

Willis Independent School District District Improvement Plan

2023-2024



Mission Statement

The mission of Willis Independent School District is to develop in each student the knowledge, skills, and behaviors essential for life-long learning and for productive, responsible citizenship.

Vision

We are committed to ensuring that all students learn at high levels to successfully exhibit personal values, model respectful relationships, and utilize a growth mindset to thrive in the global environment.

Core Commitments and Core Beliefs

We believe every child counts; every child learns.

We will provide the opportunity for a successful future by teaching every child to think.

We believe the education of all children is the responsibility of the family, school district, and community.

We will communicate, encourage, be responsive to, and seek input and participation from students, their families, staff, and community

We believe each employee is valuable and has a profound impact on student learning.

We will invest in highly qualified human talent, engage them in teamwork and learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.

We believe all students learn best in a safe, supportive, and secure environment.

We will ensure that the learning and work environments are safe and nurturing so that each student and staff member will achieve high levels of performance.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on the district needs assessment the following will be areas of focus for the 2022-2023 school year:

- Increase student achievement in Reading/Math/Science/Social Studies across all demographics, graduation rates, and IBC at both the state and federal level
- Increase and maintain high levels of student attendance at all grade levels
- Provide support systems to increase student achievement in reading/writing/math/science/social studies for all student groups
- Continue with year two of implementation of the Dual Language Immersion One Way Bilingual Program
- Continue to provide staff development on bilingual instruction best practices for teachers of Emergent Bilinguals
- Provide coaching and curriculum and instructional practices for teachers of emergent bilingual classrooms.
- Provide instructional strategies for teachers to emphasize hands on learning activities in the science classrooms.
- Support special education staff to improve instructional practices for special education
- Improve and enhance technology usage across content areas to support instructional practices.
- Increase parent and family involvement at the campus and district level utilizing the Wildkat Resource Center and staff
- Increase both Honors and AP enrollment at the secondary level.
- Increase the number of students taking AP placement tests, TSI2 Accuplacer, and DC level classes.
- Use Elevate K-12 to provide online instruction due to teacher shortage at the high school.
- Implement PAPER to provide unlimited tutoring to students before, during, and after school with live online tutors.
- Increase the number of students taking PSAT and SAT.

- Continue to monitor needs for safety and security of all district facilities.
- Provide an appropriate off campus instructional setting for students who are in violation of the Student Code of Conduct
- Provide support to early education and prekindergarten students for economically disadvantaged, Emergent Bilingual, and students with special needs
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Demographics

Demographics Summary

Willis ISD is part of a small community located on the I-45 corridor north of Houston, Texas. The location allows community members quick access to world class medical care, shopping, and entertainment. For this reason the district is growing with land available for future expansion. The close proximity to major companies and commerce allows business professionals the luxury to live in a smaller community yet be close to work. Montgomery county is a very fast growing area in Texas; it is expected that Willis will continue to grow at a fast pace in the coming years. Many staff members, including instructional and auxiliary staff, are members of the community, some long-time members. The district serves a majority of families who have lived in Willis for generations. Willis is a growing community with a small town feel.

For the 2023-24 school year, the district will serve approximately 8,800 students. Student population consists of 50.78% White students, 37.33% Hispanic students, and 7.34% Black students. Students of economic disadvantage comprise 56.78% of the student population and students considered at-risk comprise 51.17%, Emergent Bilingual students comprise 15.73% and Special Education students comprise 10.45% of the student population.

Willis ISD elementary campus staffs conduct numerous after-school and in-school activities that engage students and parents. Parents also attended scheduled parent/teacher conferences as well as school events that involve their children. Communication with parents typically occurred through notes, flyers, and invitation sent home with student in their Monday folders. Our Community and Parent Center continues to have a positive impact in helping families throughout our community and district. Teachers were required to call the parents of all students throughout the year and to document all telephone conversations with parents. Parents were generally positive about communication with school staff and preferred email communication over telephone and other communication methods. The survey indicated continued evaluation of communication efforts is necessary.

Demographics Strengths

District enrollment is growing in response to housing and economic growth in Willis. The current enrollment is up 312 students (3.69%).

Campus-based parent involvement activities for academics and fine arts are well-attended

Call out and email system to keep parents aware of scheduled events (open house, math nights, athletic luncheons, etc)-Blackboard, Parent Link

Math nights (elementary/middle schools) to teach fun ways to practice math at home with students in a fun engaging ways

Curriculum content nights on elementary campus engaging students/parents in Literacy, STEM and STEAM

The Wildkat Resource Center, led by the District Outreach Liaison, assists families in need with school supplies, clothing, shoes and toiletry items.

Parent Support Group-meetings for parents with special need students

Volunteers/PTO

Website/Facebook/Twitter/Instagram are used for parent information and communication tools

Willis ISD Mobile App

The district has added a partnership with Niche and Nextdoor Neighborhood digital/social platforms

This Week in Willis ISD quarterly e-mail newsletter

The Wildkat Wellness (SHAC) committee is well-attended and active

Monthly videos for student and parents on important social, emotional health topics

Parent and student Self-Serve-web based access available for parents to view students' grades and attendance information

District Student Mentor Program R.I.S.E.- Mentoring program utilizes community volunteers to mentor middle school and high school students

Friends of Texas Public Schools

Peachjar- Flyer distribution system

Remind 101 App

Long-Range Planning Committee with representation from each campus and the community

Problem Statements Identifying Demographics Needs

Problem Statement 1: How to serve a growing district and an increasing number of economically disadvantaged students. **Root Cause:** Population growth and wealth distribution

Problem Statement 2: How to serve a growing district and an increasing number of economically disadvantaged students. **Root Cause:** Population growth and wealth distribution

Student Learning

Student Learning Summary

Willis ISD has not been assigned an overall rating for the 2023 school year due to accountability grades paused by the courts. The following information is based on STAAR administered in the Spring of 2023:

From 2022 to 2023 STAAR, Willis ISD made growth in the 'Approaches' area for all high school EOC assessments along with 3rd grade math, 6th grade math and reading, 7th grade math, 8th grade reading and 8th grade social studies. Willis ISD made progress in the 'Meets' category for Algebra 1, 3rd grade reading and math, 4th grade math, 5th grade math, 6th grade reading and math, 7th grade math and 8th grade social studies. Our graduation rate remains the same as the previous year.

CCMR Target Areas

- Industry-Based Certifications will increase.
- Texas College Bridge implementation is in year 2 and this will provide more opportunities for students to become college ready.
- Continuing PSAT and SAT School Day which will increase opportunities for students.
- Continuing WHS as an Accuplacer (TSIA2) testing site so it adds flexibility and control at the local level.
- TSIA2 prep modules are available to students at WHS.

Areas of Focus for 2023-2024

- Tier 1 Instructional (Initial Instruction)
- Assessing and monitoring current practices
- Intervention
- Essential Standard Alignment with state Readiness Standards

The district uses TEA interims and universal screeners to measure students progress. The TEA interim will be administered in the spring and universal screeners at the beginning, middle, and end of the year. Data is monitored at the district level in both Leadership and Principals meetings in order that corrections can be made during the year. The district also has an assessment calendar in place in order to provide time to monitor student performance.

Instructional coaches continue to support growth in RLA/MATH/Science/Technology through coaching of faculty on best practices. Balanced

literacy and balanced math continue to be a focus for the district. This year will also include a focus on curriculum and instructional practices in bilingual and ESL classrooms as well as a district wide focus on the writing process to improve student writing performances.

The district utilizes the Texas Curriculum Collaborative as the district curriculum. The standards are assessed through campus-created common assessments and data discussions are held at the campus and the district level to make curricular and instructional adjustments to address students' needs. Additionally, Response to Intervention teams are in place on all campuses to support all students.

Student Learning Strengths

- Universal Screener
- TEA Interim Assessments
- District testing calendar
- Common Planning and collaborative teams at all campuses
- Common Formative assessment is used to drive instruction
- Instructional coaching model is in place at all grade levels.
- Formative and summative assessments as well as screeners for reading and mathematics are in place district-wide to assess students' mastery of state standards.
- District curriculum includes the Texas Curriculum Collaborative documents and district-created pacing guides to ensure curricular gaps are closed.
- Redefining RTI for every child.
- Development of teacher RTI system to support teacher growth.
- Development of Strategic Implementation Guide (SIG)
- Development of RLA and Math Content Strategic Implementation Guides for best classroom practices

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and writing across the district continues to be a concern **Root Cause:** Support resources are not consistently implemented

Problem Statement 2: EL students not achieving at least 1 year progress/growth **Root Cause:** ELPS and sheltered instruction strategies are not consistently implemented due to lack of knowledge in those two areas.

Problem Statement 3 (Prioritized): Students are not showing improvement in reading at Title I campuses **Root Cause:** Lack of ability to identify gaps in learning and provide appropriate interventions based on student need

Problem Statement 4 (Prioritized): Student are losing instruction time because of discipline removals **Root Cause:** Increase the use of proper student social behavioral skills with the school setting

Problem Statement 5 (Prioritized): Special Education students are not meeting the expected performance level on state assessments **Root Cause:** Insufficient differentiated instruction with the classroom

District Processes & Programs

District Processes & Programs Summary

Willis ISD is an Equal Opportunity Employer. Willis ISD considers applicants for all positions without regard to race, color, national origin, age, religion, sex, marital status, veteran or military status, the presence of a medical condition, disability, or any other legally protected status.

The district strives each year to hire and retain staff who are strong in instructional best practices and who are certified by the state of Texas as highly qualified.

TECHNOLOGY

WISD began a transformation to a digital learning environment over seven years ago by funding a part-time Technology Integration Coach (iCoach) for each campus to provide training on digital tools, engagement and enhancement ideas for classroom activities, and student-centered learning with technology integration. Currently, all campuses have a full-time iCoach. This full-time iCoach position expanded to include library support, a working partnership with campus instructional coaches and serving as a campus technology advocate through social media.

