

White Settlement Independent School District

District Improvement Plan

2024-2025



Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premier education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Think BIG...Bears Do!

Core Beliefs

We believe:

All students are our top priority.

Every student has value and purpose.

Our students deserve a passionate teacher in every classroom every day.

A safe, secure and enriched environment enhances learning.

Learning is a shared responsibility that requires active involvement by students, staff, families and the community.

Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Needs

1. Improve the effectiveness of Tier 1, Tier 2 and Tier 3 instruction to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, English Language Learners and Special Education students.
2. Increase Writing in all content areas to improve critical writing and critical thinking of all students specifically WSISD's African American, English Language Learners, Economically Disadvantaged students and Special Education students.
3. Increase student participation for all subgroups in advanced curriculum and courses, as well as in the fine arts program.

Student Achievement

Student Achievement Needs

- Continue to increase levels of critical thinking in all content areas by providing professional development on the design of more rigorous and relevant products and tasks.
- Identify patterns and trends of the level of student products.
- District DRA scores exceeded the recommended number of students below and significantly below grade level in reading.
- Continue focusing on literacy through providing professional development in reading and writing for students in all programs.
- Need a district-wide system for Response to Intervention implementation.
- Continue to strengthen PLCs district-wide focusing on the 4 critical questions.
- Provide materials and professional development to support advanced academics.
- State system safeguards were not met in all academic areas for special education and in ELL writing.
- Identify patterns and trends in mathematics to determine needs and provide professional development.
- Develop a progress monitoring system to track student progress aligned to needs in System Safeguards.

District Culture and Climate

District Culture and Climate Needs

- Continue to cultivate growth mindset and GRIT (Gumption, Resiliency, Integrity, Tenacity) among all stakeholders.
- Continue to foster pride and commitment throughout the district and community.
- Continue to enhance the school environment through addressing the "5 Critical Pillars".

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Needs

- More strategic and intentional plan for leadership development at all levels of the organization.
- Accurate, effective and ongoing feedback and appraisals of personnel
- Alignment of staff diversity with student diversity
- Increase in staff attendance
- Continue to develop ideas for staff recognition
- Retention of Teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Needs

- Focus on district assessments for alignment to standards-based curriculum
- Instructional rounds on District Problem of Practice show continual need for training on Rigor and Relevance
- Continual focus on growth mindset language
- Redefine district RTI process to strengthen and embed RTI within the PLC process
- Strengthen Campus and District PLCs to ensure growth in the areas identified under the Student Achievement section
- Monitor data and provide "Just in Time" trainings around instructional needs
- More consistency and training with sheltered instruction and ELPs implementation at the secondary level
- Build capacity in co-teaching practices
- Continue professional development on Critical Thinking, Rigor and Relevance and Thinking Maps
- Need to provide professional development aligned to system safeguards needs
- Prioritize needs within the pre-kindergarten program in order to efficiently utilize Pre-K Grant funds
- Need professional development on effective student engagement utilizing rigor/relevance rubrics to monitor progress.
- Identify patterns and trends in mathematics to determine needs
-

Family and Community Engagement

Family and Community Engagement Needs

While the DPC believes families are interested and invested in student success and are very supportive of all school activities, the district and schools will continue to seek input from families to further efforts to improve involvement. All campuses and the district must provide a variety of opportunities for families to be involved, with focus on the changing needs of families (i.e. single parent households, blended families, etc.).

Staff training in communicating with families must be conducted on a regular basis.

Efforts to improve family involvement and communication at all schools should continue.

District Organization

District Organization Needs

- Continue to develop electronic process forms to streamline district processes
- Need to reorganize district RTI process for alignment across campuses
- Need to set expectations and create a process for district supported online resources
- End of year data reflects the need for increased student attendance
- Continue to improve communication processes for all stakeholders

Technology

Technology Needs

- Set expectations and create a process for district supported online resources and digital textbooks
- Continuous training and support for teachers with the integration of technology tools to foster and develop meaningful lessons and student created products
- An increase in devices is needed to increase the student to device ratio for both instruction and online testing
- Consistency with Infosnap
- Parent resources concerning technology
- Technology training through the iSchool Initiative including the development of teacher and student teams

Demographics

Demographics Summary

White Settlement ISD, home of the Fightin' Brewer Bears, offers a hometown, community atmosphere with all the benefits of city living. The district is comprised of nine schools and has 900-plus employees. We offer an Early Learners Academy (PreK-K), three elementary campuses (grades 1-5), a Fine Arts Academy (grades 1-6), an intermediate school (grade 6), a middle school (grades 7 and 8), and a high school (grades 9 through 12). Each campus meets the Title I Schoolwide Program criteria. We are a growing suburban school district that serves approximately 7,000 students who reside in the City of White Settlement and a portion of the City of Fort Worth. WSISD has a 65% economically disadvantaged and 17.0% English Learners student populations. 56% of our students are considered at risk. Student enrollment by program includes 9% Bilingual ESL Education, 5% Career & Technical Education, 6% Gifted and Talented, 13% Special Education. We are conveniently located west of downtown Fort Worth and just minutes from Lockheed Martin and the Naval Air Station Joint Reserve Base. Located in the Dallas/Fort Worth metroplex, we are just minutes from two popular shopping malls, and we're surrounded by numerous department stores, restaurants and entertainment venues. Fort Worth's Cultural Arts District offers a science and history museum, two world-renown art museums, and numerous performing arts facilities.

Demographics Strengths

We are a community rich in pride and tradition, and every family can become a part of the Brewer Bear tradition because we offer Open Enrollment for kindergarten through 12th grade students. We are diverse in population with 12% African American, 47% Hispanic, 33% White, 0.01% Asian, and 0.06% Two or more Races.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): WSISD is seeing a decrease in academic performance and an increase in behavior incidents.

Root Cause: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.

Problem Statement 2 (Prioritized): WSISD is seeing a significant growth in the number of students who receive Special Education services.

Root Cause: WSISD is experiencing an increased mobility of students and overall growth in student enrollment.

Student Learning

Student Learning Summary

2024	Reading/ELA				Mathematics			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Ma
All Students	4323	70.63%	47.01%	16.02%	3685	62.85%	30.34%	
Blue Haze Elementary	261	77.39%	43.68%	11.11%	264	66.29%	37.5%	
Brewer High School	1261	63.45%	45.93%	8.69%	628	63.85%	14.17%	
Brewer Middle School	959	73.1%	48.7%	21.69%	953	56.98%	26.97%	
FAA	182	89.56%	69.78%	38.46%	185	84.32%	55.14%	
Liberty Elementary	230	62.61%	32.17%	8.7%	233	52.36%	29.18%	
North Elementary	265	78.87%	54.34%	26.42%	266	74.81%	54.75%	
Tannahill Intermediate School	918	70.7%	42.81%	14.6%	911	60.7	28.76	
West Elementary	126	66.67%	32.54%	11.9%	126	57.94	35.71	

Student Learning Strengths

WSISD Leadership dedicated to continual improvement for student success

- WSISD Leadership is committed to on-going professional development of staff based on student needs
- Focus on the PLC Process and Growth for ALL students
- District-wide Essential Standards
- Continued use of WSISD's Focus Documents (Core Expectations and Non-Negotiable for district initiatives)

- Continual CTE program development through an industry advisory team of WSISD personnel and business and community members
- District-wide vertically aligned Life Skills Curriculum
- Programs through the Transition Center
- Continued implementation of the district's one-way and two-way dual language immersion programs
- 1:1 Student Laptop Initiative 2-12 grade and 1:1 Ipad Initiative K-1 grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data shows a significant gap between SPED performance and "All Student" performance in ELA and Math.

