming ninth graders through orientation events, tours, scheduling assistance, etc.</p> <p>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</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Continue to communicate to students and parents the value of workforce certifications.</p> <p>Strategy's Expected Result/Impact: Workforce certification pursuit and achievement will increase over prior year</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Continue to include and increase mathematics and technical reading or technical writing instruction in all lessons and project assignments for CTE courses.</p> <p>Strategy's Expected Result/Impact: Increase in students' college readiness, TSI reading, mathematics, and writing scores, and STAAR EOC passing rates</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Enhance project based learning opportunities through participation in community service projects for students in CTE Career Academies.</p> <p>Strategy's Expected Result/Impact: Increased co-curricular opportunities that can improve opportunities for employment and scholarships beyond high school</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 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: Increase achievement for advanced learners.

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

Summative Evaluation: None

<p>Strategy 1: Review achievement of advanced students and determine strategies for ensuring that students meet the Masters level on STAAR.</p> <p>Strategy's Expected Result/Impact: Identified advanced students are achieving at the highest levels on STAAR</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics, Director of Accountability Systems and Data Analysis</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Evaluate the Atlas middle school program and review and set goals to ensure higher achievement.</p> <p>Strategy's Expected Result/Impact: Clear purpose of program, areas for improvement identified including professional development needs</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Explore options for a project based learning school for students in grades 5-8.</p> <p>Strategy's Expected Result/Impact: Identify and implement innovative instructional models to advance student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Advanced Academics</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Send Advanced Placement teachers to College Board training to deepen program content knowledge and develop instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased Advanced Placement scores</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Develop and deliver a lesson on the purpose of the ACT and PSAT and testing strategies for grade 6-9 students in advanced ELAR, math, science or social studies classes.</p> <p>Strategy's Expected Result/Impact: Increased understanding of significance of high achievement on college entrance exams and need for intentional preparation</p> <p>Staff Responsible for Monitoring: Director Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Implement the PSAT 8 and 9 for all students and PSAT 10 to the top 20% as well as extending the testing opportunity to others with a desire or aptitude for taking the test.</p> <p>Strategy's Expected Result/Impact: Increased number of students taking PSAT, students use results to establish goals and study plans toward 11th grade PSAT and SAT</p> <p>Staff Responsible for Monitoring: Director Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Cost of testing for school day testing of all 8th, 9th, and 11th graders and top 20% of 10th graders - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Implement a Superintendent's Scholars program for academically high-performing students in grades 5-12 based on previous STAAR and PSAT data.</p> <p>Strategy's Expected Result/Impact: Increased student interest in selecting advanced academic courses and preparing for the NMQST and/or achieving at the highest levels on the ACT</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Cost of preparation materials, resources, and teacher training for Superintendent Scholars program - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Implement an annual Principal's Scholars recognition ceremony for grades 4-6, Junior Scholars ceremony for 7-9, and Superintendent's Scholars award ceremony for 10th and 11th graders.</p> <p>Strategy's Expected Result/Impact: Increased awareness of opportunities for high-achieving students, increased numbers taking college entrance exams</p> <p>Staff Responsible for Monitoring: Director Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Develop a schedule of opportunities and incentives for students who received 10th grade PSAT recognition to further develop skills through use of Khan Academy and ACT Academy.</p> <p>Strategy's Expected Result/Impact: Increased achievement on NMSQT and/or ACT</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Resources and incentives for students who received PSAT recognition - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Develop schedule for field trips to state and private universities for students identified as Superintendent Scholars.</p> <p>Strategy's Expected Result/Impact: Increased student and parent awareness regarding college admission and opportunities for strong academic achievers</p> <p>Staff Responsible for Monitoring: Director Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 11: Plan webinars with top tier universities such as Rice, Stanford, and Harvard for students identified as Superintendent Scholars 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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Investigate Academic Achiever qualification in surrounding, similar districts to make recommendations for adjustments to future criteria. Strategy's Expected Result/Impact: Students begin to focus on college entrance exam preparation in addition to GPA Staff Responsible for Monitoring: Director Advanced Academics Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Include recognition for high achievement on the ACT and/or PSAT at the Academic Achievers Banquet. 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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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

