

# Wichita Falls Independent School District

## District Improvement Plan

2023-2024



# Mission Statement

**The Mission of the Wichita Falls Independent School District is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.**

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board Spring 2018.

## Goals:

1. We will maximize human potential through a culture of high expectations.
2. WFISD will ensure students engage in meaningful and relevant learning experiences that develop creative problem solvers.
3. We will build a collaborative culture to foster ownership and increase engagement.
4. We will develop systems to identify and meet the physical, emotional, and social needs of students.
5. We will enhance pride and ownership in WFISD by increasing awareness and community outreach.

# Vision

## **WFISD Strategic Plan 2018**

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board Spring 2018.

**Call to Action:** All WFISD learners are resilient problem solvers equipped and excited to create and contribute to a successful future.

**Our Learners Outcomes:** All students ...

- will consistently demonstrate a healthy response to adversity.
- will maintain a state of mental, emotional, and physical well-being.
- will partner with various organizations yearly to complete a community project K-12 with measurable impact.
- 100% of students will demonstrate growth each year.
- will consistently demonstrate ethical behavior.
- will engage in meaningful learning every day.
- will demonstrate problem-solving skills through various approaches.

# Core Beliefs

**Our Beliefs:** We believe ...

- in high expectations coupled with unwavering support.
- public education is a community endeavor.
- diversity of experiences and perspectives creates opportunity.

- education is a lifelong pursuit.
- everyone deserves the resources they need to be successful.
- a culture of safety and support is essential to learning.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
District Processes & Programs	9
Perceptions	11
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Recruit, retain, and support teachers and principals.	18
Goal 2: Build a foundation of literacy and numeracy. * Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024.. * Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.	23
Goal 3: Connect high school to career and college. *Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.	31
Goal 4: Improve low performing schools.	42
Title I	54
5.1: Determine which students will be served by following local policy	54
Title I Personnel	55
District Funding Summary	56
Addendums	62

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Summary

Enrollment - 13,380

AA - 13.6% Hispanic - 38.5% White - 38.5%

Two or more races - 6.7% Asian - 2.2% EL - 10.7%

SPED - 14.8% At Risk - 53.2% Drop out rate - 0%

Economically Disadvantaged - 65.8% Mobility Rate - 16.6%

Gender Male and Female : 51.6% male and 48.4% female

Attendance rate - 94.9% (21-22 TAPR Report)

Number of Staff - 1,893

AP/IB Results (Participation) (Grades 11-12) - 13.9%

Special Education - 12.7%

Bilingual/ESL Education - 2.7%

Career and Technical Education - 3.9%

Compensatory Education - 7%

Gifted and Talented Education - .3%

Teacher Retention - 83.7%

Teacher- Student ratio - 103 teacher per 1,338 students

## Demographics Strengths

Diverse student population, reflecting our diverse community

Low drop-out rate/high graduation rate

Dual credit options for high school students with MSU and Vernon College

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Enrollment of students across the district has declined from 14,100 to 13,371. **Root Cause:** Since the COVID pandemic, parents have moved or developed a negative perception of the district.

**Problem Statement 2 (Prioritized):** WFISD staff demographics do not reflect our student demographics. **Root Cause:** The number of minority students attending college and graduating as education majors is less than the number of minority staff needed to fulfill diverse needs.

**Problem Statement 3 (Prioritized):** WFISD struggles to attract sufficient high-quality candidates to fulfill all positions, as well as retain enough teachers each year, especially in high need areas. **Root Cause:** Due to larger societal attitudes, there are fewer potential teachers joining the profession, and there are greater opportunities with less social/emotional stress than in the education field, and the opportunities in other districts offer either more pay or less perceived stress. On our local scale, negative community attitudes towards education and facilities negatively impact teacher retention.

**Problem Statement 4 (Prioritized):** Increase in special programs, such as SPED, Dyslexia, and ESL. **Root Cause:** WFISD has personnel trained in IDing students once referred to special prog, but many students are not IDed due to inexperienced teachers who are not trained or feel confident in their ability to recognize if a student is struggling enough to be ID'd for ESL, SPED, & Dyslexia. New teachers learning the classroom environment struggle w/the confidence to ID students w/ learning difficulties.

# Student Learning

## Student Learning Summary

On STAAR performance, all subgroups increased by at least 5 percentage point in meeting grade level or above from 2021 to 2022 Per TAPR report.

In all grades ELA/Reading all subgroups Increased in meets grade level or above by 6 percentage point from 2021 to 2022

In all grades Mathematics all subgroups increased in meets grade level or above by 1 percentage point from 2021 to 2022 .

In all grades Science all subgroups Increased in meets grade level or above by 3 percentage point from 2021 to 2022.

In all grades Social Studies all subgroups decreased in meets grade level or above by 1 percentage point from 2021 to 2022.