The district implemented a 1:1 initiative for students as a result of the pandemic. This supported the adopted learning management system allowing teachers to deliver instruction through a digital environment. Students are able to access digital resources and extend learning opportunities outside of the school day. All secondary campuses have maintained a 1:1 tablet to student ratio.

CTE 2023-2024

The CTE Programs of Study was updated for the 23-24 school year adding several new courses including Animation and Agribusiness. The district adjusted some of the previous CTE pathways to align with the state. The district continues to offer the approved Regional Program of Study in Cosmetology.

CTE Advisory committees will continue to meet this year. This allows teachers to hear directly from industry personnel on skills our students need in the workforce.

SPECIAL EDUCATION

Willis ISD is an inclusive district with the belief that when all students are learning together (including those with the most extensive needs) and are given the appropriate instruction and supports, ALL students can participate, learn, and excel within grade-level general education curriculum, build meaningful social relationships, achieve positive behavioral outcomes, and graduate from high school, college, and beyond. The district adopted the Stetson Model of inclusion in 2014 and continues to reflect a strong focus on high expectations for ALL students. Student programming, supports, and services are reviewed in depth by ARD committee members who are trained in the special education process and are invested in the success of the student. Parents are encouraged to actively participate in ARD committee planning and parent resource meetings.

DYSLEXIA

Willis Independent School District strives to have an exemplary dyslexia program for students enrolled in grades K-12. Through a response to intervention process, WISD monitors students on a regular basis utilizing formal and informal observations, student data and other assessments included but not limited to Measuring What Matters (MAP), TX-KEA, common assessments, benchmark assessments, unit assessments, writing samples and/or written evidence of curriculum-based activities.

Willis Independent School District is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

ADVANCED ACADEMICS

The WISD Middle School Accelerated Pacing Pathways for Mathematics and Science allows students in grades 6-8 to complete middle school and high school content through Algebra I and Biology EOCs within a three-year period. During the 2023-2024 school year, Willis ISD will also continue the accelerated pacing for High School students allowing them to complete two yearlong Dual Credit Mathematics courses within one school year. This will make the WISD dual credit program commensurate to that of Lone Star College.

WISD will ensure that all students enrolled in AP Courses connect to the appropriate AP Classroom platform. This will provide support and access to content and tools from College Board intended to help students maximize learning and increase the potential for success on AP Exams. In Willis ISD, CCMR courses such as General Employability Skills are now available at the middle school level. By broadening advanced course offerings and expanding opportunities for students to accelerate pacing, WISD intends to increase the percentage of students participating in advanced level courses, as well as taking Advanced Placement (AP) exams

FINE ARTS

FINE ARTS WISD will continue to emphasize quality fine arts experiences for students. In 2022-23, the district added an elementary art position to increase art instruction on elementary campuses, an additional band position for one middle school with increased student enrollment in band and a shared orchestra teacher between two campuses. For 2023-24, the district has added an additional music teacher at the high school level to increase effective music instruction for the growing number of band students. The district will continue to supply elementary music teachers with the state adopted music curriculum allowing for web/tech. based instruction and extension for students while adding a similar platform for visual art in 2023-24. In 2023-24, secondary WISD fine arts programs will continue to include multi level experiences in band, choir, orchestra, visual art, theater and dance. The district currently has 44% of high school students participating in fine arts courses, 91% of middle school students participating in fine arts courses and 100% of elementary students participating in music and art.

Summer Enrichment Camps

In the summer of 2021, Willis ISD started offering summer enrichment camps to all students going into 3rd through 8th grade. Summer enrichment camps are offered in STEM, art, agriculture, culinary, literature, photography, and theater. Each camp is offered for one week throughout June, allowing students to attend multiple camps. We increased our offerings in camps for the summer of 2023 including music, coding, and woodworking and increased student participation in camps.

SUBSTANCE ABUSE PREVENTION AND MENTAL HEALTH PROGRAM

During the 2021-2022 school year, WISD participated in the Title IV School Mental and Behavioral Health Capacity Building Initiative. This will continue for the 2023-24 school year. This region VI grant will provide a series of training for our campus counselors and teachers that will focus on working with:

- Professional Learning Communities
- Mental Health Training
- Mental and Behavioral Health Needs Assessment (this is a multi-tiered system of supports, school climate survey)
- The SHAPE System (Pilot, measure, and give feedback to TEA)
- Collaboration with local Mental Health
- Weekly peer groups

WISD will continue to build relationships with local agencies such as Tri-County that support students and families who struggle with drug addiction and mental health issues. WISD will participate in monthly PLC meetings with Region VI School Mental Health Leaders. In addition, WISD will receive training on Mental and Behavioral health topics to support students and will utilize the Practice Guide and Toolkit that is currently piloted by TEA.

WISD is committed to training faculty and staff in order to meet the increased need for a response to social and emotional wellness. During the 2019-2020 school year, WISD began training instructional staff with the Mental Health First Aid training. This 8-hour course addresses ways to assist individuals experiencing mental health issues or substance abuse. The training helps identify, understand, and respond to signs of addiction and mental illnesses. Mental Health First Aid helps assist individuals experiencing a mental health or substance use-related crisis. Teachers learn risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help.

BILINGUAL & ESL Instructional Programs

During the 2023-2024 school year, Willis ISD will serve over 1300 English language learners in our bilingual and ESL programs. With the recommendations from the Bilingual Guiding Coalition, Willis ISD is currently in the second year of implementation of the Dual Language Immersion One Way bilingual program. The first year of implementation of the program during the 2021-2022 school year encompassed grades PK-5 and focused on establishing instructional practices across grade levels and campuses. Required instructional strategies such as Preview-View-Review were taught, monitored, and evaluated at all grade levels. A new instructional coach position was created to work with bilingual teachers to develop instructional capacity, create consistency between bilingual campuses, and begin the process of creating a bilingual curriculum document to be followed by all bilingual teachers. WISD has maintained and enhanced the partnership with our local Education Service Center's bilingual education department at Region VI. This partnership will allow WISD to offer high-quality staff development opportunities for all bilingual teachers and provide in-classroom support and training for teachers that need to improve their skills in bilingual instruction.

For the 2023-24 school year, the bilingual program will be offered at Roark Early Education Center, Cannan Elementary, and C.C. Hardy Elementary. English as a Second Language programming is offered at all WISD campuses. Bilingual and ESL instruction is available to students who meet state-mandated criteria as new students to Texas schools and students who were identified as Emergent Bilinguals at other Texas school districts.

WISD continued efforts to get all teachers serving Emergent Bilinguals ESL certified by the end of March 2023.

COMMUNICATIONS

Moving into the 2023-24 school year, communication efforts continue to be a top priority for the Willis Independent School

District as we build parent and community awareness and support of the programs we offer students. The Willis ISD Communications team supports district and campus goals to promote a positive, informative and educational climate by facilitating communications between and among students, staff, parents, and the community. The department works to communicate the outstanding achievements of our students, increase parental and community engagement, and foster public trust and understanding. While district communication is strong, the focus this year is on increasing the communication between schools and parents. Communication with the community, particularly with the segment of community members/taxpayers who live in Willis ISD district boundaries but may not have students in the schools, is paramount to future success. We continue to use the Rave Panic Button safety app for teachers to be able to notify 911 and other staff immediately in an emergency. In both 2019-2020 and 2020-2021, Long Term Planning Committee was established and met to review district needs for Bond packages. A bond was passed in November 2020 and again in May 2022, both of which include projects to address district growth. Strong relationships with area media have resulted in more positive news coverage for the district. Additional training for principals and campus staff will support the increase in campus communication efforts.

District Processes & Programs Strengths

The performance of each district employee is evaluated annually according to established district parameters. Employees may also be required to provide annual performance and professional growth plans. This annual process assists managers and the district overall in ensuring that each employee contributes effectively to the accomplishment of the district's educational mission. A minimum number of Professional Development hours are required for each professional employee.

The district prepares an annual plan to identify programs for in-depth and objective evaluation. Mandated reports are submitted to federal, state, and local funding agencies. Additionally, proactive reports are prepared reviewing district program implementation and outcomes. Findings and recommendations inform program improvements as well as planning for professional development for staff and decision-making processes.

The district conducts professional development and parent involvement surveys yearly. These surveys provide comprehensive information from various perspectives. The results of the surveys are used for evaluation of programs, learning and work environment, and customer service. The results of the surveys are invaluable to planning for continuous improvement. The district provides surveys to get feedback on professional development.

Technology strengths for the 2022-2023 school year:

- Technology Integration Coaches (iCoach) in place at all campuses to support digital learning
- Stronger curriculum and technology partnership and collaboration
- Wireless Access Points in all classrooms to ensure adequate wireless access
- Upgraded infrastructure components for additional network stability
- Extending learning opportunities beyond the classroom

CTE Strengths

- percentage of seniors graduating with an IBC
- passing percentage of our students on the CNA test (100%) and the Servsafe Manager test (90%)
- increased enrollment of students in all CTE programs

Special Education Strengths

- Specialized programming and support provided to students with social-emotional disabilities in the least restrictive environment.
- Maintaining 100% compliance in SPP 12, 13, and 84.7% compliance with completing timely evaluations through the pandemic, over 98% compliant in providing timely evaluations in 2021/22.
- Decrease in exclusionary discipline placements for students with disabilities with an increase in the use of restorative practices.
- Creation of a district-based 18+ transition and vocational program for students with disabilities.
- Students with disabilities demonstrated growth in Grades 3-8 Mathematics, Reading, Science, and Algebra I, Biology, US History, and English I and II (2021 and 2022 Results Driven Accountability)

Dyslexia Strengths

Use of Measuring What Matters (MAP) growth and fluency data as a screener for our students in 1st and 2nd grades.