Root Cause: We continue to see gaps in foundational ELA and Math, more significantly within our high mobility populations.

Problem Statement 2 (Prioritized): Students in all sub pops (All Students, African American, Hispanic, White, Asian, Two or more races, Economically Disadvantaged, EB/EL, Sped) continue to show gaps in math skills.

Root Cause: We have an increase in number of students who are mobile as well as students with previous grade level gaps.

Problem Statement 3 (Prioritized): 2023 CCMR data indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.

Root Cause: Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Problem Statement 4 (Prioritized): Students in grades K-2 continue to read below grade level expectations.

Root Cause: We continue to see gaps with early reading abilities and fluency. The implementation of phonics & phonemic awareness programs are new. We have an increase in number of students who are mobile within the communities around us.

Problem Statement 5 (Prioritized): WSISD continues to see ineffectiveness in Tier 1, 2 & 3 instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL and Special Education students.

Root Cause: WSISD is seeing an increase of students in the above listed sub-populations.

Problem Statement 6 (Prioritized): WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.

Root Cause: Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

Problem Statement 7: WSISD is seeing an increase of students needing behavior supports to positively impact their levels of learning.

Root Cause: Continued increase of at risk students due to high mobility, IEPs, and low socio economic status.

District Processes & Programs

District Processes & Programs Summary

WSISD's Beliefs, Vision, Mission, Strategic Goals and Focus Documents serve as the blueprint for every decision including curriculum and instruction design, delivery and instruction; assessment; and professional development.

With a focus on Professional Learning Communities, Thinking Maps, Workshop Model, Fundamental Five, Growth Mindset, Differentiation and the 4Cs, WSISD curriculum and specialized programs target the district's diverse learners. WSISD's Career and Technical Education, extracurricular and co-curricular opportunities, Dual Credit, Advanced Placement, Bilingual Education, Gifted and Talented Education, a Center for Transition Services, Special Programs, state-of-the-art facilities and technology are designed to meet the needs of each individual student.

Continuous professional development for teachers, staff and administrators is designed to attain the district's goals for student progress, development and achievement. WSISD recruits and retains high quality teachers and educators by developing an annual budget that supports the retention of personnel through competitive pay and incentives.

Annual program evaluation by district officials ensures that funds are allocated for programs that demonstrate results that meet or exceed state or national performance in learner participation, achievement, certifications, and endorsements.

WSISD seeks additional funding opportunities to support staffing needs and district programs and initiatives while providing transparent financial information for all WSISD stakeholders. WSISD prioritizes safety in every aspect of district operations, continually enhancing WSISD's school safety and emergency management measures as well as ways to provide a healthy school environment at all facilities.

The district maintains a management system designed to produce ongoing efficiencies in district operations including transportation, food service, maintenance and operation, and custodial. WSISD develops initiatives to retain quality Custodial, Transportation and Child Nutrition employees due to staffing shortages.

WSISD engages students, families and the community through a variety of communication methods; school and district-wide events; businesses, community and church partnerships; and more.

District Processes & Programs Strengths

- **A variety of professional development opportunities and instructional resources** that support the district's diverse learners and prioritizes staff/student relationships. Specialized training by Curriculum and Instruction, Student Support, Special Programs and Multilingual Ed provides instructional staff members with the tools to the district's growing ESL and special programs populations as well as students with challenging behaviors.
- **Enhanced College and Career Readiness Programs** to increase the number of high school students participating in activities that prepare them for success in and beyond college and the workforce. These include but are not limited to additional dual credit courses; College Prep English and College Prep Math classes; additional Career and Technical Education opportunities and industry certification opportunities; an Advise Texas College Counselor; and district funding of the TSI and ACT or SAT testing fees for Brewer High School students to prepare students for college enrollment.
- **Additional Health and Safety Measures** that include the addition of a Safety, Security and Emergency Management Director; expansion of the Guardian Program; Safety Audits; additional training and drills; partnership with Goodside Health; and partnership with Invicta Counseling Services.
- **Expanded Counseling Department and Curriculum** as a result of the Voter Approved Tax Ratification Election
- Competitive pay, incentives and program to attract and retain employees including the First Class Learning Center-District Day Care Program
- **Transparent Financial Accountability** that has resulted in numerous financial awards
- **A Long Range Facilities Plan** that will increase capacity at all elementary schools, strengthen the kindergarten through fifth grade curriculum alignment, and create a stronger foundation for students as they transition to middle school.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.

Root Cause: Repercussions from COVID-19 including economic factors as well as demographic changes for our community.

Problem Statement 2 (Prioritized): WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process.

Root Cause: Environmental stresses including, but not limited to, events related to COVID-19

Problem Statement 3: Increased competition by private, charter and online schools have resulted in a decline in WSISD's student enrollment.

Root Cause: New charter and online schools within the district boundaries have provided more choices for families.

Problem Statement 4: WSISD has seen a large increase in the number of students served through Special Programs, requiring additional staffing.

Root Cause: New students registering in WSISD are coming with previous identified needs and services from Special Programs.

Problem Statement 5 (Prioritized): TEA mandates that districts have an officer at every school.

Root Cause: Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.

Problem Statement 6 (Prioritized): Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.

Root Cause: Indicators were added by the state tied to debt.

Problem Statement 7 (Prioritized): Recruiting and maintaining highly qualified teachers and staff is a challenge.

Root Cause: Across the nation, we are experiencing a shortage in education personnel.

Problem Statement 8 (Prioritized): TEA mandates that districts conduct a certain number of safety drills, perimeter checks, and annual training each year and utilize emergency management systems in all facilities to ensure that teachers and students understand what to do in an emergency.

Root Cause: Across the nation, we are experiencing school safety issues with a variety of emergency situations.

Perceptions

Perceptions Summary

WSISD receives continual input from staff, families, and students regarding professional development, school culture, processes and procedures, and more through a variety of surveys that target new employees, all staff, and parents. Regular Superintendent Roundtables with secondary students, Professional Learning Communities, and district-level meetings with campus administration enable district and school officials are part of all program and process evaluations.

The district partners with businesses, community organizations and churches to promote community resources and activities for students and families and to expand opportunities for students and provide students and their families with programs that enhance student success.

The district evaluates data from its communication avenues including website traffic, social media analysis, SchoolStatus, Skyward, Canvas and Skylert to ensure that key stakeholders are informed.

Perceptions Strengths

- All professional development created and implemented based on staff feedback
- Increase in website traffic, social media followers, SchoolStatus, Skyward, Canvas Learning Management System and Skylert
- Numerous family engagement opportunities at district and campus levels with district-level events attended by thousands (i.e. Back to School Rally, Homecoming Parade)
- Partnerships with outside community organizations and churches including Academy 4, Invicta, Goodside Health, the Tarrant Area Food Bank,
- Expansion of the WSISD Education Foundation Board of Directors
- Parent and family involvement in district and campus level committees as well as booster clubs, PTA's, PTO's, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication on campus websites is inconsistent and sometimes outdated from school to school.