## Student Learning Strengths

- 96.7% of the students graduate on time (four year graduation rate) for the class of 2021
- The percent of students scoring at "meets" for all grades and all subjects increased from 34% to 39% and at the "masters" performance increased from 14% to 17%.
- The percentage of students scoring at "meets" increased for Reading, Math, Writing, Science. Social Studies decreased by 1%
- The percentage of students scoring at "masters" increased for ELA/Reading
- The percentage of students scoring at "masters" that stayed the same Math, Science and Social Studies.
- Met growth targets for the Asian, English Learners and Special Ed populations in Reading
- Met 100% of the School Quality Status (CCMR) based on the 21-22 closing the gap domain in the new accountability report.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students struggle academically and behaviorally at each transition point in their school pathway. **Root Cause:** Students are not prepared at each transition point for the skills they will need.

**Problem Statement 2 (Prioritized):** On STAAR (3-8) and EOC (high school) performance, all subgroups Increased percentage points in meeting grade level or above from 2021 to 2022 in all subjects all grade levels with the exception of Asians who went from 12%-13% in the MASTERS category from 2019-2021. **Root Cause:** The recent loss of learning due to the global pandemic can be attributed to a disruption in routine and reduced attendance due to the remote learning option.

**Problem Statement 3 (Prioritized):** For STAAR EOC passing rates, special education students' scores decreased from 2019 to 2021 for mathematics, biology, and social studies.

Algebra 1 was 46.3% in 2019 and it was 37.1% in 2021. Biology was 55.4% in 2019 and 39.8% in 2021. For US history 53% in 2019 and in 2021 46.2%. **Root Cause:** The Covid 19 Pandemic affected how SPED services were implemented. Furthermore, the remote learning option contributed to a decrease in attendance which subsequently affected learning.

**Problem Statement 4 (Prioritized):** District Special Education 3-8 grade students' passing rates decreased from 2019 to 2021 from 21% to 17.5% for the STAAR assessment. **Root Cause:** The Covid 19 Pandemic affected how SPED services were implemented. Furthermore, the remote learning option contributed to a decrease in attendance which subsequently affected learning.

**Problem Statement 5 (Prioritized):** Disruptive behavior in classrooms continues to increase and requires direct strategies to minimize the behavior, improve student/classroom engagement, and change the negative impact it has on academic achievement. **Root Cause:** Staff and administration do not have the expertise and training on how to properly de-escalate impulsive behaviors in order to create proactive relationships that will improve student engagement, minimize disruptive behavior, and elevate academic achievement.

**Problem Statement 6 (Prioritized):** We did not meet the state targets for closing the gap in neither SPED nor EB math. 28% of SpEd students scored approaches or above in 2021 STAAR compared to 60% for the district average. 42% of ELL students' scores approaches or above in 2021 STAAR compared to 60% for the district average. **Root Cause:** Scores are not meeting state standards due to a lack of time for implementation of programs, ineffective interventions for students, & a lack of attention to a consistent data collection platform in the early years (K-2) that can make a difference. GenEd teachers need more training to meet the needs of SpEd & EB students.



# District Processes & Programs

## District Processes & Programs Summary

Based on the 2021-22 TAPR report, Wichita Falls ISD had a total of 1,030.8 teachers with a total of 1,893.1 staff members.

The district continues to develop a common language for teachers and students about content and processes. The district has its own locally developed curriculum, however in order to increase rigor in the instruction and to better align instruction, the district added the TEKS Resource System five years ago. Teachers and students are supported by curriculum staff, instructional coaches, CLTs and curriculum specialists.

The District Professional Support is 12.3% compared to the States 10.7%. The Campus Administration (School Leadership) is 3.6% compared to the State's 2.9%. The Central Administration is .3% Lower then the States percentage. The Educational Aides for the district is 16.7% which 5.6% higher then the State. The Auxiliary Staff for the district is 12.1% compared to the State's 24.8%. The teachers for the District that are African American are 6.8%, Hispanic 10.5%, White 79.2%, American Indian .6%, Asian .9%, and two or more races is at 2%.

The Teacher percentages based on the years of experience. Beginning teachers the district has is 3.5%. Teachers that have 1-5 years of experience is 30.5%. Teachers with 6-10 years of experience is 21.2%. The teachers with 11-20 years of experience is 26.7%. According to TAPR, WFISD has less beginning teachers, more 1-5 years of experience teachers, more 6-10 years of experience and less 11-20 years of experience teachers compared to the State.

Teachers by sex in our district is as followed 26.8% male and 73.2% female. Compared to the State we have 2.7% more male teachers.

## District Processes & Programs Strengths

- Competitive salaries for the Region 9 area.
- The district continues to implement strategies for hiring and retaining teachers on high need campuses.
  - Preview of district transfer list a week before other campuses
  - Preview of applicants before other campuses
- Staff will continue to receive high quality professional development opportunities on campus, at the district level, and through outside agencies such as the Region 9 Service Center.
- Actively communicating with the Alternative Certification Programs to identify candidates that are going through ACP programs and are eligible for hire. As well as with representatives of Midwestern State University to recruit new teachers.
- Hiring bonuses offered for teachers in high need areas, such as High School Science, High School Special Education, and LOTE (Languages Other Than English). As well as stipends

offered in areas such as ESL/Bilingual and Special Ed. certifications.