Use of TX-KEA as the screener for our Kg students.

All students are evaluated by a certified diagnostician in order to provide the most appropriate services for the student.

Increase in number of students being served.

Advanced Academics Strengths

Accelerated Pacing Pathways in the areas of Mathematics and Science in middle school and high school, leading to more upper-level options once students enter high school. Willis ISD will also continue the accelerated pacing for High School students allowing them to complete two yearlong Dual Credit Mathematics courses within one school year. During the 2022-2023 school year WISD will continue to offer advanced-level courses in core content areas in grades 6-12, as well as Art in 9-12 through course options and choices. Willis ISD continually seeks to augment interdisciplinary, critical-thinking, problem-solving, and STEM-based program offerings for students at all levels. Advanced Academics staff is continually seeking out and developing new training offerings for teachers and staff who serve advanced learners in Willis ISD.

COMMUNICATIONS STRENGTHS

- Strong community support
- A large following on social media platforms (Facebook, Twitter, and Instagram)
- Strong customer service training for receptionists and office staff
- Strong communication training and support for departments and campuses

Guidance & Counseling Strengths

- Strong Self-Harm and Suicide Intervention Protocol
- Monthly Professional Development provided to Counselors
- District created Comprehensive Guidance Model

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Suicide and self-harm outcries doubled over the course of the 2021-2022 school year. **Root Cause:** Parents rely on the school to provide resources when they do not have the necessary knowledge and skills to navigate the behavioral and mental health system.

Problem Statement 2 (Prioritized): Lack of bilingual certified teachers in the classrooms **Root Cause:** Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.

Problem Statement 3 (Prioritized): Student are losing instruction time because of discipline removals **Root Cause:** Increase the use of proper student social behavioral skills with the school setting

Problem Statement 4 (Prioritized): Special Education students are not meeting the expected performance level on state assessments **Root Cause:** Insufficient differentiated instruction with the classroom

Perceptions

Perceptions Summary

Willis ISD is part of a small community located on the I-45 corridor north of Houston, Texas. The location allows community members quick access to world class medical care, shopping, and entertainment. For this reason the district is growing with land available for future expansion. The close proximity to major companies and commerce allows business professionals the luxury to live in a smaller community yet be close to work. Montgomery county is a very fast growing area in Texas; it is expected that Willis will continue to grow at a fast pace in the coming years.

Many staff members, including instructional and auxiliary staff, are members of the community, some long-time members. The district serves a majority of families who have lived in Willis for generations. Willis is a growing community with a small town feel.

The district incorporated a health clinic with certified physicians for employees. The clinic is housed in the district and serves staff members and their families. The benefits of an in-house health clinic include no copay for typical illnesses and no charge for maintenance medications. Feedback from teachers indicate the clinic is of great benefit to employees who take advantage of the services.

WISD partners with the Montgomery County Constables Office to employ its own police force. The officers are housed at the campuses and assist with truancy, security, and student/parent issues. The officers have created partnerships with county law enforcement agencies and the fire department to ensure all aspects of security and safety are covered.

Willis ISD elementary campus staffs conduct numerous after-school and in-school activities that engage students and parents. Parents attended scheduled parent/teacher conferences as well as school events that involve their children. Communication with parents occurs through notes, flyers, and invitations sent home in students' folders. Our Community Outreach parent liaison continues to have a positive impact on helping families throughout our community and district. Teachers were required to call the parents of all students throughout the year and to document all telephone conversations with parents. Parents were generally positive about communication with school staff and preferred email communication over telephone calls and other communication methods. The survey indicated continued evaluation of communication efforts is necessary.

Perceptions Strengths

Strengths evident for the 2023-24 school year:

- In general, teachers are receptive to incorporating new, research-based techniques into their instructional practices.
- Many teachers live in and contribute to the community.
- Teachers have access to instructional coaching at all levels in the core courses.
- The district has working partnerships with county agencies to ensure the welfare of students and staff.

Campus-based parent involvement activities for academics and fine arts are well-attended

Call out and email system to keep parents aware of scheduled events (open house, math nights, athletic luncheons, etc)-
Blackboard, Parent Link

Math nights (elementary/middle schools) to teach fun ways to practice math at home with students in a fun engaging ways

Curriculum content nights on elementary campus engaging students/parents in Literacy, STEM and STEAM

The WISD District Outreach Parent Liaison supports students and families by providing resources and information during times of need.

Parent Support Group-meetings for parents with special need students

Volunteers/PTO

Website/Facebook/Twitter/Instagram are used for parent information and communication tools

Willis ISD Mobile App

Wildkat Word - District Families newsletter

Inside Willis ISD - employee newsletter

The Wildkat Wellness (SHAC) committee is well-attended and active

Monthly videos for student and parents on important social, emotional health topics

Parent and student Self-Serve-web based access available for parents to view students' grades and attendance information

District Student Mentor Program R.I.S.E.- Mentoring program utilizes community volunteers to mentor middle school and high school students

Peachjar- Flyer distribution system

Remind 101 App

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents want the campuses / principals to communicate information such as school curriculum, school rules and event dates more frequently, as reported by parents on surveys and social media discussion boards. **Root Cause:** As educators first, principals and teachers lack the knowledge and understanding of foundational tactics and strategies necessary for effective communication with students, parents and the community.

Problem Statement 2 (Prioritized): Student and parent participation at campus events is low. **Root Cause:** Parents and students do not have enough information to be aware of events and to feel comfortable enough to attend.

Problem Statement 3 (Prioritized): Lack of bilingual certified teachers in the classrooms **Root Cause:** Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.

Priority Problem Statements

Problem Statement 1: Students are not showing improvement in reading at Title I campuses

Root Cause 1: Lack of ability to identify gaps in learning and provide appropriate interventions based on student need

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Suicide and self-harm outcries doubled over the course of the 2021-2022 school year.

Root Cause 2: Parents rely on the school to provide resources when they do not have the necessary knowledge and skills to navigate the behavioral and mental health system.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Student are losing instruction time because of discipline removals

Root Cause 3: Increase the use of proper student social behavioral skills with the school setting

Problem Statement 3 Areas: Student Achievement - Student Learning - District Processes & Programs

Problem Statement 4: Special Education students are not meeting the expected performance level on state assessments

Root Cause 4: Insufficient differentiated instruction with the classroom

Problem Statement 4 Areas: Student Achievement - Student Learning - District Processes & Programs

Problem Statement 5: Lack of bilingual certified teachers in the classrooms

Root Cause 5: Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.

Problem Statement 5 Areas: Student Achievement - District Processes & Programs - Perceptions

Problem Statement 6: Parents want the campuses / principals to communicate information such as school curriculum, school rules and event dates more frequently, as reported by parents on surveys and social media discussion boards.

Root Cause 6: As educators first, principals and teachers lack the knowledge and understanding of foundational tactics and strategies necessary for effective communication with students, parents and the community.

Problem Statement 6 Areas: Parent and Community Engagement - Perceptions

Problem Statement 7: Student and parent participation at campus events is low.

Root Cause 7: Parents and students do not have enough information to be aware of events and to feel comfortable enough to attend.

Problem Statement 7 Areas: Parent and Community Engagement - Perceptions

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Willis ISD students will reach high academic standards, with at least 80% attaining proficiency or better on state assessments by July 2024

Evaluation Data Sources: 2024 STAAR/EOC results.