Summative Evaluation: None

Strategy 1: Create a district level Race Equity Committee to explore strategies for identifying and addressing system inequities. Strategy's Expected Result/Impact: Equity audit, summary report including potential interventions or next steps Staff Responsible for Monitoring: Asst. Supt. Student Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Present Resolution regarding district's commitment to racial equity to the Board of Trustees for consideration. Strategy's Expected Result/Impact: Increased visibility of organizational efforts to dismantle inequities Staff Responsible for Monitoring: Asst. Supt. Student Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify training opportunities, including book studies, and partnerships to increase knowledge and skills about race equity. Strategy's Expected Result/Impact: Deeper understanding of race equity and enhanced ability to identify and dismantle existing systemic inequities Staff Responsible for Monitoring: Asst. Superintendent Student Services, Executive Director of Professional Development	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Convene high school student focus groups to discuss topics of inclusiveness such as as racism, bias, and prejudice. Strategy's Expected Result/Impact: Students identify campus activities to promote safety and anti-bias Staff Responsible for Monitoring: Asst. Supt. Student Services, Exec. Director Student Services and Support	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Review hiring and recruitment practices. Strategy's Expected Result/Impact: TAPR data indicates improved racial equity in relation to student demographics Staff Responsible for Monitoring: Asst. Supt. Human Resources, Asst. Supt. Student Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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.

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

Summative Evaluation: None

<p>Strategy 1: Analyze district's current anonymous reporting system for students, parents, and/or others to report incidents of bullying or other unsafe behavior. Determine if a new system is needed and/or communicate reporting mechanism widely.</p> <p>Strategy's Expected Result/Impact: Anonymous reporting system used to support school safety</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Identify and implement strategies to address and/or refine mental health, substance abuse, coping mechanisms, grief-informed care, trauma-informed practices and suicide prevention with students in compliance with SB11.</p> <p>Strategy's Expected Result/Impact: Improved student well-being</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop and implement processes for the use of campus threat assessment teams.</p> <p>Strategy's Expected Result/Impact: Threat assessment teams implemented with fidelity at all campuses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services, Exec. Director Student Services and Support</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Review and update student dress code policy and make recommendations to ensure alignment with the district's values.</p> <p>Strategy's Expected Result/Impact: Dress code is aligned to district values</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide training to staff on identification of student mental health needs with partners such as Providence Ascension and Baylor Scott and White.</p> <p>Strategy's Expected Result/Impact: Consistent research-based protocol to identify students in immediate danger of harming self or others</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Annually review the Emergency Operations Plan to ensure compliance with state of Texas legislative requirements.</p> <p>Strategy's Expected Result/Impact: EOP is in compliance with state requirements, procedures clearly communicated across district</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Conduct regular district safety committee meetings to review processes, systems and training.</p> <p>Strategy's Expected Result/Impact: Improved school safety</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services, Exec. Director Student Services and Support</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8: Develop a strategy for the implementation of the Unbound anti-trafficking curriculum. Strategy's Expected Result/Impact: Increase student knowledge and safety Staff Responsible for Monitoring: Asst. Supt. Student Services, Asst. Supt. Curriculum and Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Use the STOP mental health grant to implement a student peer mediation program at secondary campuses. Strategy's Expected Result/Impact: Fewer incidences of violence reported, improved campus climate Staff Responsible for Monitoring: Asst. Supt. Student Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase awareness of Social-Emotional Learning (SEL) to build support for a future district-wide initiative.

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

Summative Evaluation: None

<p>Strategy 1: Identify existing SEL strategies and align campus efforts with a district-wide framework.</p> <p>Strategy's Expected Result/Impact: Decrease in achievement gap between student groups, district alignment of SEL strategies</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Work with campus administrators to explore or create strategies and activities that incorporate student voice while increasing depth of student knowledge and skills regarding diversity, inclusion, and anti-bias. Consider use of Design Thinking process to ensure critical thinking and creative solutions.</p> <p>Strategy's Expected Result/Impact: Opportunities for campus leaders to empower students to seek solutions and encourage positive behaviors</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

Evaluation Data Sources: Student Discipline Records, Climate Surveys, Job Descriptions