- TEKS Resource System is researched-based system with proven instructional strategies.
- District Data disaggregation meetings.
- Data Analysis system: Accessible data: Eduphoria; Data meetings and presentations; fidelity checks; and year round cycle.
- Continued implementation of targeted initiatives
- Student access to technology at all levels with ongoing integration
- Established Professional Learning Communities
- After school clubs and activities that allow students engagement
- Periodic SST meetings
- CTE fully operational

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students in Grades 7-10 comprise the majority of students placed at Denver due (in part) to drugs (such as vaping) and assaults. **Root Cause:** Students do not understand the far-reaching consequences of their misbehavior (possibly due to maturity level, impulse control issues due to age development, etc). There is also a lack of student support.

**Problem Statement 2 (Prioritized):** Data collected from parent surveys in the past (have no survey information from 21-22) is invalid. **Root Cause:** In the past, parents have not been asked to differentiate their opinions of the district as a whole and the individual campus their child attends. So any data collected is skewed.

# Perceptions

## Perceptions Summary

Based on the 2020-2021 TAPR report, the district's attendance rate dropped from 97.8% to 94.9% . The TAPR also showed that WFISD had 0.2% dropout rate in high schools and 0.3% in middle schools. The district's graduation rate was 96.7%, well above the state at 90%.

The DAEP placements for 22-23 included 126 Hispanic students, 95 White students, and 82 Black students.

The district continues to maintain safety for all students and CKH strategies for relationship building. According to the 2020 Gallup Poll, there is an overall feeling of belongingness in WFISD 5th-12th grade students.

According to the 2021-2022 TAPR report, the WFISD turnover rate is 16.3% . The state had a turnover rate of 17.7% in 2021-2022,

District climate survey results for 22-23 are as follows:

I feel my job...Gives me a sense of purpose.

Responses 633

Positive 585 92%

Negative 48 8%

To succeed at my job, I believe...I receive support from the district/administration.

Responses 633

Positive 399 63%

Negative 234 37%

To succeed at my job, I believe...I receive adequate communication regarding district information.

Reponses 633

Positive 465 73%

Negative 168 27%

To succeed at my job, I believe...I am encouraged to learn and grow.

Reponses 633

Positive 520 82%

Negative 113 18%

Regarding the group or team I work with on a daily basis, I feel...All voices are heard and valued,  
even dissenting opinions.

Reponses 633

Positive 412 65%

Negative 221 35%

V. Leadership

Regarding the Strategic Direction of the District,...I am aware of the 2022-2023 District Strategic  
Plan.

Reponses 633

Positive 440 69%

Negative 193 31%

WFISD is doing a great job of involving community members in numerous areas such as: Partners in Education, WFISD Foundation, Digital Learning Day, Senior Send Off, Calendar Committee, District Advisory Committee, Principal for a Day, Outreach to Civic Clubs, etc

## Perceptions Strengths

Safety protocols through HRS, CKH, still remain in 22-23

-Attendance rates is .01% below the state average

-Graduation rate 6.7% higher the state average

-Community Member Involvement

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** We do not have data to disaggregate how teachers feel about parent involvement. **Root Cause:** The district has not canvassed the teaching staff about how teachers feel about parent involvement.

# Priority Problem Statements

**Problem Statement 1:** Enrollment of students across the district has declined from 14,100 to 13,371.

**Root Cause 1:** Since the COVID pandemic, parents have moved or developed a negative perception of the district.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students struggle academically and behaviorally at each transition point in their school pathway.

**Root Cause 2:** Students are not prepared at each transition point for the skills they will need.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students in Grades 7-10 comprise the majority of students placed at Denver due (in part) to drugs (such as vaping) and assaults.

**Root Cause 3:** Students do not understand the far-reaching consequences of their misbehavior (possibly due to maturity level, impulse control issues due to age development, etc). There is also a lack of student support.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** On STAAR (3-8) and EOC (high school) performance, all subgroups increased percentage points in meeting grade level or above from 2021 to 2022 in all subjects all grade levels with the exception of Asians who went from 12%-13% in the MASTERS category from 2019-2021.

**Root Cause 4:** The recent loss of learning due to the global pandemic can be attributed to a disruption in routine and reduced attendance due to the remote learning option.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** For STAAR EOC passing rates, special education students' scores decreased from 2019 to 2021 for mathematics, biology, and social studies. Algebra 1 was 46.3% in 2019 and it was 37.1% in 2021. Biology was 55.4% in 2019 and 39.8% in 2021. For US history 53% in 2019 and in 2021 46.2%.

**Root Cause 5:** The Covid 19 Pandemic affected how SPED services were implemented. Furthermore, the remote learning option contributed to a decrease in attendance which subsequently affected learning.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Data collected from parent surveys in the past (have no survey information from 21-22) is invalid.

**Root Cause 6:** In the past, parents have not been asked to differentiate their opinions of the district as a whole and the individual campus their child attends. So any data collected is skewed.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** District Special Education 3-8 grade students' passing rates decreased from 2019 to 2021 from 21% to 17.5% for the STAAR assessment.

**Root Cause 7:** The Covid 19 Pandemic affected how SPED services were implemented. Furthermore, the remote learning option contributed to a decrease in attendance which subsequently affected learning.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** We do not have data to disaggregate how teachers feel about parent involvement.