Strategy 1 Details	Reviews			
Strategy 1: Use TEA created interim assessments to monitor progress of students and provide interventions as needed. Strategy's Expected Result/Impact: State Assessment Results will show 10% improvement from previous year. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning Results Driven Accountability Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue instructional best practices through Balanced Literacy and Balanced Math to meet the needs of students. Strategy's Expected Result/Impact: Assessment results Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning Problem Statements: Student Achievement 1 - Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize reading, science and math diagnostic instruments to determine student growth (NWEA, TEMI, TxKEA, etc.) Strategy's Expected Result/Impact: Beginning of year, middle of year, and end of year progress monitoring documents. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning Problem Statements: Student Achievement 3 - Student Learning 5 - District Processes & Programs 4 Funding Sources: Software - ESSER - \$90,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue with year two of the implementation process of WISD 's Dual Language Immersion One-Way bilingual program model in grades Pk-5. WISD Bilingual instructional coach will continue to provide guidance and staff development to all bilingual teachers in the district with the goal of creating consistency between bilingual campuses and ensuring effective teaching and learning of scaffolded instruction for Emergent Bilinguals in grades PK-5. Strategy's Expected Result/Impact: State assessment results (STAAR, TELPAS) Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning Director of Learner Pathways, Bilingual/ELL Coordinator Problem Statements: Student Achievement 4 - District Processes & Programs 2 - Perceptions 3 Funding Sources: Bilingual Instructional Coach - Title III - Bilingual/ESL - \$68,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue best practices in science instruction by supporting inquiry based science labs utilizing the 5E Instructional Model and STEM Scopes. Strategy's Expected Result/Impact: Improved scores on state and local assessments. Staff Responsible for Monitoring: District Science Coordinator Funding Sources: Science Coordinator - Title I Part A, - Title II, STEM Scopes - TIMA - \$12,673.50	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide resources to campuses in order to support literacy instruction across all content areas. Strategy's Expected Result/Impact: Student Growth across content areas will show an increase Staff Responsible for Monitoring: Assistant Superintendent Innovation, Teaching and Learning, District Coordinators, Instructional Coaches Funding Sources: Personnel - Title Funds, Resources - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Use district assessment data to identify students who would likely be successful in advanced courses and change student schedules accordingly. Strategy's Expected Result/Impact: Increased student enrollment in advanced academics courses. Staff Responsible for Monitoring: Principals, Director of Learner Pathways, Content Coordinators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Continuation of advanced math and science courses in grades 6-12 during the 23-24 school year. Strategy's Expected Result/Impact: Increased student academic performance. Staff Responsible for Monitoring: Principals, Asst. Superintendent of Innovation, Teaching, & Learning, Director of Learner Pathways, Content Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide a SAT and PSAT administration opportunity for 11th-grade students. Strategy's Expected Result/Impact: Increased student participation on and PSAT Staff Responsible for Monitoring: Director of Learner Pathways, WHS Advance Academics Case Manager Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide access to all juniors and seniors to take the college readiness assessment TSI2 at no cost to them. Strategy's Expected Result/Impact: Attain 85% or higher participation of all seniors in TSI2 Staff Responsible for Monitoring: Director of Learner Pathways, Content Coordinators, Campus Testing Coordinator, AP teachers, Advanced Academics Case Manager Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Continue to expand robotics programs to grow cross-curricular connections, increase the number of students taking advanced classes, and the development of 21st century personal and workplace-related skills. Strategy's Expected Result/Impact: Increase in student achievement and number of students taking advanced classes Staff Responsible for Monitoring: Science Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Continue with year 2 of the implementation process to 806 Technologies' TELP program to manage the LPAC documentation and LPAC process for all Emergent Bilingual students in Willis ISD. Strategy's Expected Result/Impact: More effective and user-friendly software to manage LEP student information. Staff Responsible for Monitoring: Principals, Director of Learner Pathways, Executive Directors of elementary and secondary schools. Funding Sources: - ESSER - \$7,200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
Strategy 13: Continue the recommendations of the Gifted and Talented Guiding Coalition submitted in the summer of 2022, across all WISD campuses. Strategy's Expected Result/Impact: Increase in student achievement in advanced courses Staff Responsible for Monitoring: Director of Learner Pathways, Content Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Review and analyze dyslexia screening measures and reading interventions. Strategy's Expected Result/Impact: To promote identification of dyslexic students at an earlier age. Staff Responsible for Monitoring: Director of Special Programs, Dyslexia Specialists and Campus Administration Problem Statements: Student Achievement 3 - Student Learning 5 - District Processes & Programs 4 Funding Sources: - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Utilize programs such as Exact Path, Study Island, Courseware, etc. to intervene and enrich students. Strategy's Expected Result/Impact: Close student academic gaps and student growth across content Staff Responsible for Monitoring: Assistant Superintendent of Innovation, Teaching, & Learning Funding Sources: Software - ESSER - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Continued utilization of PAPER to address learning loss by providing access to a 24/7 live tutoring system. Strategy's Expected Result/Impact: The expected result is to increase student performance by closing academic gaps. Staff Responsible for Monitoring: Director of Learner Pathways, Assistant Superintendent of IT&L Funding Sources: Two year contract for 2022-2024 - ESSER - \$245,865	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Continue utilizing Imagine Learning for students in Bilingual Pre-K through 1st grades. Strategy's Expected Result/Impact: To close academic gaps and provide support in English and Spanish acquisition. Staff Responsible for Monitoring: Director of Learner Pathways, District Bilingual/ESL Coordinator, Pre-K-1st Bilingual teachers Problem Statements: Student Achievement 4 - District Processes & Programs 2 - Perceptions 3 Funding Sources: - ESSER - \$20,340	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: Continue utilizing MajorClarity as a career and college readiness platform for all students. MajorClarity helps ensure that every students' education leads to a successful career outcome. Strategy's Expected Result/Impact: Students will have a clear opportunity for career outcome Staff Responsible for Monitoring: Assistant Superintendent of IT&L, Director of Counseling, Director of Learner Pathways Funding Sources: - 199 - General Fund - \$7,600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Implement management software to track teacher development in order to improve student achievement. Strategy's Expected Result/Impact: The expected result is an increase in student performance through tracking teacher coaching and implemented feedback. Staff Responsible for Monitoring: Assistant Superintendent of IT&L, IT&L Directors and Coordinators Funding Sources: Software Program - ESSER - \$7,300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Continue Implementation of Canvas learning management system for course materials, assignments, and supports for students. Strategy's Expected Result/Impact: Continue utilization of a learning management system Staff Responsible for Monitoring: Assistant Superintendent of Innovation, Teaching, & Learning, Directors and Coordinators Funding Sources: Software - ESSER - \$26,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Utilize DMAC as a web-based application to provide tools and services necessary to develop and improve the quality of education provided to students. (Services include class roster - (\$ 13,913), State assessment - (\$1,500), Learning Plans - (\$4,500)) Strategy's Expected Result/Impact: Increase use of data and information to guide instruction and provide services for students Staff Responsible for Monitoring: Assistant Superintendent of IT&L, Director of Learner Pathways Funding Sources: - 199 - General Fund - \$19,913	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Students are not showing improvement in reading at Title I campuses **Root Cause:** Lack of ability to identify gaps in learning and provide appropriate interventions based on student need

Problem Statement 5: Special Education students are not meeting the expected performance level on state assessments **Root Cause:** Insufficient differentiated instruction with the classroom

District Processes & Programs

Problem Statement 2: Lack of bilingual certified teachers in the classrooms **Root Cause:** Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.

Problem Statement 4: Special Education students are not meeting the expected performance level on state assessments **Root Cause:** Insufficient differentiated instruction with the classroom





Perceptions

Problem Statement 3: Lack of bilingual certified teachers in the classrooms **Root Cause:** Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: 15 % of Willis ISD seniors will graduate with at least one Industry-based certification in May 2024.



Evaluation Data Sources: PEIMS Data






Strategy 1 Details	Reviews			
Strategy 1: Update the CTE Program Guide to inform parents, students, and district personnel of the CTE programs that are offered, along with associated costs/fees, and possible certifications. This new guide will be aligned with the new state adopted Programs of Study for CTE. Strategy's Expected Result/Impact: Increase in number of students completing at least one industry-based certification. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: HS counselors attend PD over CTE industry-based certifications. Strategy's Expected Result/Impact: Counselors will be more knowledgeable so there should be an increase in number of students completing an IBC. Staff Responsible for Monitoring: HS Admin CTE Director Funding Sources: - CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the number of industry-based certifications offered. Strategy's Expected Result/Impact: More students would have the opportunity to complete a certification. Staff Responsible for Monitoring: CTE Director Funding Sources: - CTE	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Willis ISD students with Individualized Education Programs will show an increase of at least 5% in meeting the Approaches passing standard on all tested STAAR content areas by the 2023-24 school year.

Evaluation Data Sources: Benchmarks, STAAR, EOC results

Strategy 1 Details	Reviews			
Strategy 1: Stetson Model and Least Restrictive Environment Strategy's Expected Result/Impact: Student will have access to two adults in the classroom which lowers the student/teacher ratio and provides six different approaches to co-teaching and support facilitation within the least restrictive environment. Staff Responsible for Monitoring: Director of Special Education Results Driven Accountability Problem Statements: Student Achievement 3 - Student Learning 5 - District Processes & Programs 4 Funding Sources: - 224 - IDEA-B	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide additional training for campus instructional support staff to increase knowledge of evidence-based instructional strategies to support special educators. Strategy's Expected Result/Impact: Instructional support staff will be better equipped to support special educators and increase the academic achievement of students with disabilities. Staff Responsible for Monitoring: Director of Special Education Results Driven Accountability Funding Sources: - 224 - IDEA-B	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase the participation of special education teachers in the collaborative process. Strategy's Expected Result/Impact: Increase content knowledge, the use instructional strategies, and instructional/behavioral support for students resulting in increased academic achievement of student with disabilities.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Director of Special Education and Campus Principals Results Driven Accountability Funding Sources: - 224 - IDEA-B				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning	
Problem Statement 5: Special Education students are not meeting the expected performance level on state assessments	Root Cause: Insufficient differentiated instruction with the classroom
District Processes & Programs	
Problem Statement 4: Special Education students are not meeting the expected performance level on state assessments	Root Cause: Insufficient differentiated instruction with the classroom

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Willis ISD will increase the reading performance of all students with dyslexia by 5% by May 2024.





Evaluation Data Sources: Really Great Reading assessments, TEA interim assessments, MAP, STAAR and EOC

Strategy 1 Details	Reviews			
Strategy 1: Really Great Reading Strategy's Expected Result/Impact: Growth in reading fluency and accuracy which improves their reading comprehension. This growth will show an increase in student achievement. Staff Responsible for Monitoring: Director of Special Programs and Dyslexia Specialists Results Driven Accountability Funding Sources: - Local, - SCE - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: Willis ISD will increase the number of students participating in summer enrichment camps by 5% by Summer 2024.

Evaluation Data Sources: Camp Enrollment

Strategy 1 Details	Reviews			
Strategy 1: Continue offering Summer Enrichment Camps to all students going into grades third through eighth during June of 2024 Strategy's Expected Result/Impact: Provide enrichment opportunities to grow students Staff Responsible for Monitoring: Content Coordinator Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate with parents and promote summer enrichment camps at elementary and middle school campuses. Strategy's Expected Result/Impact: Increase summer enrichment camp enrollment Staff Responsible for Monitoring: Content Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Expand the camp offerings to increase interest from a variety of choices. Strategy's Expected Result/Impact: Increase summer enrichment camp enrollment Staff Responsible for Monitoring: Content Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.


Performance Objective 1: WISD Campuses will improve communication between home, school, and community by 10% and provide opportunities for involvement to educate and inform parents and the community by holding at least 2 parent involvement activities by May 2024.