Root Cause: Ease of website use and lack of a dedicated person on some campuses to update websites.

Problem Statement 2: The district must increase its communication efforts to ensure that all stakeholders including retirees and senior citizens, young families, business and community representatives and other individuals without children in the district are knowledgeable about the district's programs and schools.

Root Cause: Stakeholders without children in the district do not follow the district's communication avenues.

Priority Problem Statements

Problem Statement 1: Students in all sub pops (All Students, African American, Hispanic, White, Asian, Two or more races, Economically Disadvantaged, EB/EL, Sped) continue to show gaps in math skills.

Root Cause 1: We have an increase in number of students who are mobile as well as students with previous grade level gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR data shows a significant gap between SPED performance and "All Student" performance in ELA and Math.

Root Cause 2: We continue to see gaps in foundational ELA and Math, more significantly within our high mobility populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in grades K-2 continue to read below grade level expectations.

Root Cause 3: We continue to see gaps with early reading abilities and fluency. The implementation of phonics & phonemic awareness programs are new. We have an increase in number of students who are mobile within the communities around us.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: WSISD continues to see ineffectiveness in Tier 1, 2 & 3 instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL and Special Education students.

Root Cause 4: WSISD is seeing an increase of students in the above listed sub-populations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2023 CCMR data indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.

Root Cause 5: Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: TEA mandates that districts have an officer at every school.

Root Cause 6: Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process.

Root Cause 7: Environmental stresses including, but not limited to, events related to COVID-19

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.

Root Cause 8: Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: WSISD is seeing a significant growth in the number of students who receive Special Education services.

Root Cause 9: WSISD is experiencing an increased mobility of students and overall growth in student enrollment.

Problem Statement 9 Areas: Demographics

Problem Statement 10: WSISD is seeing a decrease in academic performance and an increase in behavior incidents.

Root Cause 10: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.

Root Cause 11: Indicators were added by the state tied to debt.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Recruiting and maintaining highly qualified teachers and staff is a challenge.

Root Cause 12: Across the nation, we are experiencing a shortage in education personnel.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: TEA mandates that districts conduct a certain number of safety drills, perimeter checks, and annual training each year and utilize emergency management systems in all facilities to ensure that teachers and students understand what to do in an emergency.

Root Cause 13: Across the nation, we are experiencing school safety issues with a variety of emergency situations.

Problem Statement 13 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals




Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.










Performance Objective 1: 100% of students will make adequate progress on EOC/STAAR exams and advanced achievement measures. Increase achievement, including special populations on all 3 domains within the state accountability system.










High Priority

HB3 Goal

Evaluation Data Sources: November TAPR report

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a horizontally and vertically aligned curriculum that includes communication, collaboration, critical thinking and creativity. Use campus data to determine alignment with curriculum-instruction-assessment.</p> <p>Strategy's Expected Result/Impact: Create curriculum scope & sequences, unit maps, and unit pacing guides.</p> <p>Increase in student performance as measured on universal screeners, STAAR/EOC, district assessments and grade reports.</p> <p>TEKS Resource</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Instructional Coaches</p> <p>Problem Statements: Student Learning 2, 5</p> <p>Funding Sources: TEKS Resource Systems from ESC XI - Title I Funds - \$19,889, TEKS Resource Systems from ESC XI - Title II Funds - \$18,900</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Universal Screeners in reading and math to identify proficiency levels in all subjects. We will use the data to make sound instructional decisions, form intervention groups and design quality instruction that meets each individual student's needs.</p> <p>Strategy's Expected Result/Impact: Increase performance as measured on CLI Engage, TPRI, DRA, I-Station, STAR Renaissance and EOC/STAAR.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Campus Administrators Instructional Coaches</p> <p>Problem Statements: Student Learning 2, 4, 5</p> <p>Funding Sources: STAR Renaissance Screener - Title I Funds - \$29,662.85</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Thinking Maps, Write From the Beginning and Beyond and Schaffer Writing to increase writing proficiency in K-12 students. Provide additional resources to address needs for revising and editing to improve compositional writing.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on the ELA/STAAR assessments.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Campus Administrators</p> <p>Problem Statements: Student Learning 5, 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Use Effective Schools Framework and targeted improvement process to create a needs assessment and improvement plan for identified campuses based on district data, monitored with instructional adjustments being made throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on state assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum, Instruction, & Admin. Services Curriculum & Instruction Director Multilingual Programs Director Special Programs Director Assessment & Program Evaluation Director Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Analysis of EB/EL data to determine recommendations, interventions, strategies, professional development and needed supplemental resources to support all EB/EL students, including EB/ELs with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased performance as measured by DRA/EDL, CBAs, Language Assessments, STAAR, and TELPAS</p> <p>Staff Responsible for Monitoring: Multilingual Programs Director</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - Title III Funds, - Comp Ed Funds, Ellevation TX 2024 from Curriculum Associates - Title III Funds - \$13,637.50</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop and extend teacher understanding on how to use systematic reading and phonics instruction to bring students , in grades K-4, to on-level proficiency and address gaps. Provide appropriate reading resources for training demonstration and use with small groups.</p> <p>Strategy's Expected Result/Impact: Increased on-level reading performance based on DRA data, Star Renaissance & Tx-KEA and district and state assessments.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Instructional Coaches Campus Administrators</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Develop and extend teacher understanding on how to design and implement quality math instruction that will bring students to on-level proficiency or higher. Provide appropriate math resources and professional development to support the need for strong number sense and foundational skills at the early grades as well as critical thinking around math standards in all grade levels.</p> <p>Strategy's Expected Result/Impact: Increased on-level math performance based on screener data and district CBAs</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Instructional Coaches Campus Administrators Math Focus Committee</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide on going training in recurring and new software that will enable teachers make data and curriculum based decisions to better support students with IEPs regardless of the level of support needed.</p> <p>Strategy's Expected Result/Impact: Increased progress for students with IEPs on IEP goals and state assessments. Increased progress for students with significant cognitive needs.</p> <p>Staff Responsible for Monitoring: Special Programs Director Coordinator for Secondary Transition Campus Administrators</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: CLASS Software, Polaris - SHARS - \$35,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide contract services for special needs students to ensure their academic success.</p> <p>Strategy's Expected Result/Impact: Increased progress for students with IEPs on IEP goals and state assessments. Increased progress for students with significant cognitive needs.</p> <p>Staff Responsible for Monitoring: Special Programs Director Coordinator for Secondary Transition</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p> <p>Funding Sources: - Special Education Funds - \$25,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: WSISD is seeing a significant growth in the number of students who receive Special Education services. Root Cause: WSISD is experiencing an increased mobility of students and overall growth in student enrollment.</p>
Student Learning
<p>Problem Statement 1: STAAR data shows a significant gap between SPED performance and "All Student" performance in ELA and Math. Root Cause: We continue to see gaps in foundational ELA and Math, more significantly within our high mobility populations.</p>
<p>Problem Statement 2: Students in all sub pops (All Students, African American, Hispanic, White, Asian, Two or more races, Economically Disadvantaged, EB/EL, Sped) continue to show gaps in math skills. Root Cause: We have an increase in number of students who are mobile as well as students with previous grade level gaps.</p>
<p>Problem Statement 4: Students in grades K-2 continue to read below grade level expectations. Root Cause: We continue to see gaps with early reading abilities and fluency. The implementation of phonics & phonemic awareness programs are new. We have an increase in number of students who are mobile within the communities around us.</p>

Student Learning

Problem Statement 5: WSISD continues to see ineffectiveness in Tier 1, 2 & 3 instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL and Special Education students. **Root Cause:** WSISD is seeing an increase of students in the above listed sub-populations.