**Root Cause 8:** The district has not canvassed the teaching staff about how teachers feel about parent involvement.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** WFISD staff demographics do not reflect our student demographics.

**Root Cause 9:** The number of minority students attending college and graduating as education majors is less than the number of minority staff needed to fulfill diverse needs.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** We did not meet the state targets for closing the gap in neither SPED nor EB math. 28% of SpEd students scored approaches or above in 2021 STAAR compared to 60% for the district average. 42% of ELL students' scores approaches or above in 2021 STAAR compared to 60% for the district average.

**Root Cause 10:** Scores are not meeting state standards due to a lack of time for implementation of programs, ineffective interventions for students, & a lack of attention to a consistent data collection platform in the early years (K-2) that can make a difference. GenEd teachers need more training to meet the needs of SpEd & EB students.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Disruptive behavior in classrooms continues to increase and requires direct strategies to minimize the behavior, improve student/classroom engagement, and change the negative impact it has on academic achievement.

**Root Cause 11:** Staff and administration do not have the expertise and training on how to properly de-escalate impulsive behaviors in order to create proactive relationships that will improve student engagement, minimize disruptive behavior, and elevate academic achievement.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Increase in special programs, such as SPED, Dyslexia, and ESL.

**Root Cause 12:** WFISD has personnel trained in IDing students once referred to special prog, but many students are not IDed due to inexperienced teachers who are not trained or feel confident in their ability to recognize if a student is struggling enough to be ID'd for ESL, SPED, & Dyslexia. New teachers learning the classroom environment struggle w/the confidence to ID students w/ learning difficulties.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** WFISD struggles to attract sufficient high-quality candidates to fulfill all positions, as well as retain enough teachers each year, especially in high need areas.

**Root Cause 13:** Due to larger societal attitudes, there are fewer potential teachers joining the profession, and there are greater opportunities with less social/emotional stress than in the education field, and the opportunities in other districts offer either more pay or less perceived stress. On our local scale, negative community attitudes towards education and facilities negatively impact teacher retention.

**Problem Statement 13 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District 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)
- 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
- 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

## 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data



### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

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

# Goals

Revised/Approved: November 7, 2023

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** The District will increase teacher retention rate to 85.0% or higher compared to the prior year.