Evaluation Data Sources: Reports generated for all communication avenues, school/parent activities, and responses from parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue to support WISD families through the Wildkat Resource center. Strategy's Expected Result/Impact: Number of parents involved in each school/district activity Staff Responsible for Monitoring: Superintendent, Director of Guidance & Counseling, Counselors, Principals, staff Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of partnerships with local businesses to provide internship opportunities for CTE Practicum students and increase job opportunities for WISD graduates. Strategy's Expected Result/Impact: Increased number of seniors enrolled in Practicum courses. Staff Responsible for Monitoring: Superintendent, District Admin., CTE Director Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Expand campus volunteer program to assist with mentoring and accelerating student learning of all students. Strategy's Expected Result/Impact: Assessment scores; number of volunteers Staff Responsible for Monitoring: Principals, Counselors, staff Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue to communicate education standards and expectations to community, parents, and students through website, social media, Wildkat Resource (parent) center and area media. Strategy's Expected Result/Impact: Number of parents involved in each school/district activity Staff Responsible for Monitoring: Superintendent, Communications Director, Parent and Family Liaison, District & Campus staff Problem Statements: Perceptions 1 - Parent and Community Engagement 1 Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide Wildkat Resource Center information sessions on each campus for parents and staff. Strategy's Expected Result/Impact: Number of parents involved in each school/district activity Staff Responsible for Monitoring: Principals, Counselors, Director Guidance and Counseling Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: In compliance with Title I part A and Title III Parent and Family Engagement requirements, WISD will ensure that district and campuses provide parent information sessions related to school organization and classroom expectations, school and home responsibilities/involvement and how to participate as a working or stay at home parent. Strategy's Expected Result/Impact: Number of parents involved in each school/district activity Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning Problem Statements: Perceptions 2 - Parent and Community Engagement 2 Funding Sources: Supplies and materials - 211 - Title 1-A - \$4,000, Supplies and Materials - Title III - Bilingual/ESL - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue commitment of Willis ISD website and social media pages for communication within the community and for teachers and staff to communicate achievements and events. Strategy's Expected Result/Impact: Number of parents involved in each school/district activity Staff Responsible for Monitoring: Superintendent, Communications Director Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Ensure Integrated planning and decision making through the District Education Improvement Committee (DEIC) and Campus EICs (CEIC). Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, Committee Members Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Utilize SHAC committee to provide advisement on health, nutrition and wellness issues. Strategy's Expected Result/Impact: Increase in number of activities conducted district- and campus-wide to promote healthy living Staff Responsible for Monitoring: Executive Director of Student Services, Director of Nursing and SHAC Chair Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Communicate athletic and extracurricular opportunities to community, parents, and students through district website and social media, parent center and area media. Strategy's Expected Result/Impact: Number of parents involved in each school/district activity Staff Responsible for Monitoring: Superintendent, Communications Director, District & Campus staff Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Continue to offer a wide variety of avenues for parent/district communication including, but not limited to Facebook/Twitter/Instagram Mass communication system - emails, calls, texts District and Campus Webpages Campus and District newsletters District mobile app District Email Strategy's Expected Result/Impact: Increase in number of parents/community members utilizing all communication tools. Staff Responsible for Monitoring: Communications Director, Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Update the CTE Program Guide to inform parents, students, and district personnel of the CTE programs that are offered, along with associated costs/fees, and possible certifications. This new guide will be aligned with the new state adopted Programs of Study for CTE. Strategy's Expected Result/Impact: Increase in number of students completing a coherent sequence of CTE courses. Staff Responsible for Monitoring: CTE Director Funding Sources: N/A - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Create CTE Advisory Committees for multiple programs in the CTE Department. These committees will include parents and community members to impact our CTE programs. Strategy's Expected Result/Impact: Updated, viable, and aligned curriculum to help students' transition into the workforce. Staff Responsible for Monitoring: CTE Director Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Continue to offer bi-monthly parent support group meetings for parents with special needs student(s) along with regular email communication. Strategy's Expected Result/Impact: Resources provided to assist parents with educational planning for their student. Staff Responsible for Monitoring: Director of Special Education Funding Sources: - 224 - IDEA-B - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Continue working with the established GT Advocacy Group to improve communication and services. Strategy's Expected Result/Impact: Provide families with information and education sessions on the academic, social, and emotional needs of students identified as gifted & talented. Staff Responsible for Monitoring: Advanced Academics, Director of Learner Pathways Funding Sources: Advanced Academic Coordinator Stipend - Title IV - Innovative Grant - \$3,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details		Reviews			
Strategy 16: Continue to offer monthly information meetings for parents on topics relating to mental health and wellbeing. Strategy's Expected Result/Impact: Resources provided to assist parents with information on supporting their student's mental health and wellbeing. Staff Responsible for Monitoring: Director of Guidance & Counseling Funding Sources: - Title IV - Innovative Grant - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents want the campuses / principals to communicate information such as school curriculum, school rules and event dates more frequently, as reported by parents on surveys and social media discussion boards. Root Cause: As educators first, principals and teachers lack the knowledge and understanding of foundational tactics and strategies necessary for effective communication with students, parents and the community.</p> <p>Problem Statement 2: Student and parent participation at campus events is low. Root Cause: Parents and students do not have enough information to be aware of events and to feel comfortable enough to attend.</p>

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: WISD will maintain high expectations that 100% of professional employees will meet or exceed the minimum requirement of 35 hours of professional development by May 2024.

Evaluation Data Sources: Professional development reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure appropriate staff development in technology competencies and integration of technology on all campuses. Strategy's Expected Result/Impact: Increase in technology integration in classrooms on all campuses. Staff Responsible for Monitoring: Principals, Assistant Superintendent for Innovation, Teaching & Learning Executive Director of Technology, Digital Integration Coordinator, Technology Integration Coaches Funding Sources: ICoach Salaries - 211 - Title 1-A, ICoach Salaries - SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continued partnership with ESC 6 to provide training for teacher ESL& Bilingual certification. Strategy's Expected Result/Impact: Higher rate of teachers with ESL Certification Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning, Assistant Superintendent of Human Resources and Student Services, Director of Learning Pathways, ELL Coordinator Funding Sources: Training and materials - Bilingual Education Allotment - \$5,000, Training - Local - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue instructional coach model at all campuses. Strategy's Expected Result/Impact: Improved student scores on state assessments. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, Exec. Dir. Elementary Ed., Exec. Dir. Secondary Ed., District Content Coordinators Funding Sources: Salaries Title I Instructional coaches - 211 - Title 1-A - \$600,000, Salaries Instructional Coaches - SCE - \$800,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue technology integration coaches at all campuses to ensure teacher and student growth in digital resource integration that supports instructional best practices. Strategy's Expected Result/Impact: Improved student engagement through technology integration in all classrooms. Staff Responsible for Monitoring: Executive Director of Technology and Digital Integration Coordinator Funding Sources: Salaries for Title I Technology Integration Coaches (ICoaches) - 211 - Title 1-A, Salaries for Technology Integration coaches (ICoaches) - SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue district coordinator model to research and facilitate instructional best practices across the district. Strategy's Expected Result/Impact: Teacher reflections, staff development needs assessments, state assessments. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning, Exec. Dir. Elementary Ed., Exec. Dir. Secondary Ed. Funding Sources: Salaries - Title I Part A - \$150,000, Salaries - Title II - \$150,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Partner with ESC IV & VI to provide relevant and current professional development to all staff as appropriate. Strategy's Expected Result/Impact: ESC EOY Report. Increase in number of sessions attended. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning Funding Sources: Professional Development - Title Funds - \$10,000, Professional Development - 224 - IDEA-B, - 199 - General Fund, Professional Development - Title II - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue staff development requirement for teachers continuing education in their identified fields of practice. Strategy's Expected Result/Impact: PD hours acquired. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Innovation, Teaching and Learning, Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Conduct district Data Days with administrators and instructional coaches throughout the year in order to make instructional decisions, improve curriculum. Strategy's Expected Result/Impact: Improve student growth on learning objectives as reflected on local and state assessments. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, District Coordinators, Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Ensure appropriate staff development of assistant principals to create an administrative coaching model that supports instructional best practices in the classroom. Strategy's Expected Result/Impact: Reflections from assistant principal coaching sessions and professional development trainings will show growth and a deeper understanding of instructional practices. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, Executive Director of Student Services, District Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide professional development in writing across all content areas to improve instruction in the classroom. Strategy's Expected Result/Impact: Improve student growth in writing as reflected on local and state assessments. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, Executive Director of Elementary Education, District Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: District personnel will attend state conference to action plan for reading improvement on all campuses and determine implementation/training for staff. Strategy's Expected Result/Impact: Problem of Practice identified with Root Cause and plan of action developed for upcoming school year to improve student reading growth at all campuses. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent for Innovation, Teaching and Learning, Executive Director of Elementary Education, District ELA Coordinator Funding Sources: Professional Development - 211 - Title 1-A - \$7,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Provide professional development in sheltered instruction to teachers of emergent bilinguals to meet the linguistic, academic, and socioemotional needs of our ELs. Strategy's Expected Result/Impact: Bilingual and ESL students' linguistic needs will be met in all content areas. Staff Responsible for Monitoring: Assistant Supt. I, T, & L, Director of Learner Pathways, Bilingual/ESL Coordinator Funding Sources: Professional Development - Title III - Bilingual/ESL - \$3,500, - Bilingual Education Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Ensure appropriate staff development in CTE for the CTE department and integration of best teaching practices in the CTE Center. Strategy's Expected Result/Impact: Professional Learning hours acquired by the teaching staff. More students completing coherent sequences of CTE courses. Staff Responsible for Monitoring: WHS Administration Funding Sources: - CTE - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Further develop the 5E Instructional model and hands-on science through teacher training and attending conferences such as CAST. Strategy's Expected Result/Impact: Improved student growth on state and local assessments. Staff Responsible for Monitoring: District Science Coordinator Funding Sources: Registration and Travel - 211 - Title 1-A - \$2,000, Registration and Travel - Title II - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Provide support & training for ELAR teachers in order to provide student choice in reading and writing materials to increase engagement. - Strategy's Expected Result/Impact: Improved achievement and academic growth in Reading and Writing. Staff Responsible for Monitoring: Asst. Supt I, T, & L, District ELAR Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: Provide ELAR teachers K-5 ongoing, job-embedded professional development in Balanced Literacy to enhance teachers lesson delivery and student achievement in reading. -MAP Growth (All) -Waterford (PK & K) -ESGI Strategy's Expected Result/Impact: Lessons reflect best practices for balanced literacy on walkthroughs and observations. Staff Responsible for Monitoring: Asst. Supt. I,T & L, Executive Director Elementary Education, District ELAR Coordinator, Campus Coaches, Principals Funding Sources: Software - Local - \$6,000, Waterford - Title Funds - 6,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Provide district level staff development to impact problem solving, critical thinking and real world application in the K-12 mathematics classrooms. Strategy's Expected Result/Impact: Observable use of district problem solving mat and teacher attendance at district professional development opportunities. Staff Responsible for Monitoring: District Math Coordinator Funding Sources: Professional Development - Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Provide ongoing research-based professional development opportunities (both virtual and face to face) for teachers and support staff working with special populations to include dyslexia and 504. Strategy's Expected Result/Impact: Increased student achievement as measured by Really Great Reading matrix, Curriculum unit assessments, MAP, STAAR, EOC and TELPAS. Staff Responsible for Monitoring: Director of Special Programs, Director of Special Education, Dyslexia Specialists, 504 Coordinators and Principals Results Driven Accountability Funding Sources: Professional Development - State Comp Ed - \$2,400	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details	Reviews			
Strategy 19: Provide professional development (both virtual and face-to-face) to help all teachers and administrators better understand the characteristics of dyslexia, strategies that support students with dyslexia and overview of campus supports at the campus level. Strategy's Expected Result/Impact: A better understanding of dyslexia will assist with identifying and supporting dyslexic students. Staff Responsible for Monitoring: Director of Special Programs, Dyslexia Specialists and Principals Funding Sources: Professional Development on site - SCE - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Identify and implement an effective and reliable bilingual instructional coaching model that will enhance the instructional effectiveness of all bilingual teachers at CC Hardy Elementary, Cannan Elementary, and the Roark Early Education Center. Strategy's Expected Result/Impact: Improve bilingual student scores on state assessments. Provide staff development to all bilingual teachers on instructional strategies required during the implementation of the Dual Language Immersion One-Way bilingual program. Staff Responsible for Monitoring: Exe. Dir. of Elementary Ed.. and Director of Learner Pathways	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Teachers will attend PLC at Work Institute to strengthen their facilitation of professional learning communities. Strategy's Expected Result/Impact: Improve collaboration among teams Staff Responsible for Monitoring: Assistant Superintendent of Innovation, Teaching, and Learning Funding Sources: Registration and Travel - Title II - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
Strategy 22: Teachers will attend the RtI at Work Institute to improve their multi tiered system of supports system. Strategy's Expected Result/Impact: Increase student success in the multi tiered system of support Staff Responsible for Monitoring: Assistant Superintendent of Innovation, Teaching, & Learning Funding Sources: Registration and Travel - Title II - \$10,000	Formative			Summative
	Nov	Jan	Mar	June