Problem Statement 6: WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment. **Root Cause:** Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.










Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: Increase the number of students meeting college, career and military readiness when they graduate from high school in order to be prepared for the pathway of their choice.

High Priority

Evaluation Data Sources: Enrollment and successful completion in Pre-AP/AP /Dual Credit/CTE courses

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a college and career readiness program to increase the number of high school students participating in activities that will prepare them for success in and beyond college.</p> <p>Strategy's Expected Result/Impact: Enrollment in programs</p> <p>Student/Teacher/Parent Feedback</p> <p>Increase in percentage of students completing college</p> <p>Decrease in number of students requiring remediation during first year of college</p> <p>increase in number of students graduating on the recommended and distinguished graduation plans.</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator C & I Director Campus Administrators CTE Director Secondary Counselors Multilingual Programs Director</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Dual Credit College Algebra and English Composition courses - WSISD General Fund - \$40,000, Mastery Prep - WSISD General Fund - \$49,500, Advanced Spanish Program for EB students - Title III Funds</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 2 Details	Reviews			
<p>Strategy 2: District will pay the TSI, PSAT, and SAT or ACT testing fees for BHS students in order to prepare them for college enrollment.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students passing the TSI components to prepare them for college enrollment.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director BHS Campus Administration Advanced Academic Coordinator</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - WSISD General Fund - \$40,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Advise Texas College Counselor on campus to help our students prepare for post secondary education.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students applying for college.</p> <p>Staff Responsible for Monitoring: Advise Texas Counselor</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Portion of TCU Counselor Salary - WSISD General Fund - \$10,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: 2023 CCMR data indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. Root Cause: Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.</p>







Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.








Performance Objective 3: 100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading & Math by 2%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR & EOC, Star Renaissance, DRA, Tx-KEA, district assessments, T-Tess

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support and monitor phonics instruction for K-2; Implement phonemic awareness program with K and 1st grade teachers; District trainings on early literacy; instructional coach assigned to each campus to provide daily support and coaching through best educational practices.</p> <p>Strategy's Expected Result/Impact: Increase in reading achievement evidenced through DRA, Star Screeners, teacher observations, district and state assessments.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Instructional Coaches Multilingual Programs Director</p> <p>Equity Plan</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and extend teacher understanding on how to design and implement quality math instruction that will bring students to on-level proficiency or higher. Provide appropriate math resources and professional development to support the need for strong number sense and foundational skills at the early grades as well as critical thinking around math standards in all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in math achievement evidenced through district and state assessments.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Instructional Coaches Math Focus Committee</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize academic instructional coaches to support Tier 1 instruction at all levels. Strategy's Expected Result/Impact: Increase student academic performance in all areas. Staff Responsible for Monitoring: Curriculum & Instruction Director Problem Statements: Student Learning 2, 5	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 362 663 406"> No Progress</div> <div data-bbox="764 362 980 406"> Accomplished</div> <div data-bbox="1081 362 1333 406"> Continue/Modify</div> <div data-bbox="1434 362 1629 406"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:











Student Learning
<p>Problem Statement 1: STAAR data shows a significant gap between SPED performance and "All Student" performance in ELA and Math. Root Cause: We continue to see gaps in foundational ELA and Math, more significantly within our high mobility populations.</p>
<p>Problem Statement 2: Students in all sub pops (All Students, African American, Hispanic, White, Asian, Two or more races, Economically Disadvantaged, EB/EL, Sped) continue to show gaps in math skills. Root Cause: We have an increase in number of students who are mobile as well as students with previous grade level gaps.</p>
<p>Problem Statement 4: Students in grades K-2 continue to read below grade level expectations. Root Cause: We continue to see gaps with early reading abilities and fluency. The implementation of phonics & phonemic awareness programs are new. We have an increase in number of students who are mobile within the communities around us.</p>
<p>Problem Statement 5: WSISD continues to see ineffectiveness in Tier 1, 2 & 3 instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL and Special Education students. Root Cause: WSISD is seeing an increase of students in the above listed sub-populations.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 4: Increase the number of CTE completers in all programs of study.

High Priority

Evaluation Data Sources: PEIMS, enrollment data, TAPR report, interest surveys, CLNA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase recruitment and retention efforts into CTE programs in all grade levels 6-12 by producing and disseminating regular promotional print and digital materials that highlight students of varied demographic, hosting special events and industry speakers, and increasing program and organizational presence at district events.</p> <p>Strategy's Expected Result/Impact: Regular program exposure and dissemination of information regarding program offerings, potential opportunities and outcomes for students, and connections to postsecondary options will encourage enrollment and retention in CTE programs for students of all demographic backgrounds</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Coordinator, campus administrators, CTE instructional staff</p> <p>Equity Plan</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 65%	 80%	 75%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize student interest surveys, CLNA data, and advisory board meeting minutes to identify gaps in program offerings and establish plans to address those gaps to meet student needs.</p> <p>Strategy's Expected Result/Impact: Evaluating student needs and program gaps will allow administration to establish action plans to adequately address students' unique postsecondary needs and goals that foster program enrollment and retention.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 50%	 65%	 75%	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning











Problem Statement 3: 2023 CCMR data indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause:** Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 5: All CTE students will have access to relevant industry equipment and rigorous instruction by quality educators so that 100% of CTE concentrators will have the ability and opportunity to attempt an industry-based certification in their program of study.

High Priority

Evaluation Data Sources: CTE enrollment, CTE advisory meeting minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with advisory members to identify relevant industry certifications, curriculum sources, instructor trainings, and equipment needs to ensure adequate instruction, training, and test preparation in each program</p> <p>Strategy's Expected Result/Impact: Each program of study will offer an industry certification relevant to their program, recognized by TEA and industry leaders, and provide training and instruction that leads to positive test outcomes.</p> <p>Staff Responsible for Monitoring: CTE teachers, CTE director, CTE coordinator</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Curriculum sources and testing materials - CTE Funds, Supplies/equipment and instructor trainings that aides in industry rigor - Carl Perkins Funds, Barber Chairs from FW Barber Supply - Carl Perkins Funds - \$3,250</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CTE instructional staff opportunities to attend professional development trainings in their industry content areas in addition to instructional/pedagogical trainings aimed at improving access and equity to students of all demographic backgrounds and educational needs.</p> <p>Strategy's Expected Result/Impact: Staff that is trained in both their content area and pedagogical practices will increase student engagement and learning, program retention, industry-certification results, and postsecondary readiness.</p> <p>Staff Responsible for Monitoring: CTE director, campus administrators</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Professional Development - Carl Perkins Funds</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: 2023 CCMR data indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause:** Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 1: Promote student involvement in extra-curricular activities and increase school/community/business engagement