**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district will fund sign-in bonuses for high-need/hard to fill content areas (high school math, composite science at the high school level, special education in district programs (LIFE, LEAP, LIFE/BASE, and BASE), languages other than English, and bilingual classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Signed teacher contracts payroll documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide an early notification of retirement and resignation incentive plan (pending board approval) to help administrators identify potential vacancies.</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of resignation and retirement letters collected during the incentive period.</p> <p><b>Staff Responsible for Monitoring:</b> Director - Human Resources</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> West Teacher of Excellence Awards, Teacher of the Year Celebrations, IDEA Grant Awards, and the Teacher Spotlight Award will be utilized as systems for acknowledging and recognizing teachers for implementing innovative ideas in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> A list of the various types of teacher celebration events, list of awardees for various grants, and grant applications.</p> <p><b>Staff Responsible for Monitoring:</b> Community Relation Officer</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> New Teacher Academies</p> <p><b>Strategy's Expected Result/Impact:</b> An analysis of training schedule, surveys, and sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary Curriculum</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Substitute Pay - Title 1 Part A, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teacher training and classroom support from Curriculum Specialists at the district level and from Campus Instructional Leaders (CILs) and Instructional Coaches (IC) at the campus level, to include teacher mentoring and coaching including but not limited to students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Training schedules, sign-in sheets, and evaluations.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Curriculum and Director of Special Education</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Curriculum Specialist Salaries, Benefits and Stipends - Title II Part A, Substitute Pay for CILs' PD - Title 1 Part A, Substitute Pay for CILs' PD - Title II Part A, New Teacher Mentoring Program -Subtitute pay - Title 1 Part A, CILs Salaries, Benefits and Stipends - Title 1 Part A, Coaches Salaries, Benefits and Stipends - Title 1 Part A, Coaches Salaries, Benefits and Stipends - Title II Part A, Curriculum Specialist Salaries, Benefits and Stipends - Title 1 Part A, Curriculum Specialist Salaries, Benefits and Stipends - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide on-going, differentiated and high quality professional development opportunities for teachers, principals, paraprofessional, and district staff, including Special Education, Technology, TBSI, Handle with Care, and Classroom Management. All staff will also be trained on policies for reporting and other available resources to address sexual abuse of children, harassment and dating violence, suicide prevention, trafficking, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Training schedule, sign-in, walk-through documentation. TBSI teams for each campus will be sent to the SPED director and training schedules and sign-in sheets maintained.</p> <p><b>Staff Responsible for Monitoring:</b> - Executive Director of School Administration - Directors of Elementary and Secondary Curriculum, Social and Emotional Services, Special Education.</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Region 9 PD contract - General - ESSER III, Registration &amp; travel costs for PD - Title 1 Part A, Registrations and travel cost for PD - Title II Part A, Extra Duty Pay Stipend to attend PD - Title IV, Administration support - salaries - Title II Part A, Professional development: registration, presenters and travel expenses - Title IV, On-line Professional Development (Eduhero) - General, Administration support - salaries - Title 1 Part A, Supplies and materials - Title II Part A, Online Safe Schools &amp; Compliance Training - General - ESSER III, ESC Instructional Technology Services Corp - General - ESSER III, Instructional Leadership PD Registration and Travel - General - ESSER III, Training Supplies - General - ESSER III, Subs during the day - General - ESSER III, Professional Development Registration and Travel - General - ESSER II, Extra Duty Pay for PD - General - ESSER II</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize the TEKS Resource System, which will allow improved planning a collaboration among teachers by having curriculum alignment across the district. May include attending summer TRS Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Log-in for online access to the system, lesson plans, state assessment results, and walk-through documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Administration</p> <p><b>Funding Sources:</b> PD Registration and Travel expenses - Title II Part A, TEKS Resource System - IMA Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Train staff and have documented procedures for addressing actions and the consequences related to: Physical and verbal aggression to include bullying prevention. The district's policy on bullying is attached to this plan as an addendum.</p> <p><b>Strategy's Expected Result/Impact:</b> Training certification, schedule, sign-in sheets, agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources Coordinator of Student Services</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> All district personnel whose responsibilities include counseling, reporting, and referring students and parents to proper agencies will be trained on policies for reporting and other available resources to address sexual abuse of children, harassment, dating violence, and trafficking. The training will be provided through the use of online videos for all areas.</p> <p>Training will also include prevention of and the education of unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles.</p> <p><b>Strategy's Expected Result/Impact:</b> Training certification, schedule, sign-in sheets, agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources, Director of Social and Emotional Services, Risk Management Coordinator, and Executive Director of Administration</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Tiered support for ECD campuses with specific training and follow up (CKH, Seidlitz, HRS)</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, training schedule, teachers' schedules</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Substitutes for HRS PD - Title 1 Part A, Supplies and materials - Title 1 Part A, Substitute pay - Title II Part A, Contracted Services - Title II Part A, Substitutes and extra duty pay - Title IV, Extra Duty Pay - Title II Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> District staff climate surveys will be conducted the end of each semester and reviewed annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Culture and climate data DAC to evaluate data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> The district's policies will have documented procedures and guidelines for discipline management. Staff, students and parents will have access to these procedures and guidelines through the student and teacher handbooks.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline data and copies of the handbooks.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Administration and Director of Human Resources.</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide targeted campuses with Student Support Counselors and Success Counselors to assist with behavior interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Class referrals reduced</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Learning</p> <p><b>Funding Sources:</b> Student Support Counselors - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Provide inclusion support training to special and general education teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to better support students in the inclusion setting. Training schedule, sing-in sheets, agendas, walk-through documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Funding Sources:</b> Misc Contracted Services: Math Scopes: 1-5 grades - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 2:** Build a foundation of literacy and numeracy.





- \* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..
- \* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 1:** The percent of PreK students that score on grade level or above in Letter Knowledge will increase by 35% from BOY to EOY and Math will increase by 5% from BOY to EOY by June 2024 based on EOY Circle.

**HB3 Goal**

**Evaluation Data Sources:** EOY CIRCLE Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide ongoing and high quality professional development for principals, teachers, paraprofessionals and district staff regarding reading and math for early learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematic training through out the year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Substitute pay - Title 1 Part A, - Title II Part A, Extra Duty Pay - General - ESSER III, Speakers for Early Learning Transition Program - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue with the Parents as Teachers (PAT) program to help foster appropriate parenting skills for qualifying adults.</p> <p>Coordinate with the Parents as Teachers Supervisor and educators to work toward a shared goal to target families with children birth through the time they enroll in school, focusing on families who need the most assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Home visits documentation such as sign-in sheets, service plans, and time sheets for interpreter.</p> <p><b>Staff Responsible for Monitoring:</b> Director or Elementary Curriculum</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide supplemental resources and programs for Early Learning students.</p> <p><b>Strategy's Expected Result/Impact:</b> List of resources provided, assessment data from use of resources</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Funding Sources:</b> Supplies for Purposeful Play - General - ESSER III</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 2:** Build a foundation of literacy and numeracy.

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 2:** Increase the number of K students reading at grade level from 47% at BOY to 80% by EOY. Increase the number of K students performing at grade level in math from 47% at BOY to 80% by EOY.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Pre-K and Kindergarten Bilingual summer program to improve their English language proficiency for qualifying students.  <b>Strategy's Expected Result/Impact:</b> Testing results and LPAC documentation, student and teacher, schedules, payroll ledger, and contracts.  <b>Staff Responsible for Monitoring:</b> EB/Bilingual Director</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> - Title III Part A LEP, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue with implementation of our phonics program in kindergarten, providing training and support for program implementation.  <b>Strategy's Expected Result/Impact:</b> Meet expected BOY to EOY growth in TxKEA  <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> - IMA Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Intervene to address needed math skills utilizing the math continuum provided by elementary curriculum specialists.  <b>Strategy's Expected Result/Impact:</b> Meet or surpass expected growth from BOY to EOY on MAP.  <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Build a foundation of literacy and numeracy.