Strategy 23 Details		Reviews			
Strategy 23: Provide training and supplemental materials to all elementary and middle school Counselors for implementing divorce groups during the 2023-2024 school year. Strategy's Expected Result/Impact: Increase the number of students participating in divorce groups by 20%. Staff Responsible for Monitoring: Director of Guidance and Counseling Funding Sources: - Title IV - Innovative Grant - \$2,300		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: WISD will show an 85% or higher retention rate of professional staff in 2024.

Evaluation Data Sources: Retention rate reports reviewed in August 2024.

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies to increase recruitment, recognition and retention of quality staff. Strategy's Expected Result/Impact: Quality staff and teacher retention will increase based on yearly report Staff Responsible for Monitoring: Assistant Superintendent for HR and Operations Problem Statements: Student Achievement 4 - District Processes & Programs 2 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor personnel retention/losses to determine effectiveness and further action. Strategy's Expected Result/Impact: Higher rate of professional staff retention Staff Responsible for Monitoring: Assistant Superintendent for HR and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The district will review historic growth percentages in order to better recruit and allocate personnel prior to the start of the school year. Strategy's Expected Result/Impact: More accurate reflection of staffing on each campus with a reduction in district applications for waivers from the state Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Human Resources and Operations, Assistant Superintendent for Innovation, Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to support new teachers through District New Teacher Mentor program. Strategy's Expected Result/Impact: Implement mentor program to support new teachers and Increase retention of new teachers Staff Responsible for Monitoring: Asst. Supt. for Innovation, Teaching and Learning, District Content/Mentor Coordinator, Assistant Superintendent for Human Resources and Operations Funding Sources: Mentor coordinator stipend - Title II - \$6,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue new teacher staff orientation to provide a positive introduction to district instructional initiatives and follow up support. Strategy's Expected Result/Impact: Higher rate of professional staff retention Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide all teachers new to the profession with a complete coaching cycle. Strategy's Expected Result/Impact: Retention and recruitment of teachers will increase in the district. Staff Responsible for Monitoring: Asst. Supt. I, T, & L, District Coordinators, Campus Coaches	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 2: Lack of bilingual certified teachers in the classrooms Root Cause: Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.
Perceptions
Problem Statement 3: Lack of bilingual certified teachers in the classrooms Root Cause: Recruitment specifically for bilingual certified teachers in high market areas needs to broaden.

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 3: WISD will increase instructional leadership training opportunities by 10% by August 2024.

Strategy 1 Details	Reviews			
Strategy 1: By attending Rice Institute, administrators will develop and improve instructional leadership skills to better coach teachers and students. Strategy's Expected Result/Impact: Improve teacher performance and increase teacher retention Staff Responsible for Monitoring: Asst. Supt. for IT&L Funding Sources: Registration and materials - Title II - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Principals will attend PLC at Work Institute to strengthen their facilitation of professional learning communities. Strategy's Expected Result/Impact: Improve collaboration among campus teams Staff Responsible for Monitoring: Assistant Superintendent of Innovation, Teaching, & Learning Funding Sources: Registration and Travel - Title II - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Principals will attend the RtI at Work Institute to improve their multi tiered system of supports. Strategy's Expected Result/Impact: Increase student success in the multi tiered system of support Staff Responsible for Monitoring: Assistant Superintendent of Innovation, Teaching, & Learning Funding Sources: Registstation and travel - Title II - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Principals/administrators will attend coaching sessions throughout the year with Dr. Kozhi in order to develop individual needs of principals based on feedback and assessments culminating with Leadership Academy in July 2024. Strategy's Expected Result/Impact: Demonstrate growth in leadership as reflected on TPESS, campus performance and staff retention Funding Sources: - 199 - General Fund - \$10,000, - Title IV - Innovative Grant - \$3,997	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: Ensure the budgeting process supports integrity and efficient management of resources district-wide with 100% accuracy in spending in the 2023-2024 school year.

Evaluation Data Sources: Monitoring through district approval process and annual financial audit.

Strategy 1 Details	Reviews			
Strategy 1: Identify and prioritize capital improvement needs of the district to ensure that all areas requiring major capital improvement investment are prioritized in short term, medium term and long term requirements. Strategy's Expected Result/Impact: Audit reports. Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Business and Finance Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain employee insurance program to ensure highest quality insurance at best cost to district. Strategy's Expected Result/Impact: Higher rate of HQ staff retention Staff Responsible for Monitoring: Assistant Superintendent of Business and Finance Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue current purchasing practices with purchasing manual and regular checks and balance with accounts. Strategy's Expected Result/Impact: Purchasing Manual Audit Reports Staff Responsible for Monitoring: Assistant Superintendent of Business and Finance Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure budget allocations formulas adequately support the resources needed at the campus level. Strategy's Expected Result/Impact: Higher rate of HQ staff retention; Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Business and Finance Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ensure Title I funds support supplemental services designed to improve the educational performance of at-risk students. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Supt., Assistant Superintendent for Innovation, Teaching & Learning Funding Sources: - Title I Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Conduct an ongoing needs assessment of all facilities and continue the construction of new facilities and renovation of current facilities. Strategy's Expected Result/Impact: Needs Assessment Reports Staff Responsible for Monitoring: Executive Director of Support Services Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 2023-2024: Ensure that all Perkins funds support the CTE programs to improve the educational performance of all CTE students. Strategy's Expected Result/Impact: Increase in number of students obtaining CTE Program Completer status and earn industry-certifications. Staff Responsible for Monitoring: CTE Director Funding Sources: - CTE - 244 - Perkins - \$75,852	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Ensure use of the Bilingual Allotment fund is targeted to decrease the number of teachers in the Bilingual/ESL Exception application Strategy's Expected Result/Impact: Decrease the number of teachers in the Bilingual Exception application sent to TEA. Staff Responsible for Monitoring: Asst. Superintendent of Business, Finance and Operations, Asst. Superintendent IT&L, Director of Learner Pathways, Bilingual/ESL Coordinator Funding Sources: Trainings, materials - Bilingual Education Allotment - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Utilize 806 Technologies Plan4learning to ensure budgeting compliance and improvement plan monitoring. Strategy's Expected Result/Impact: All funds monitored and used appropriately. Staff Responsible for Monitoring: Assistant Superintendent of IT&L Assistant Superintendent of Business and Finance Funding Sources: Software Program - 199 - General Fund - \$2,000, Title I Crates - Title Funds	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: In Wills ISD, 100% of students will be educated in a safe and structured learning environment to include positive student behavior, student and staff attendance, and positive school culture in the 2023-2024 school year.

Evaluation Data Sources: Reports generated for discipline, attendance, safety, transportation, and climate.