Evaluation Data Sources: Student participation in extra-curricular activities
 Community participation in district-sponsored events
 Parent, student and staff surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide variety of student, family, community and business engagement opportunities</p> <p>Strategy's Expected Result/Impact: Increased participation as evidenced through: Sign in sheets Parent and Family Surveys Staff Surveys</p> <p>Staff Responsible for Monitoring: Communications Director</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with business, community and churches to promote community resources and activities for students and families</p> <p>Strategy's Expected Result/Impact: Increased resources for students and families</p> <p>Staff Responsible for Monitoring: Communications Director</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: WSISD is seeing a decrease in academic performance and an increase in behavior incidents. Root Cause: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.</p>

District Processes & Programs

Problem Statement 2: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. **Root Cause:** Environmental stresses including, but not limited to, events related to COVID-19

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 2: Utilize a variety of communication methods with staff and families to provide vital information and promote family engagement

Evaluation Data Sources: End of Year Staff Survey
End of Year Parent and Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Canvas Learning Management System; Skylert, Gradebook/Skyward and SchoolStatus to communicate with students and families</p> <p>Strategy's Expected Result/Impact: Number of times the system is utilized by staff Parent surveys</p> <p>Staff Responsible for Monitoring: Communications Director Principals</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize WSISD website and social media to communicate with families and the community</p> <p>Strategy's Expected Result/Impact: Increased transparency and communication with students, families, and the community</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:

District Processes & Programs
<p>Problem Statement 2: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. Root Cause: Environmental stresses including, but not limited to, events related to COVID-19</p>

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 3: Implement programs and initiatives that enhance the mental and social wellness of all students

Evaluation Data Sources: Parent Needs Assessment

Parent and staff surveys with a 90% approval rating




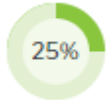


School Health Advisory Council Coordinated School Health Program










District Planning Committee







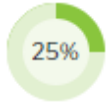


Data from 7 Mindsets and Rhythm

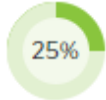






Assess and track that 80% of district counselors time is spend on service providing a balanced guidance and counseling programming

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop social media campaigns and parent/family education that support the district's Monthly Character Spotlight Calendar which targets TEA required character traits such as kindness, respect and goal setting</p> <p>Strategy's Expected Result/Impact: Staff Survey EOY Referrals Parent Survey District Planning Committee School Health Advisory Council</p> <p>Staff Responsible for Monitoring: Counseling Director Communications Director Counselors/Social Workers</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide individual/group counseling, conferencing with students/parents/teachers, behavior management interventions, and access/referrals to outside agencies as needed to referred students</p> <p>Strategy's Expected Result/Impact: Identify areas of need to support students</p> <p>Staff Responsible for Monitoring: Counseling Director Counselors</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Mental Health Counselor - Title IV, Part A - \$79,230</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with outside community agencies to provide additional support for students including counseling, peer mediation programs, and student and family education in areas that include mental health and suicide prevention and drug and alcohol prevention</p> <p>Strategy's Expected Result/Impact: Increase supports available to students</p> <p>Staff Responsible for Monitoring: Counseling Director Counselors Nurses Communications Director</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct guidance lessons and campus character development utilizing 7 Mindsets curriculum in kindergarten through 12th grades, which support the district's Monthly Character Spotlight Calendar that targets TEA required character traits</p> <p>Strategy's Expected Result/Impact: Increase positive learning outcomes for students Provide necessary supports for students</p> <p>Staff Responsible for Monitoring: Counseling Director Counselors</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Rhithm app in which students complete daily check in. The quick assessments lead to short 1- to 2-minute activities for regulation in behavior and emotions for optimal learning.</p> <p>Strategy's Expected Result/Impact: Increase positive learning outcomes for students Provide necessary supports for students</p> <p>Staff Responsible for Monitoring: Counseling Director Counselors & Behavior Team</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide students with age-appropriate instruction in the following areas: Child Abuse Prevention, Domestic Violence, Family Violence, Dating Violence and Sex Trafficking</p> <p>Strategy's Expected Result/Impact: Identify areas of need to support students and staff</p> <p>Staff Responsible for Monitoring: Counseling Director Counselors & Behavior School Health Advisory Council</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide training for awareness, trauma informed interventions, recognition of students displaying early warning signs and a possible need for early mental health or substance abuse intervention, building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making, and creating a positive school climate.</p> <p>Strategy's Expected Result/Impact: Create culture of sensitivity among all staff and identify areas of need to support students and staff</p> <p>Staff Responsible for Monitoring: Counseling Director Counselors School Health Advisory Council</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize various methods of reinforcement to increase desired student behavior.</p> <p>Strategy's Expected Result/Impact: Increased desired student behavior that allows for gains in student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teacher/Aid Counselors Administrators</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 2</p> <p>Funding Sources: Supplies necessary for student reinforcement - Special Education Funds - 199; 198; 224</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Wear Personal Protective Equipment (PPE) to prevent the spread of illness.</p> <p>Strategy's Expected Result/Impact: The spread of illness will be prevented.</p> <p>Staff Responsible for Monitoring: Health Services Coordinator Campus Nurse Campus Principal</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Special Education Funds</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

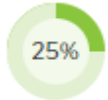








Performance Objective 3 Problem Statements:




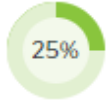








Demographics
<p>Problem Statement 1: WSISD is seeing a decrease in academic performance and an increase in behavior incidents. Root Cause: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.</p>
District Processes & Programs
<p>Problem Statement 2: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. Root Cause: Environmental stresses including, but not limited to, events related to COVID-19</p>




Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.





Performance Objective 4: Continually evaluate and implement safety measures that enhance student and staff safety.

Evaluation Data Sources: End of Year Staff Survey
End of Year Parent and Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct regular safety drills using Centegix and Standard Response Protocol.</p> <p>Strategy's Expected Result/Impact: Prepare staff and students for emergency situations</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Business & Operations Safety, Security & Emergency Management Director Police Chief</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: Piraino Security Solutions: Centegix Crisis Alert - School Safety and Security Grant - \$371,536</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize intercom and visitor management systems to enhance safety in all facilities.</p> <p>Strategy's Expected Result/Impact: Increased safety and security in all facilities</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Business & Operations Safety, Security & Emergency Management Director Police Chief</p> <p>Problem Statements: District Processes & Programs 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue Guardian Program in which educators are trained and evaluated to carry concealed firearms on school facilities.</p> <p>Strategy's Expected Result/Impact: Increased safety and security in all facilities</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Business & Operations Safety, Security & Emergency Management Director Police Chief</p> <p>Problem Statements: District Processes & Programs 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct weekly campus perimeter checks and weekly intruder checks.</p> <p>Strategy's Expected Result/Impact: Increased awareness of safety procedures by all staff and students as well as heightened security at all school facilities</p> <p>Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations</p> <p>Problem Statements: District Processes & Programs 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Continually evaluate emergency management plans to ensure latest requirements and procedures are utilized</p> <p>Strategy's Expected Result/Impact: Increased awareness of safety procedures by all staff and students as well as heightened security at all school facilities</p> <p>Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations</p> <p>Problem Statements: District Processes & Programs 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide annual staff training in crisis and emergency management.</p> <p>Strategy's Expected Result/Impact: Prepare all staff members for a variety of emergency/crisis situations</p> <p>Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: - School Safety and Security Grant</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Maintain police officer coverage at every campus to ensure school safety.</p> <p>Strategy's Expected Result/Impact: Increased safety, security, and response time in all facilities.</p> <p>Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations</p> <p>Problem Statements: District Processes & Programs 5</p> <p>Funding Sources: - School Safety and Security Grant</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 8 Details	Reviews			
Strategy 8: Implement a clear bag policy and metal detectors at district evening events. Strategy's Expected Result/Impact: Increased security at district evening events Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations Problem Statements: District Processes & Programs 8	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