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..





\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 3:** Increase the number of 1st grade students reading at grade level from 42% at BOY to 80% by EOY. Increase the number of 1st grade students performing at grade level in math from 47% at BOY to 80% by EOY.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue supporting phonemic awareness in grade 1 by continuing the use of the Heggerty Phonemic Awareness program. For phonics and decoding, we will continue phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved achievement scores as indicated by BOY MOY, and EOY Map testing results</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement phonics programs through small groups to support decoding.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved achievement scores as indicated by BOY MOY, and EOY Map testing results</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Periodic data disaggregation analysis to effectively differentiate instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved achievement scores as indicated by BOY MOY, and EOY Map testing results</p> <p><b>Staff Responsible for Monitoring:</b> Director of Strategic Planning and Assistant Superintendent</p> <p><b>Funding Sources:</b> Eduphoria Data Disaggregation Tool - General - ESSER III, Eduphoria TEKS Bank - General - ESSER III, MAPS Growth + Reading Fluency Renewal, MAPS Growth Math, Rdg, Lang Isage GR 9, MAPS Growth Single Subject Rdg GR 10 - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Intervene to address needed math skills utilizing the math continuum provided by elementary curriculum specialists. <b>Strategy's Expected Result/Impact:</b> Meet or surpass expected growth from BOY to EOY on MAP. <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.





\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 4:** Increase the number of 2nd grade students reading at grade level from 43% at BOY to 80% by EOY. Increase the number of 2nd grade students performing at grade level in math from 54% at BOY to 80% by EOY.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue the Read2Learn program to encourage reading in 2nd grade across the district.  <b>Strategy's Expected Result/Impact:</b> Readiness Assessment and Volunteer List.  <b>Staff Responsible for Monitoring:</b> PIE Coordinator</p> <p><b>Title I:</b> 2.4  <b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue supporting phonemic awareness in grade 2 by utilizing Bridging the Gap with Heggerty.  <b>Strategy's Expected Result/Impact:</b> Meet or surpass expected growth from BOY to EOY on MAP.  <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Intervene to address needed math skills utilizing the math continuum provided by elementary curriculum specialists.  <b>Strategy's Expected Result/Impact:</b> Meet or surpass expected growth from BOY to EOY on MAP.  <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.





\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 5:** Increase the number of 3rd grade students scoring at Meets grade level in reading from 41% to 80% by 2024. Increase the number of 3rd grade students scoring at Meets grade level in math from 30% to 80% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to use Guided Math in the lower grade levels to increase student success in math, which will include training and supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Contract, training schedule, sign-in sheets, certification, lesson plans, and walk-through documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum, District Math Specialist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Supplies and Materials - Title 1 Part A, Library and Media - Title 1 Part A, Misc Contracted Services - Title II Part A , Supplies and materials - Title II Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Reading Academy for new kindergarten, first, and second, third grade teachers, instructional coaches, and building principals to ensure that all designated staff have been trained.</p> <p><b>Strategy's Expected Result/Impact:</b> Contract, training schedule, sign-in sheets, certification, lesson plans, and walk-through documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education</p> <p><b>Funding Sources:</b> Extra Duty Pay - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Connect high school to career and college.





\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 1:** The percent of Annual Graduates that Met TSI Criteria in Both Reading and Math will increase from 33% to 50% by August 2024

**HB3 Goal**

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Advise students regarding honors courses in Middle School and High School, which lead to Advance Placement, IB, and Dual Credit courses</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, students' and teachers' schedule, and graduation plans.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Directors of Innovation and Advance Academics, Secondary Curriculum, Social and Emotional Services.</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Other Tuition for students - Title IV</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide targeted enrichment for identified Gifted and Talented students in grades K-8, through primary projects, TAG, and specific elective sections at middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of innovation and Advanced Academics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide students with learning opportunities in well rounded educational areas to include fine arts, foreign language, field experiences, and other.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in well-rounded activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal &amp; State Programs, Director of Fine Arts and Director of Bilingual and LOTE.</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Extra Duty Pay for Summer Camps - Title IV</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All high school counselors will provide Parent Conferences to discuss students' "Day After Graduation" Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting schedules, sign-in sheets, surveys and agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Director of Social and Emotional</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> College and Career Advisors in the Middle School and High School to ensure alignment of student progress in High School Endorsements</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of students participating in high school endorsements/pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Curriculum , Director of Social and Emotional Services</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Salaries and benefits - SCE, - Perkins Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide Global Investigations, Interpersonal Studies, and College &amp; Career Prep classes in all middle schools.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of middle school students will have taken course in middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Learning and Director of CTE</p> <p><b>Funding Sources:</b> Salaries - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			







**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 2:** The percent of students annual graduates that meet criterion score on an AP/IB Results in any exam will increase from 13% to 30% by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure that students in AP, IB, and dual credit courses have passed the TSI test to determine if they are "college ready."</p> <p><b>Strategy's Expected Result/Impact:</b> % of students passing AP/IB tests increase.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics</p> <p><b>Funding Sources:</b> General Supplies - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Secondary school teachers will be provided with professional development opportunities designed to increase rigor in Honors/AP/IB associated classes at the secondary school level which will result in eventual improvement in student success in high school advanced coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> % of AP/IB students are successful on the appropriate tests.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics</p> <p><b>Funding Sources:</b> Substitutes - Title IV</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

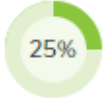
**Goal 3:** Connect high school to career and college.