Strategy 1 Details	Reviews			
Strategy 1: Continue to upgrade and support video cameras on secondary campuses. Strategy's Expected Result/Impact: Decrease in number of student violent offenses Staff Responsible for Monitoring: Superintendent Problem Statements: Student Achievement 2 - Student Learning 4 - District Processes & Programs 3 Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train administrators to address and provide training on bullying on all campuses. Strategy's Expected Result/Impact: Decrease in number of student violent offenses Staff Responsible for Monitoring: Executive Director of Student Services Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Willis ISD secondary students will receive awareness training on dating violence to include definitions and safety planning. Strategy's Expected Result/Impact: Decrease in number of student violent offenses Staff Responsible for Monitoring: Principals, Counselors Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Continue run, hide, fight training sessions on each campus and for each department. Strategy's Expected Result/Impact: Increase effectiveness of drills and consequently preparedness for campus intruder Staff Responsible for Monitoring: Director of Security Principals Directors Coordinators Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Promote safety on each campus and departments through campus and central office safety meetings. Strategy's Expected Result/Impact: Decrease in number of student code of conduct offenses by 10% district-wide Staff Responsible for Monitoring: Superintendent, Ex. Director of Student Services, Campus administration Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Evaluate effectiveness of "student code of conduct" policies from incident data collected. Strategy's Expected Result/Impact: Decrease in number of student code of conduct offenses Staff Responsible for Monitoring: Superintendent, Executive Director of Student Services, Principals Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Communicate standards with publication of "student code of conduct" in district student handbook and on website. Strategy's Expected Result/Impact: Decrease in number of student code of conduct offenses Staff Responsible for Monitoring: Superintendent Ex. Director of Student Services Assistant Superintendent for Innovation, Teaching and Learning, Communications Director Principals Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Communicate standards with continued reinforcement of "student code of conduct" policy through administrator/teacher communication and modeling for parents and community. Strategy's Expected Result/Impact: Decrease in number of student code of conduct offenses Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, Ex. Director of Student Services, Principals, staff Problem Statements: Student Achievement 2 - Student Learning 4 - District Processes & Programs 3 Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Communicate established dress code with parents, student, teachers, and community. Strategy's Expected Result/Impact: Decrease in number of student code of conduct offenses Staff Responsible for Monitoring: School Board, Superintendent, Ex. Director of Student Services, Principals Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Willis ISD School Health Advisory Council (SHAC) will meet 4 times per year to promote physical activity, nutrition and fitness community wide. Strategy's Expected Result/Impact: Increase in number of activities conducted district and campus-wide to promote healthy living Staff Responsible for Monitoring: Director of Nursing Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Improve district positive behavior interventions and supports (PBIS) with the behavior coaches. The coaches will: - work with principals to implement behavioral support systems, and - plan for district-wide improvement in the district PBIS system. Strategy's Expected Result/Impact: Decrease in number of office disciplinary referrals on campuses implementing PBIS. Staff Responsible for Monitoring: Behavior Coaches, Executive Director of Student Services and Campus Administration Funding Sources: Professional Development - Title Funds, Professional Development - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Continue Positive Behavior Interventions and Supports (PBIS) in order to increase behaviors that promote learning and respectful interventions. Strategy's Expected Result/Impact: Campuses implementing PBIS will show a decrease in office disciplinary referrals. Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, Behavior Coaches, Executive Director of Student Services and Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Ensure that all students/staff working in lab/shop environments in the CTE center are using recommended PPE. Strategy's Expected Result/Impact: Zero workplace/classroom accident-related injuries due to non-use of PPE. Staff Responsible for Monitoring: CTE Teachers WHS Administration CTE Director Funding Sources: State Funds - CTE - 162 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Continue to provide a district Health and Vendor Fair scheduled during the district opening sessions Strategy's Expected Result/Impact: Decrease in employee/district health costs Staff Responsible for Monitoring: Superintendent, Asst. Sut. of Business and Finance	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Utilize the District Truancy Officer to intervene with students who are not in compliance with the compulsory attendance law. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Superintendent, Executive Director of Student Services, Truancy Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Provide consistent training on effective PEIMS data entry requirements and monitoring procedures. Strategy's Expected Result/Impact: Decrease in PEIMS coding errors Staff Responsible for Monitoring: Executive Director of Student Services, PEIMS Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: The Truancy Office and Student Services will collaborate with staff from every campus to improve campus attendance. Strategy's Expected Result/Impact: Increase in student attendance to 94% district-wide as measured by ADA Staff Responsible for Monitoring: Executive Director of Student Services, Campus Administration, Truancy Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Provide district level incentives for perfect attendance for staff. Strategy's Expected Result/Impact: Increase in staff attendance Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Continue new teacher training to provide a positive introduction to district instructional initiatives with on-going support. Strategy's Expected Result/Impact: Higher rate of HQ staff retention Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching and Learning, District Coordinators, Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Continue to support new teachers through district New Teacher Mentor program. Strategy's Expected Result/Impact: Higher rate of HQ staff retention Staff Responsible for Monitoring: Assistant Superintendent for HR and Student Services Funding Sources: Mentor Coordinator Stipend - Title II	Formative			Summative
	Nov	Jan	Mar	June

Strategy 21 Details	Reviews			
Strategy 21: Continue to follow a plan of action to support and certify all teachers of ELL students. Strategy's Expected Result/Impact: Higher rate of HQ staff retention Staff Responsible for Monitoring: Assistant Superintendent for Innovation, Teaching & Learning, Assistant Superintendent of Human Resources and Operations, Director of Learner Pathways, Bilingual/ELL Coordinator Funding Sources: - Bilingual Education Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
Strategy 22: Implement RAVE App on every campus and provide training for safety alert and response. Strategy's Expected Result/Impact: All staff members will be notified and prepared in crisis situation Staff Responsible for Monitoring: Superintendent, Director of Communication, Principals Funding Sources: RAVE App - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23 Details	Reviews			
Strategy 23: Install safety devices in the doorways to all classrooms in the district. Strategy's Expected Result/Impact: All classrooms will have added safety features in the event of an intruder. Staff Responsible for Monitoring: Superintendent, Executive Director Support Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24 Details	Reviews			
Strategy 24: Implement and maintain K12 Anonymous Alerts reporting system for the district to meet the requirements of David's Law. Strategy's Expected Result/Impact: Increase reporting of and response/solution to bullying, school safety threats, mental health concerns, & weapons. Staff Responsible for Monitoring: Communications Director Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
Strategy 25: Implement security scanning system to entry doors on each campus. Strategy's Expected Result/Impact: Improved monitoring of entry to campuses through program reports. Improvement on doors remaining secure through walkthrough reports completed officers. Staff Responsible for Monitoring: Superintendent, Executive Director Support Services, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 26 Details	Reviews			
Strategy 26: Provide training for new substitutes in the district monthly. Strategy's Expected Result/Impact: Increase the number of qualified substitutes within the district Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and Operations, HR Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 27 Details	Reviews			
Strategy 27: All staff (including substitute staff) will be trained on the district Emergency Operating Procedures and how to download and access the My EOP App Strategy's Expected Result/Impact: All staff will be informed and trained on how to respond to emergency situations Staff Responsible for Monitoring: Director of Security, Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 28 Details	Reviews			
Strategy 28: Campuses will have 100% of exterior and interior doors secured at all times while students are on campus Strategy's Expected Result/Impact: Students will learn in a safe and secure environment Staff Responsible for Monitoring: Director of Security, Executive Director of Student Services, Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29 Details	Reviews			
Strategy 29: All campus assistant principals and applicable district staff will be trained on Behavioral Threat Assessment by October 2023. Strategy's Expected Result/Impact: Assistant Principals and district staff who are trained will utilize effective strategies to access threats Staff Responsible for Monitoring: Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30 Details	Reviews			
Strategy 30: All staff (including substitute staff) and students will be trained on all required emergency drills including shelter in place, secured building and lockdown drills in the 2023-2024 school year Strategy's Expected Result/Impact: All staff will be trained on how to respond to emergency situations Staff Responsible for Monitoring: Director of Security, Executive Director of Student Services, Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Student are losing instruction time because of discipline removals Root Cause: Increase the use of proper student social behavioral skills with the school setting

District Processes & Programs





Problem Statement 1: Suicide and self-harm outcries doubled over the course of the 2021-2022 school year. **Root Cause:** Parents rely on the school to provide resources when they do not have the necessary knowledge and skills to navigate the behavioral and mental health system.

Problem Statement 3: Student are losing instruction time because of discipline removals **Root Cause:** Increase the use of proper student social behavioral skills with the school setting

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: The rate of exclusionary discipline removals across all campuses in Willis ISD will decrease to 39.9 in the 2023-24 school year.

Evaluation Data Sources: District RDA data, Student Information System, and OnDataSuite Program data

Strategy 1 Details	Reviews			
Strategy 1: Continue to train and assist district and campus wide Essential Academic and Social Behavioral Standards and Skills. Strategy's Expected Result/Impact: Decrease the rate of exclusionary discipline removals across all campuses from 59.9 to 39.9 Staff Responsible for Monitoring: Ex. Director of Student Services, Director of Special Programs, Campus Administration, Campus Guiding Coalition Results Driven Accountability Funding Sources: Speaker Fee - Local - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to assist campus leadership in the development of a robust RTI process Strategy's Expected Result/Impact: Decrease the rate of exclusionary discipline removals across all campuses from 59.9 to 39.9 Staff Responsible for Monitoring: Campus administration and Campus Guiding Coalition Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.





Performance Objective 3: Guidance and Counseling: Provide guidance and counseling in order to meet the needs of all students including those receiving special services therefore decreasing the number of outcries by 5% by May 2024.