Summative Evaluation: None

<p>Strategy 1: Identify a universal behavior screener and conduct a mid-year pilot at one or more campuses. Strategy's Expected Result/Impact: Use specific criteria to identify students who need specialized behavioral support Staff Responsible for Monitoring: Asst. Supt. Student Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Develop graphic organizer to accurately depict the district's behavior intervention structure and program. Strategy's Expected Result/Impact: Graphic organizer depicting intervention structure, professional development initiatives around behavior intervention, grade levels of interventions, current staffing, and alternative programs when behavior interventions are not producing desired results Staff Responsible for Monitoring: Asst. Supt. Student Services Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Evaluate the use of behavior aides across the district. Strategy's Expected Result/Impact: Concise report to include number of employees used as behavior aides, use of behavior aides, training provided for behavior aide employees, and total cost Staff Responsible for Monitoring: Exec. Director Student Services Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Evaluate the use of the Reset classroom. Strategy's Expected Result/Impact: Concise report outlining number of campuses served by Reset, number of students and days assigned, special education compliance for placement in Reset, qualifications of staff, trainings and certifications of staff, and total cost to operate the program Staff Responsible for Monitoring: Asst. Supt. Student Services Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Continue to refine district plans to provide a coherent system of supports for behavior, providing a multi-tiered instructional system which develops teacher capacity and provides instruction to students to improve behaviors. 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. Student Services, Exec. Director of Special Education Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6: Support the behavioral leadership team on each campus in assessing and improving Positive Behavior Support and Intervention using the Tiered Fidelity Inventory (TFI). Strategy's Expected Result/Impact: Each campus will have an up-to-date action plan tied directly to the TFI Staff Responsible for Monitoring: Asst. Supt. Student Services Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Review current practices to ensure a comprehensive, effective school counseling program. Strategy's Expected Result/Impact: Improvement of all students' performance, consistent core practices demonstrated on all campuses Staff Responsible for Monitoring: Asst. Supt. Student Services Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Develop a plan and provide support documents to behavior staff, counselors, and campus administration on the specific behavior needs of gifted and twice exceptional students. Strategy's Expected Result/Impact: Improvement in meeting the needs of students with exceptionalities Staff Responsible for Monitoring: Director Advanced Academics Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Conduct a formal review of the Transportation Department including routing, training of drivers, field trip costs, policies for PK ridership, the bus fleet, and other aspects.

Evaluation Data Sources: State Funding Reports, Budget Records, Contract for Services, Fleet Inventory

Summative Evaluation: None

Strategy 1: Review contract for bus services to determine total transportation costs against state funding. Strategy's Expected Result/Impact: Costs exceeding state allotment analyzed and compared to comparable district transportation costs to determine efficiency Staff Responsible for Monitoring: Asst. Supt. Finance and Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Review bus handbook and make recommendations for improvements. Strategy's Expected Result/Impact: Handbook reviewed and recommendations made, final draft distributed for the start of school Staff Responsible for Monitoring: Asst. Supt. Student Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


Performance Objective 2: Continue to increase staff knowledge and skills to support improved processes and use of student management software (Frontline) for online student registration, enrollment verification, and secondary course selection.


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

Summative Evaluation: None

Strategy 1: Ensure proper attendance coding for asynchronous learning. Strategy's Expected Result/Impact: Accurate attendance resulting in state funding Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct weekly meetings to review leaver coding for high schools to ensure accurate dropout rate data. Strategy's Expected Result/Impact: Accurate coding and development of plans to contact students Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Build out 4-year graduation plan documents in Frontline. Strategy's Expected Result/Impact: Ability to follow up with students and parents regarding course planning for graduation, increased efficiency in master scheduling process Staff Responsible for Monitoring: PEIMS Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enroll out-of-district students attending GWAMA and GWAHCA in Frontline. Strategy's Expected Result/Impact: Students have access to learning management systems and attendance is taken digitally Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Contract with independent software developer for training and support for student management system (Frontline). Strategy's Expected Result/Impact: District fully uses software to implement key processes Staff Responsible for Monitoring: Supt., PEIMS Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Continue to refine the online registration and verification process. Solicit opinions about the process from counselors, registrars, parents, and campus leaders. Strategy's Expected Result/Impact: Updated, user-friendly online registration process Staff Responsible for Monitoring: PEIMS Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Develop a timeline for the evaluation and conversion of the student management software system. Strategy's Expected Result/Impact: Evaluation of student information systems Staff Responsible for Monitoring: PEIMS Director, Asst. Supt. Technology, Asst. Supt. Finance and Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 3: Improve district and campus websites.

Evaluation Data Sources: Information on Websites, Analytics on Website Access and Use

Summative Evaluation: None

Strategy 1: Train campus and department webmasters in content management system, website accessibility, and district expectations. Strategy's Expected Result/Impact: Updated, accessible websites Staff Responsible for Monitoring: Exec. Director of Communications	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Remove outdated content from district and campus websites. Strategy's Expected Result/Impact: Updated information provided on district and campus websites Staff Responsible for Monitoring: Exec. Director of Communications	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 8: Build capacity for school leadership.