\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 3:** The percent of Annual Graduates that are At/Above Criterion for SAT Results will increase from 45% to 50% by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High school counselors will provide a minimum of two strategic and purposeful FAFSA sessions per semester.  <b>Strategy's Expected Result/Impact:</b> Graduation plans  <b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services.</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 25%	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish study preps for PSAT, SAT, ACT, and TSIA exams  <b>Strategy's Expected Result/Impact:</b> Results of Exams  <b>Staff Responsible for Monitoring:</b> Director of Advance Academics</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> - General, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase the number of courses students are able to gain Articulated Credit.  <b>Strategy's Expected Result/Impact:</b> State Assessment results, students' and teachers' schedule, graduation plans, transcripts.  <b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Funding Sources:</b> - Perkins Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide support for students taking college and career classes at the Career and Education Center by hiring a supplemental aide.</p> <p><b>Strategy's Expected Result/Impact:</b> Course completion</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE, Director of SES</p> <p><b>Funding Sources:</b> - Title IV</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.





**Performance Objective 4:** The percent of Annual Graduates that receive Approved Industry Based Certifications will increase from 16% to 25% by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> College and Career Field Trips for 8th grade students to the Career Education Center and Universities</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, travel details and expenditure.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics, Director of Social and Emotional Services, Director of Career Technology Education.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - Perkins Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish Coherent Sequence for CTE courses to enable more students the ability to gain career related certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Course schedule, students' and teachers' schedules, state assessment results, graduation plans.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Funding Sources:</b> - General, - CATE, - Perkins Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue CTE Advisory Committees to increase community awareness and collaboration with businesses and WFISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting schedule, sign-in sheets, and agenda.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Foster Community/Business Partnerships with the district to enhance the needs of the district.  <b>Strategy's Expected Result/Impact:</b> Meeting schedule, sign-in sheets, and agenda.  <b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Encourage CEC Facility tours with outside stakeholders to demonstrate the college and career path programs.  <b>Strategy's Expected Result/Impact:</b> Tour schedule and sign-in sheets  <b>Staff Responsible for Monitoring:</b> Director of CTE, Principal, Parent and Family Engagement Liaison, and Community Relations Officer.</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Complete Career Interest Inventories in the Middle Schools to allow course alignments in the high schools.  <b>Strategy's Expected Result/Impact:</b> Contract and graduation plans, Career Cruising Documents.  <b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Track student Industry Certifications to determine growth or areas in need of attention.  <b>Strategy's Expected Result/Impact:</b> Contract and graduation plans, Career Cruising Documents.  <b>Staff Responsible for Monitoring:</b> Director of CTE and Principal</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> - Perkins Grant, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Ensure there are opportunities for students to be enrolled in appropriate Career Practicums</p> <p><b>Strategy's Expected Result/Impact:</b> Contract and graduation plans, Career Cruising Documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Perkins Grant, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Professional development to address CTE teacher recruitment and retention, especially for staff entering the profession from business and industry, through participation in the CTE New Mentoring Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Contracts and professional development schedules, sign-in sheets, agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Funding Sources:</b> - General, - Perkins Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Support/promote student membership in Career-Tech organizations to engage in activities integral to the instructional program such as leadership development and participation in competitive events.</p> <p><b>Strategy's Expected Result/Impact:</b> Results of local and state competitions,.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Perkins Grant, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Connect high school to career and college.





\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 5:** The percent of Annual Graduates that are enrolled in Dual Credit Courses will increase from 16% to 30% by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> College Career Advisors will talk to all sophomores about dual credit. <b>Strategy's Expected Result/Impact:</b> An increased awareness will hopefully increase our participation numbers in dual credit <b>Staff Responsible for Monitoring:</b> Director of Social Emotional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Begin marketing dual credit at middle schools through middle school CCAs during scheduling their four-year plans, in the college and career classes, and by providing MSU campus visits. <b>Strategy's Expected Result/Impact:</b> Increased awareness will increase participation in dual credit courses <b>Staff Responsible for Monitoring:</b> Director of Social Emotional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Host dual credit meeting for parents/guardians in the spring of 2025 for all current 10th and 11th graders. <b>Strategy's Expected Result/Impact:</b> Increased awareness will increase participation in dual credit courses. <b>Staff Responsible for Monitoring:</b> Director of Social Emotional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaboration between high school College and Career Advisors <b>Strategy's Expected Result/Impact:</b> Ensure consistency between campuses <b>Staff Responsible for Monitoring:</b> Director of Social Emotional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase the number of students enrolled in Dual Credit programs by allowing more structured flexibility at Vernon College and Midwestern State University-Texas.</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, students' and teachers' schedule, college enrollment documentation, transcripts, training schedules, and sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics, Director of Secondary Curriculum, Director of Social and Emotional Services.</p> <p><b>Funding Sources:</b> - Title IV</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 6:** The percent of Annual Graduates that are college, career, or military ready will increase from 54% to 75% by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** TAPR