Evaluation Data Sources: Counseling data, agendas of meetings, meeting attendance sheets, peer group reflections

Strategy 1 Details	Reviews			
Strategy 1: Address issues related to education about the prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (i.e. student awareness presentations and the district website.) Strategy's Expected Result/Impact: Awareness education provided to students and parents. Staff Responsible for Monitoring: Director of Guidance & Counseling, campus administrators and campus counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Senate Bill 11: We will train our staff on grief and trauma informed care. The district will increase the awareness of trauma informed care for staff and students. We will also provide counseling options for students affected by trauma or grief. Implement WISD Board Policy FFBA. Strategy's Expected Result/Impact: Training provided to staff and information provided to parents. Staff Responsible for Monitoring: Director of Guidance & Counseling, campus administrators and campus counselors Funding Sources: Supplemental Materials - Title IV - Innovative Grant - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All teaching and administrative staff will receive annual training on suicide prevention, intervention and postvention. Strategy's Expected Result/Impact: Training and supplemental documents provided. Staff Responsible for Monitoring: Director of Guidance & Counseling, campus administrators and campus counselors Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Establish a system that proactively supports Social Emotional Learning. Strategy's Expected Result/Impact: Establish a peer group counseling model to include prevention and intervention components for supporting students' academic and behavioral success. Staff Responsible for Monitoring: Director of Guidance & Counseling and campus counselors Funding Sources: Intervention Support - Title Funds - IV - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide emotional and behavioral supports to students through a partnership with our Local Mental Health Authority and other agencies. Strategy's Expected Result/Impact: Improved emotional and behavioral functioning in the classroom/school environment for students. Staff Responsible for Monitoring: Director of Guidance & Counseling and campus counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Build partnerships to enhance prevention/intervention opportunities for students and staff with behavioral and mental health concerns. Strategy's Expected Result/Impact: Increased access to mental and behavioral health care for students, staff, and families of students and staff. Staff Responsible for Monitoring: Director of Guidance & Counseling, campus counselors Funding Sources: Care Solace - Title Funds - Title 4 - activities to support safe & healthy students - \$34,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide emotional and behavioral supports to secondary students identified as at-risk for mental health concerns. Strategy's Expected Result/Impact: Improved emotional and behavioral functioning in the classroom/school environment for students. Staff Responsible for Monitoring: Director of Guidance & Counseling and campus counselors Funding Sources: BASE SEL - Title Funds - ESSER - \$11,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide emotional and behavioral supports to students to elementary students identified as at-risk for mental health concerns. Strategy's Expected Result/Impact: Improved emotional and behavioral functioning in the classroom/school environment for students. Staff Responsible for Monitoring: Director of Guidance & Counseling and campus counselors Funding Sources: Quaver SEL - Title Funds - ESSER - \$14,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide Pregnancy Related Services (PRS) to students who are pregnant or parents which include child development classes, PRS homebound teacher (six weeks postpartum plus an additional four weeks if needed for complications with parent or child, compensatory education home instruction (CEHI), and provide accommodations, as needed. Strategy's Expected Result/Impact: Credits earned; attendance at school; sign-in sheets; documentation from doctor and PRS Forms Staff Responsible for Monitoring: Director of Special Programs, Director of Special Education and Campus Counselors Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Offer opportunities to our Homeless, Foster, and Unaccompanied Youth to be involved in school in different ways. The Homeless Liaison and Director of Guidance and Counseling will share opportunities as they become available with campus counselors to reach out to students. These opportunities are for students to learn about college and career opportunities and to hopefully assist in attendance and grade improvements. Strategy's Expected Result/Impact: Students visiting colleges and experiencing CTE courses to increase college and career awareness. Staff Responsible for Monitoring: Homeless Liaison, Director of Guidance and Counseling, Campus Counselors Funding Sources: - 211 - Title 1-A - \$100	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: A Social/Emotional Interventionist will provide emotional and behavioral supports to students at all levels identified as at-risk for mental health concerns. Strategy's Expected Result/Impact: Improved classroom engagement and grades, decrease in the number of absences and the number of disciple referrals Staff Responsible for Monitoring: Director of Guidance & Counseling, campus administrators and counselors Funding Sources: - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Provide supplies needed for Social/Emotional Interventionists to implement emotional and behavioral support to students. Strategy's Expected Result/Impact: Improved classroom engagement and grades, decrease in the number of absences and the number of disciple referrals Staff Responsible for Monitoring: Director of Guidance & Counseling Funding Sources: - Title IV - Innovative Grant - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide supplies needed for campus counselors to implement emotional and behavioral support to students. Strategy's Expected Result/Impact: Improved classroom engagement and grades, decrease in the number of absences and the number of disciple referrals Staff Responsible for Monitoring: Director of Guidance & Counseling Funding Sources: - Title IV - Innovative Grant - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 1: Suicide and self-harm outcries doubled over the course of the 2021-2022 school year. Root Cause: Parents rely on the school to provide resources when they do not have the necessary knowledge and skills to navigate the behavioral and mental health system.

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 4: In Willis ISD, 100% of staff will complete the required training through Eduhero with success by September 30, 2023.

Strategy 1 Details	Reviews			
Strategy 1: Willis ISD will provide online access to Eduhero in July for all staff members to successfully complete required trainings by September 30, 2023. Strategy's Expected Result/Impact: Teachers complete required trainings Staff Responsible for Monitoring: Executive Director of Technology Funding Sources: Software - 199 - General Fund - \$4,262.50	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheryl Kelley	District coordinator	Title I	50
Jason Merik	District coordinator	Title I	50
Sarah Ballew	District coordinator	Title I	50

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	6	Resources		\$0.00
1	1	18			\$7,600.00
1	1	21			\$19,913.00
2	1	1			\$0.00
3	1	6			\$0.00
3	3	4			\$10,000.00
4	1	9	Software Program		\$2,000.00
5	1	11	Professional Development		\$0.00
5	4	1	Software		\$4,262.50
Sub-Total					\$43,775.50
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	18	Professional Development		\$2,400.00
Sub-Total					\$2,400.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Supplies and materials		\$4,000.00
3	1	1	ICoach Salaries		\$0.00
3	1	3	Salaries Title I Instructional coaches		\$600,000.00
3	1	4	Salaries for Title I Technology Integration Coaches (ICoaches)		\$0.00
3	1	11	Professional Development		\$7,500.00
3	1	14	Registration and Travel		\$2,000.00
5	3	10			\$100.00
Sub-Total					\$613,600.00

224 - IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	14			\$1,000.00
3	1	6	Professional Development		\$0.00
Sub-Total					\$1,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	10			\$0.00
2	1	12	N/A		\$0.00
2	1	13			\$0.00
3	1	2	Training		\$2,000.00
3	1	16	Software		\$6,000.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	6			\$0.00
5	1	1			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	10			\$0.00
5	1	22	RAVE App		\$0.00
5	2	1	Speaker Fee		\$6,500.00
5	3	9			\$0.00
Sub-Total					\$14,500.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$1,000.00
1	4	1			\$3,000.00
3	1	1	ICoach Salaries		\$0.00
3	1	3	Salaries Instructional Coaches		\$800,000.00
3	1	4	Salaries for Technology Integration coaches (ICoaches)		\$0.00
3	1	19	Professional Development on site		\$2,500.00
Sub-Total					\$806,500.00
Title Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Personnel		\$0.00
3	1	6	Professional Development		\$10,000.00
3	1	16	Waterford	6,000	\$0.00
4	1	9	Title I Crates		\$0.00
5	1	11	Professional Development		\$0.00
5	3	4	Intervention Support	IV	\$9,000.00

Title Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	3	6	Care Solace	Title 4 - activities to support safe & healthy students	\$34,000.00	
5	3	7	BASE SEL	ESSER	\$11,000.00	
5	3	8	Quaver SEL	ESSER	\$14,400.00	
Sub-Total					\$78,400.00	
CTE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	2			\$0.00	
1	2	3			\$0.00	
3	1	13			\$5,000.00	
4	1	7		244 - Perkins	\$75,852.00	
5	1	13	State Funds	162	\$1,000.00	
Sub-Total					\$81,852.00	
Title I Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5	Science Coordinator		\$0.00	
3	1	5	Salaries		\$150,000.00	
4	1	5			\$0.00	
Sub-Total					\$150,000.00	
Title II						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5			\$0.00	
3	1	5	Salaries		\$150,000.00	
3	1	6	Professional Development		\$5,000.00	
3	1	14	Registration and Travel		\$2,000.00	
3	1	17	Professional Development		\$0.00	
3	1	21	Registration and Travel		\$10,000.00	
3	1	22	Registration and Travel		\$10,000.00	
3	2	4	Mentor coordinator stipend		\$6,500.00	
3	3	1	Registration and materials		\$20,000.00	
3	3	2	Registration and Travel		\$3,000.00	

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Registstation and travel		\$3,000.00
5	1	20	Mentor Coordinator Stipend		\$0.00
Sub-Total					\$209,500.00
Title III - Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Bilingual Instructional Coach		\$68,000.00
2	1	6	Supplies and Materials		\$4,000.00
3	1	12	Professional Development		\$3,500.00
Sub-Total					\$75,500.00
Title IV - Innovative Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	15	Advanced Academic Coordinator Stipend		\$3,500.00
2	1	16			\$1,500.00
3	1	23			\$2,300.00
3	3	4			\$3,997.00
5	3	2	Supplemental Materials		\$2,500.00
5	3	12			\$1,500.00
5	3	13			\$1,500.00
Sub-Total					\$16,797.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Software		\$90,000.00
1	1	12			\$7,200.00
1	1	15	Software		\$65,000.00
1	1	16	Two year contract for 2022-2024		\$245,865.00
1	1	17			\$20,340.00
1	1	19	Software Program		\$7,300.00
1	1	20	Software		\$26,000.00
5	3	11			\$0.00
Sub-Total					\$461,705.00

Bilingual Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Training and materials		\$5,000.00
3	1	12			\$0.00
4	1	8	Trainings, materials		\$10,000.00
5	1	21			\$0.00
Sub-Total					\$15,000.00
TIMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	STEM Scopes		\$12,673.50
Sub-Total					\$12,673.50