District Processes & Programs
<p>Problem Statement 5: TEA mandates that districts have an officer at every school. Root Cause: Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.</p> <p>Problem Statement 8: TEA mandates that districts conduct a certain number of safety drills, perimeter checks, and annual training each year and utilize emergency management systems in all facilities to ensure that teachers and students understand what to do in an emergency. Root Cause: Across the nation, we are experiencing school safety issues with a variety of emergency situations.</p>

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 5: Provide educational opportunities and resources for families

Evaluation Data Sources: End of Year Parent and Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent/family education opportunities for families of English Language Learners including adult ESL classes.</p> <p>Strategy's Expected Result/Impact: Increasing English language skills as evidenced through participation in classes and completion of classes.</p> <p>Staff Responsible for Monitoring: Multilingual Programs Director</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Connect families to essential resources including food and clothing through district programs like the WSISD Paw Pantry, district "Angel Tree," district clothes closet and by connecting families to outside resources</p> <p>Strategy's Expected Result/Impact: Increased resources for families and community members</p> <p>Staff Responsible for Monitoring: Social Workers Communications Director Transition Coordinator</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide recreational/social interaction and integration in the community as well as resource information for agencies that provide services for students and adults with intellectual disabilities, their families and involved community members through the WSISD Center for Transition Services.</p> <p>Strategy's Expected Result/Impact: Increased resources for students and families as evidenced through the end-of-year student and parent surveys.</p> <p>Staff Responsible for Monitoring: Transition Coordinator</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: WSISD is seeing a decrease in academic performance and an increase in behavior incidents. **Root Cause:** Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.

Problem Statement 2: WSISD is seeing a significant growth in the number of students who receive Special Education services. **Root Cause:** WSISD is experiencing an increased mobility of students and overall growth in student enrollment.

Student Learning

Problem Statement 1: STAAR data shows a significant gap between SPED performance and "All Student" performance in ELA and Math. **Root Cause:** We continue to see gaps in foundational ELA and Math, more significantly within our high mobility populations.

Problem Statement 6: WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment. **Root Cause:** Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

District Processes & Programs

Problem Statement 2: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. **Root Cause:** Environmental stresses including, but not limited to, events related to COVID-19

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 6: Provide transparent and effective communication through a variety of avenues to create whole community investment in the White Settlement ISD school system and WSISD bond program

Evaluation Data Sources: End of year survey data from students, staff, parents, and community members

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend city, community and business events to enhance relationships with citizens and city leaders Strategy's Expected Result/Impact: Increased communication and connections with citizens, city, and community leaders and members. Staff Responsible for Monitoring: Communications Director Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Share district news, initiatives and updates with all stakeholders through website, social media and newsletters Strategy's Expected Result/Impact: Increased communication and connections with all stakeholders. Staff Responsible for Monitoring: Communications Director Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 6 Problem Statements:







Demographics
<p>Problem Statement 1: WSISD is seeing a decrease in academic performance and an increase in behavior incidents. Root Cause: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 1: Ensure the budgeting process supports integrity, transparency, and efficient management of resources district-wide.

Evaluation Data Sources: Annual Audit
GFOA and TASBO Transparency Stars (Financial Awards)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain M&O fund balance to at least the TEA recommended 2 1/2 months of expenditures.</p> <p>Strategy's Expected Result/Impact: Audit report Fund Balance at level needed to meet the TEA recommendations</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Finance and Operations Business Director</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Leverage District revenue to generate sources of revenue in addition to state revenue and local tax collections, such as oil/gas, cell phone tower, advertising, facility rentals, and SHARS medicaid reimbursements.</p> <p>Strategy's Expected Result/Impact: Increase in revenue sources</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance & Operations Business Director Special Programs Director Federal Programs Director</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Review and update District Finance and Business Department website to continue to qualify for the Transparency Awards for Financial Transparency. Develop an ongoing procedure to update posted information on the website to be transparent to all stakeholders.</p> <p>Strategy's Expected Result/Impact: Awards are earned and posted to the website.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Business Director Business Director's secretary Technology Department</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Revise business procedures for collection of monies related to fundraising.</p> <p>Strategy's Expected Result/Impact: Published procedures and expectations in place.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance & Operations Business Director</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:







District Processes & Programs
<p>Problem Statement 6: Several indicators were added to SCHOOL FIRST causing the district financial rating to lower. Root Cause: Indicators were added by the state tied to debt.</p>










Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 2: Exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Evaluation Data Sources: Annual Audit
GFOA and TASBO Transparency Stars (Financial Awards)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a five year facility plan; continue to update to WSISD Facility Plan</p> <p>Strategy's Expected Result/Impact: Maintenance and Structural Improvements needs are identified and added to the Needs and Wants list. This list is used to prioritize the facility projects that will be funded from current fund balance.</p> <p>Use fund balance to fund current needs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance & Operations</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a projection of student growth and facilities capacity</p> <p>Strategy's Expected Result/Impact: Completed plan for facility needs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Maintenance & Operations Director</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Demographer - WSISD General Fund - 199.51.6249.01.951.099951 - \$25,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Through conservative financial forecasts and proactive utilization of available opportunities, bond debt ratios will be managed. Refunding of bonds will be an ongoing consideration as interest rates change in the market place. Special consideration will be given to protecting the general fund debt service commitments.</p> <p>Strategy's Expected Result/Impact: Bond Payment schedule that allows the District to make required bond payments without the requirement to transfer funds from the general fund.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Business Director</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase state funding by increasing the average daily attendance percentage for students. Develop attendance incentives that will increase attendance by a percentage.</p> <p>Strategy's Expected Result/Impact: Attendance percentage increases as an average over the school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Campus Principals</p> <p>Problem Statements: District Processes & Programs 6</p> <p>Funding Sources: Awards - WSISD General Fund - 199.11.6499.01.750.099750 - \$30,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Update Salary Schedules through comparative study conducted through the Texas Association of School Boards. Develop staffing guidelines for the district.</p> <p>Strategy's Expected Result/Impact: Updated salary schedules and pay grades.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Human Resources Director Business Director School Board</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 6 Details	Reviews			
Strategy 6: Maintain and improve procedures to conserve electricity and other utilities to reduce the usage and cost district wide. Monitor savings obtained through the Performance Contract improvements. Strategy's Expected Result/Impact: Utility Cost Savings Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Maintenance & Operations Director Business Director Problem Statements: District Processes & Programs 6	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 7 Details	Reviews			
Strategy 7: Training for staff on spending local and federal funds and budget procedures. Strategy's Expected Result/Impact: Compliance with local and federal regulations. Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Problem Statements: District Processes & Programs 6	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 8 Details	Reviews			
Strategy 8: Monitor interest rates and invest bond funds conservatively yet strategically to maximize funds earned Strategy's Expected Result/Impact: Interest revenue to go towards increased construction costs Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Maintenance & Operations Director Business Director Problem Statements: District Processes & Programs 6	Formative			Summative
	Oct	Dec	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 2: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. Root Cause: Environmental stresses including, but not limited to, events related to COVID-19 Problem Statement 6: Several indicators were added to SCHOOL FIRST causing the district financial rating to lower. Root Cause: Indicators were added by the state tied to debt.