Performance Objective 1: Develop campus and district leadership 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 Data

Summative Evaluation: None

<p>Strategy 1: Apply for participation in the next cohort of the Holdsworth Center's Leadership Development program. Strategy's Expected Result/Impact: District and campus leadership capacity developed through a five-year program Staff Responsible for Monitoring: Supt., Chief of Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Identify leaders to serve as design thinking champions across the district and provide additional professional development with the University of Texas' School of Design and Creative Technologies to systemize the use of design thinking strategies for continued improvement. Strategy's Expected Result/Impact: Leaders use framework for developing creative solutions to existing problems Staff Responsible for Monitoring: Supt.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop and deliver an administrative orientation program for new school leaders. 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 district as needed by program/department area Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Develop the next phase of leadership training for district and campus leaders, building on the six days of design thinking previously provided. Strategy's Expected Result/Impact: Unified understanding and approach for implementing the district's vision, mission, and goals Staff Responsible for Monitoring: Supt., Chief of Staff, Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Prioritize professional learning conferences for campus leaders including Columbia University's Reimagining Education for Leading a Racially Just Society, Columbia University's Equity institute, Lucy Calkins Literacy Institute for Leaders, Stanford University and University of Texas Design Thinking Institutes, Momentous Institute, CASEL, and Texas Association of Behavior Specialists. 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., Asst. Supt. Curriculum and Instruction, Asst. Supt. Student Services, Exec. Director Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Continue to teach campus leaders the data-driven instructional process and action coaching process for instructional leadership and coaching.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Review newly revised Administrative Regulations with all school leaders.</p> <p>Strategy's Expected Result/Impact: Administrative Regulations are updated and provide guidance to school leaders to support legal and local policies</p> <p>Staff Responsible for Monitoring: Supt., Chief of Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Provide book study opportunities for district and campus leaders.</p> <p>Strategy's Expected Result/Impact: Leaders increase knowledge of research-based strategies for topics such as high-yield instructional strategies for students from poverty, school culture, literacy knowledge, systems approaches, and leadership</p> <p>Staff Responsible for Monitoring: Supt.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Register principals for Racial Equity Institute provided by Cooper and Waco Foundations.</p> <p>Strategy's Expected Result/Impact: Campus principals increase knowledge of anti-bias and equity</p> <p>Staff Responsible for Monitoring: Supt., Chief of Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Apply to send a team to the Harvard School Turnaround Leaders Program.</p> <p>Strategy's Expected Result/Impact: Leaders will learn how to create and implement high leverage turnaround plans</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Funding Sources: Harvard School Turnaround Leaders Program - Title II, Part A (TPTR)</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 11: Conduct master schedule training for secondary administrators.</p> <p>Strategy's Expected Result/Impact: Secondary campus administrators will exit training with clearer understanding of steps to create a master schedule based on student needs and requests</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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

Summative Evaluation: None

<p>Strategy 1: Upgrade, install and configure external wireless access points to provide increased bandwidth and reliability for the district.</p> <p>Strategy's Expected Result/Impact: Provide external internet connectivity at four locations to provide equity for learning</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Increase utilization of Microsoft Office 365 platform to systemize and improve district processes including TEAMS, One Note, and Share Point.</p> <p>Strategy's Expected Result/Impact: Systems work together effectively to increase efficiency and control of data and sharing</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Investigate improvements for the VOIP phone system.</p> <p>Strategy's Expected Result/Impact: Updated phone extensions to improve numbering system for all users based on location and position</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Ensure Cybersecurity plan is in place that meets legislative compliance for student safety, security, and privacy.</p> <p>Strategy's Expected Result/Impact: Compliance with legislative requirements, security of district resources and systems</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>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.</p> <p>Strategy's Expected Result/Impact: e-Rate plan submitted in a timely manner and fully funded without delays, federal guidelines followed</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Ensure activities and requirements of the federal COPS - School Violence Prevention Program (SVPP) grant are fulfilled.</p> <p>Strategy's Expected Result/Impact: All hardware and software specified in COPS grant installed and functioning</p> <p>Staff Responsible for Monitoring: Exec. Director Technology, Director of Federal Programs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7: Analyze security camera coverage and use on campus and district facilities. Strategy's Expected Result/Impact: Updated cameras provide coverage to enhance school safety Staff Responsible for Monitoring: Exec. Director Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Determine a list of needed safety equipment that qualifies for TEA's School Safety and Security Grant and complete the application to meet TEA deadlines. Strategy's Expected Result/Impact: Increased school safety Staff Responsible for Monitoring: Exec. Director Technology, Director of Federal Programs	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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, Blended Learning Grant Evaluation, e-Rate Reports, Budget Records, Surveys