District Processes & Programs

Problem Statement 7: Recruiting and maintaining highly qualified teachers and staff is a challenge. **Root Cause:** Across the nation, we are experiencing a shortage in education personnel.

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 3: Maintain operational management by ensuring Federal and state compliance.

Evaluation Data Sources: Compliance Reports for Federal Programs

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize software to monitor and maintain Federal and State compliance to ensure proper documentation regarding students with IEPs.</p> <p>Strategy's Expected Result/Impact: Continued 100% compliance on Federal indicators and improved outcomes for students with IEPs</p> <p>Staff Responsible for Monitoring: Special Programs Director</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - SHARS - \$27,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
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Performance Objective 3 Problem Statements:









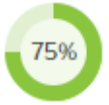
Demographics
<p>Problem Statement 2: WSISD is seeing a significant growth in the number of students who receive Special Education services. Root Cause: WSISD is experiencing an increased mobility of students and overall growth in student enrollment.</p>






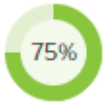




Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: Identify and invest in the continuous development of teachers, staff and administrators to collectively reach goals for student progress, development and achievement.

Evaluation Data Sources: Staff survey, TAPR report

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement a system of accountability and support for Leadership utilizing Principal CUB Meetings, bi-weekly Principal meetings, Continuous Improvement meetings and Instructional Focus Meetings to gain feedback, data and reflect on next steps for each campus.</p> <p>Strategy's Expected Result/Impact: Feedback from meetings, increased quality of student products and data, Staff feedback, increased achievement on district and state assessments.</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of C& I Curriculum & Instruction Director Assessment and Program Evaluation Director Special Programs Director Multilingual Programs Director Counseling Director</p> <p>Problem Statements: Demographics 1 - Student Learning 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide district instructional trainings for teachers in both math and reading based on on-going feedback and data throughout the year.</p> <p>Strategy's Expected Result/Impact: Staff feedback, classroom observation data, and district and state assessment data.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Instructional Coaches Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2, 4, 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide continued professional growth for district leaders that will drive district and campus level instructional decisions.</p> <p>Strategy's Expected Result/Impact: Campus Leader feedback, staff surveys, district and state assessment data</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Curriculum, Instruction, & Admin. Services Curriculum & Instruction Director</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide 15 hours of professional development and 15 hours of coaching for pre-kindergarten teachers to develop high quality pre-kindergarten instruction.</p> <p>Strategy's Expected Result/Impact: Observations, T-TESS Evaluations, Teacher Feedback, CLI Engage Progress Monitoring</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Director Principal of West Early Learners Academy Instructional Coach of West Early Learners Academy Pre-Kindergarten Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Build capacity for all inclusion teachers so that students with IEPs have increased access to grade-level curriculum and increased daily academic support.</p> <p>Strategy's Expected Result/Impact: District and State Assessments Student Work Higher levels of learning</p> <p>Staff Responsible for Monitoring: Special Programs Director Principals</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p> <p>Funding Sources: Reading Programs, training - Special Education Funds - \$15,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 6 Details	Reviews			
<p>Strategy 6: To meet multilingual needs of EB/EL students by providing professional development on targeted language domains of listening, speaking, reading, writing that are incorporated into all grade levels, all subjects, to promote language proficiency skills.</p> <p>Strategy's Expected Result/Impact: EB/EL in performance on district and state assessments, student work</p> <p>Staff Responsible for Monitoring: Multilingual Programs Director Principals</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Seidlitz Education: "Small Moves, Big Gains" Training - Title III Funds - \$3,700</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Build the capacity of inclusion teachers to implement positive behavior strategies, provide students with tools to regulate their emotions leading to more time in class and higher achievement.</p> <p>Strategy's Expected Result/Impact: Students will be removed less from the learning environment. District will stay in Significant Disproportionality compliance.</p> <p>Staff Responsible for Monitoring: Special Programs Director Coordinators of Behavior Management</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p> <p>Funding Sources: Campus Site Visits by Julie Compton - Title IV, Part A - \$4,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: WSISD is seeing a decrease in academic performance and an increase in behavior incidents. Root Cause: Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.</p>
<p>Problem Statement 2: WSISD is seeing a significant growth in the number of students who receive Special Education services. Root Cause: WSISD is experiencing an increased mobility of students and overall growth in student enrollment.</p>
Student Learning
<p>Problem Statement 1: STAAR data shows a significant gap between SPED performance and "All Student" performance in ELA and Math. Root Cause: We continue to see gaps in foundational ELA and Math, more significantly within our high mobility populations.</p>
<p>Problem Statement 2: Students in all sub pops (All Students, African American, Hispanic, White, Asian, Two or more races, Economically Disadvantaged, EB/EL, Sped) continue to show gaps in math skills. Root Cause: We have an increase in number of students who are mobile as well as students with previous grade level gaps.</p>

Student Learning

Problem Statement 4: Students in grades K-2 continue to read below grade level expectations. **Root Cause:** We continue to see gaps with early reading abilities and fluency. The implementation of phonics & phonemic awareness programs are new. We have an increase in number of students who are mobile within the communities around us.

Problem Statement 5: WSISD continues to see ineffectiveness in Tier 1, 2 & 3 instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL and Special Education students. **Root Cause:** WSISD is seeing an increase of students in the above listed sub-populations.

Problem Statement 6: WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment. **Root Cause:** Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.






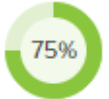



District Processes & Programs

Problem Statement 7: Recruiting and maintaining highly qualified teachers and staff is a challenge. **Root Cause:** Across the nation, we are experiencing a shortage in education personnel.

Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 1: Provide new employee training and professional development opportunities for all staff to ensure continual growth.