Summative Evaluation: None

Strategy 1: Continue to refine and support the district's remote learning program. Strategy's Expected Result/Impact: High-quality instruction is delivered remotely using a variety of instructional tools including district learning management systems (Canvas and SeeSaw) Staff Responsible for Monitoring: Exec. Director Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide high-quality, on demand training for teachers to support remote learning. Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective digital, online instruction Staff Responsible for Monitoring: Exec. Director Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Form a committee to develop a vision for the use of instructional technology, by grade level span, to guide the purchase of technology equipment. Strategy's Expected Result/Impact: Vision of student use of technology clearly communicated Staff Responsible for Monitoring: Exec. Director Technology, Asst. Supt. Curriculum and Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Evaluate and revise the district's replacement cycle for student and teacher devices, ensuring preparation for online state testing by 2022. Strategy's Expected Result/Impact: Funding identified, replacement cycle implemented Staff Responsible for Monitoring: Exec. Director Technology, Asst. Supt. Finance	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue implementation of Blended Learning and activities with Raise Your Hand Texas to support professional development for classroom teachers. Strategy's Expected Result/Impact: Increased student achievement, increased technology integration for students Staff Responsible for Monitoring: Exec. Director Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Evaluate the scope of coverage performed by WISD-TV to determine continued desired focus and use. Discuss any changes with the City of Waco. Strategy's Expected Result/Impact: Effective and efficient use of district resources Staff Responsible for Monitoring: Exec. Director Communications, Exec. Director Technology, Chief of Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 1: Develop a long-range facilities plan.

Evaluation Data Sources: Board Meeting Minutes, Citizens Planning Committee Meeting Minutes, Architectural Plans

Summative Evaluation: None

<p>Strategy 1: Bid and monitor the construction of replacement baseball and softball fields for Waco High School and the Paul Tyson Field replacement project. Strategy's Expected Result/Impact: New baseball and softball fields and Paul Tyson field completed Staff Responsible for Monitoring: Supt., Chief of Staff, Exec. Director Operations</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Contract for a roofing assessment to prioritize replacement projects. Strategy's Expected Result/Impact: Update roofs on district facilities Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop a plan to reduce the district's overall number of portables and discontinue leases on existing portables. Strategy's Expected Result/Impact: Reduce aging and leased portables developed and implemented Staff Responsible for Monitoring: Supt., Exec. Director Operations</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Convene a citizens planning committee to provide feedback into the development of a ten-year facilities plan. Strategy's Expected Result/Impact: Citizens committee recommends facilities plan with associated bond program timelines Staff Responsible for Monitoring: Supt., Chief of Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Work with the district's financial advisor to identify debt capacity for future potential bond election. Strategy's Expected Result/Impact: Bond debt capacity identified in order to develop bond program to support new facilities, renovations, and additions Staff Responsible for Monitoring: Supt., Asst. Supt. Finance</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Contract with demographer for a buildout analysis to determine potential maximum enrollment by grade level span. Strategy's Expected Result/Impact: Buildout analysis used to determine potential new district facilities and options for high school planning Staff Responsible for Monitoring: Supt., Chief of Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Identify and evaluate potential future school sites. Strategy's Expected Result/Impact: Future school sites identified and recommendations presented to board for consideration Staff Responsible for Monitoring: Supt., Chief of Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8: Maintain an updated Capital Projects Plan to identify large construction projects to be completed as funds become available. 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 Staff Responsible for Monitoring: Supt.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide an annual furniture replacement budget to update classroom furniture across the district. Strategy's Expected Result/Impact: School furniture replacement cycle implemented to ensure optimal learning for students Staff Responsible for Monitoring: Supt., Asst. Supt. Finance and Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Ensure efficient and effective maintenance, custodial, grounds, warehouse, transportation and child nutrition departments.

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

Summative Evaluation: None

Strategy 1: Contract for a comprehensive review of the Transportation Department to determine efficiency of services and overall expenditures compared to comparable district data. Strategy's Expected Result/Impact: Improved efficiencies, decreased costs for student trips, analysis of contracted services versus in-house transportation services Staff Responsible for Monitoring: Supt., Chief of Staff, Asst. Supt. Finance	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Present bids to the Board for the repair to the irrigation system of athletic fields at University High School. Strategy's Expected Result/Impact: Fields maintained properly to support student athletic programs Staff Responsible for Monitoring: Exec. Director Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Contract for an analysis of the custodial department. Strategy's Expected Result/Impact: Recommendations for improvement identified and implemented Staff Responsible for Monitoring: Exec. Director Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				