Evaluation Data Sources: Staff Development, Mid Year & New Employee Surveys
End of Year Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the mentor program to develop and effectively support first-year teachers with required observations and collaborations. Continue the DDE program to further support 1st year teachers and extend to 2nd year teachers.</p> <p>Strategy's Expected Result/Impact: Increased retention of new and returning teachers.</p> <p>Staff Responsible for Monitoring: HR Assistant Director Director Of Curriculum & Instruction Instructional Coaches</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide continued professional growth opportunities for support staff that is timely and effective for their current positions.</p> <p>Strategy's Expected Result/Impact: Increased retention of new and returning staff members.</p> <p>Staff Responsible for Monitoring: HR Assistant Director Assistant Superintendent of Curriculum, Instruction, & Admin. Services Curriculum & Instruction Director</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - District Processes & Programs 2</p> <p>Funding Sources: 2024 Time for Change Solution Tree Workshop - Title I Funds - \$7,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Annual New Employee Orientation will provide team members with foundation for success.</p> <p>Strategy's Expected Result/Impact: Increased retention of new and returning team members.</p> <p>Staff Responsible for Monitoring: HR Assistant Director Communications Director</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: WSISD is seeing a decrease in academic performance and an increase in behavior incidents. **Root Cause:** Increasing mobility has resulted in lower academic performance for these students and increased behavior incidents.

Student Learning

Problem Statement 5: WSISD continues to see ineffectiveness in Tier 1, 2 & 3 instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL and Special Education students. **Root Cause:** WSISD is seeing an increase of students in the above listed sub-populations.

District Processes & Programs

Problem Statement 2: WSISD has experienced an increase in students who struggle with personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. **Root Cause:** Environmental stresses including, but not limited to, events related to COVID-19

Problem Statement 7: Recruiting and maintaining highly qualified teachers and staff is a challenge. **Root Cause:** Across the nation, we are experiencing a shortage in education personnel.

Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 2: Implement competitive compensation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide salary adjustments for all employees including December Salary Adjustment. Strategy's Expected Result/Impact: Increased retention of all employees. Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant HR Director Business Director</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate programs with cost savings and monitor student growth and tax rate to generate additional funding for staff salary increases. Strategy's Expected Result/Impact: Provide competitive salaries in top 15 in DFW area Staff Responsible for Monitoring: Assistant Superintendent Of Business & Operations Assistant HR Director Business Director</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				




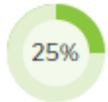
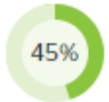



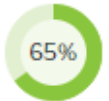
Performance Objective 2 Problem Statements:

District Processes & Programs
<p>Problem Statement 6: Several indicators were added to SCHOOL FIRST causing the district financial rating to lower. Root Cause: Indicators were added by the state tied to debt.</p> <p>Problem Statement 7: Recruiting and maintaining highly qualified teachers and staff is a challenge. Root Cause: Across the nation, we are experiencing a shortage in education personnel.</p>


Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.


Performance Objective 3: Provide regular communication to district staff to ensure that these stakeholders are informed of district procedures, initiatives, etc. and have active voice in decisions.

Evaluation Data Sources: Staff Surveys
Staff Newsletter reader statistics

Strategy 1 Details	Reviews			
<p>Strategy 1: Regular communication via email and staff newsletter will be provided by communications director and superintendent.</p> <p>Strategy's Expected Result/Impact: Increased communication and connections with staff.</p> <p>Staff Responsible for Monitoring: Superintendent Communications Director</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Central Administration will hold regular meetings with campus and department staff to receive input and provide clear communication. Meetings will include individualized and districtwide meetings.</p> <p>Strategy's Expected Result/Impact: Increased communication and connections with staff.</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Communications Director</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Central administration will visit schools/departments and departments on regular basis to ensure visibility and face-to-face communication.</p> <p>Strategy's Expected Result/Impact: Increased communication and connections with staff.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Communications Director</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:








District Processes & Programs

Problem Statement 7: Recruiting and maintaining highly qualified teachers and staff is a challenge. **Root Cause:** Across the nation, we are experiencing a shortage in education personnel.

Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 4: Implement award programs and initiatives that ensure that all staff members are recognized for their service.

Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Award programs and initiatives will include: Crash Cart 3 for all staff; social media posts recognizing employee groups; End of Year Awards Celebration (Rookie Teacher of Year; Support Staff Member of Year and Service Awards); Teacher of the Year; and more.</p> <p>Strategy's Expected Result/Impact: Increased retention of all employees.</p> <p>Staff Responsible for Monitoring: Communications Director</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

District Processes & Programs
<p>Problem Statement 7: Recruiting and maintaining highly qualified teachers and staff is a challenge. Root Cause: Across the nation, we are experiencing a shortage in education personnel.</p>

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,484,471.00

Total FTEs Funded by SCE: 13.5

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carolyn Riley	Teaching Assistant	1
Charles Etheridge	Student Services Coordinator	1
Cheri Whisker	Teacher	1
Cynthia Johnson	Behavior Specialist	1
Emily Estes	Principal of RISE Alternative	1
Jason Ferguson	Student Services Coordinator	1
Jessica Sims	Behavior Interventionist	1
Julia Gray	Teacher	1
Karen Gonzales	Federal Programs Director	1
Laura Morris	Teacher	0.5
Michelle Soileau	Student Support Counselor	1
Shirley Burnett- Moore	Teacher	1
Theresa Paschall	Director of Counseling	1
Zena Anthony	Secretary	1

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleIcrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleIcrate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see TitleIcrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleIcrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleIcrate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see TitleIcrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleIcrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleIcrate for the following documentation.

5.1: Determine which students will be served by following local policy

WSISD does not have any Targeted Assistance schools.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Mastery Prep		\$49,500.00
1	2	1	Dual Credit College Algebra and English Composition courses		\$40,000.00
1	2	2			\$40,000.00
1	2	3	Portion of TCU Counselor Salary		\$10,000.00
3	2	2	Demographer	199.51.6249.01.951.099951	\$25,000.00
3	2	4	Awards	199.11.6499.01.750.099750	\$30,000.00
Sub-Total					\$194,500.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource Systems from ESC XI		\$19,889.00
1	1	2	STAR Renaissance Screener		\$29,662.85
5	1	2	2024 Time for Change Solution Tree Workshop		\$7,000.00
Sub-Total					\$56,551.85
Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource Systems from ESC XI		\$18,900.00
Sub-Total					\$18,900.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	5	Ellevation TX 2024 from Curriculum Associates		\$13,637.50
1	2	1	Advanced Spanish Program for EB students		\$0.00
4	1	6	Seidlitz Education: "Small Moves, Big Gains" Training		\$3,700.00
Sub-Total					\$17,337.50

Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00
Carl Perkins Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Barber Chairs from FW Barber Supply		\$3,250.00
1	5	1	Supplies/equipment and instructor trainings that aides in industry rigor		\$0.00
1	5	2	Professional Development		\$0.00
Sub-Total					\$3,250.00
CTE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Curriculum sources and testing materials		\$0.00
Sub-Total					\$0.00
Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$25,000.00
2	3	8	Supplies necessary for student reinforcement	199; 198; 224	\$0.00
2	3	9			\$0.00
4	1	5	Reading Programs, training		\$15,000.00
Sub-Total					\$40,000.00
Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Mental Health Counselor		\$79,230.00
4	1	7	Campus Site Visits by Julie Compton		\$4,000.00
Sub-Total					\$83,230.00
SHARS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	CLASS Software, Polaris		\$35,000.00
3	3	1			\$27,000.00
Sub-Total					\$62,000.00

School Safety and Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Piraino Security Solutions: Centegix Crisis Alert		\$371,536.00
2	4	6			\$0.00
2	4	7			\$0.00
Sub-Total					\$371,536.00