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Students scoring Meets Grade Level Standard or higher in Reading will increase from 42% in 2022 to 55% by 2024





**Evaluation Data Sources:** TAPR accountability report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize reading programs to monitor reading levels in 1st-5th.  <b>Strategy's Expected Result/Impact:</b> Readiness Assessment Results and walk-through documents.  <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> Reading A to Z, Really Great Reading, Fountas and Pinnell, etc. - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be referred and evaluated for special district programs, as determined through a district approved process. Services to students will be provided through special programs as determined by the appropriate teams. Special programs are those such as SPED, MTSS, 504, Dyslexia Program, TAG, ESL/Bilingual</p> <p><b>Strategy's Expected Result/Impact:</b> Referral documentation, services documented through students' schedules, IEPs, 504 Plans, graduation plans etc. and student assessment results.  <b>Staff Responsible for Monitoring:</b> Directors of Elementary, Secondary, Special Education, Bilingual, and Advance Academics.</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> - General, - IDEA</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide accelerated instruction: Identify students who are at-risk for academic failure and/or dropping out of school and provide them with supplemental instruction, support and timely interventions. (including class-size reduction teachers, Dean of Instruction, EOC Bootcamps, remediation classes, after school tutoring, and other programs)</p> <p><b>Strategy's Expected Result/Impact:</b> Job descriptions, logs, timesheets, and state assessment results.  <b>Staff Responsible for Monitoring:</b> Director of Federal &amp; State Programs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Salaries &amp; Benefits - SCE, - Title 1 Part D, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Summer Academic Program for targeted students to include core and elective programs.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher schedules, and survey.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs, Directors of Elementary and Secondary Curriculum, and Director of Bilingual Services</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Summer School - Title 1 Part A, Summer School - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Instructional coaches - Provide tiered math and reading interventions for students at-risk of not meeting state achievement goals and early childhood numeracy and literacy activities.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and campus principals.</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - Title 1 Part A, Coaches Salaries, Benefits and Stipends - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Supplemental Aides for targeted campuses with high needs.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal &amp; State Programs</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Salaries &amp; Benefits - Title 1 Part A, Salaries &amp; Benefits - SCE, - General, - IDEA, - Pre-K</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Incorporate programs to foster a positive school culture and climate, such as Capturing Kids Hearts</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, training schedule, sign-in sheets, walk-through documents and contracts.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent and Director of Social and Emotional Services</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Focus/Priority Funds, - Title IV, CKH For West and Shepard - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide supports for EB students, parents &amp; families and staff.  <b>Strategy's Expected Result/Impact:</b> Contracts, Training Schedule, Sign-in sheets, and walkthrough documentation.  <b>Staff Responsible for Monitoring:</b> Director or ESL &amp; Bilingual Services</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - Title III Part A LEP, - Title 1 Part A, - SCE, Interactive Smart Board - General - ESSER III, Reading Materials - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide supports for Special Education students, staff, parents &amp; families.  <b>Strategy's Expected Result/Impact:</b> Contracts, Training Schedule, Sign-in sheets, and walkthrough documentation  <b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Funding Sources:</b> - IDEA, Sound Amplification - General - ESSER III, Technology Items - General - ESSER III, AT Supplies - General - ESSER III, OT Supplies - General - ESSER III, PT Supplies - General - ESSER III, Classroom Supplies - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide administrative support to district and campus staff, parents, families, community and participating Private-Non-Profit schools.</p> <p><b>Strategy's Expected Result/Impact:</b> -PNP notices, agendas and consultation meeting notes.  -Trainings &amp; communications  -Ensure completion of comprehensive needs assessments and campus plans.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs, Assistant Director of Federal and State Programs, DCSI.</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - Title 1 Part A, - Title II Part A, - Title IV</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide services to address the individual needs of students identified as Foster Care, Homeless and Economically Disadvantaged.</p> <p><b>Strategy's Expected Result/Impact:</b> Transportation for homeless and foster care students. Tutoring logs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs, Director of Social and Emotional Learning.</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> The attendance office will implement a drop-out prevention program by partnering with district and campus personnel to include the staff of the following auxiliary programs: CIS and BTW At-Risk Coordinator.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attendance records, CIS contract, parent consent forms, at-risk coding and services documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Administrative Services</p> <p><b>Funding Sources:</b> - General, - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> At-Risk Coordinators - Early warning systems that include nonacademic indicators to find students most at-risk of not meeting academic achievement goals and/or not graduating from high school.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, training schedule, teachers' schedules</p> <p><b>Staff Responsible for Monitoring:</b> Director of State and Federal Programs Director of Social and Emotional Services</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - SCE, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Students will receive timely intervention as needed related to drug prevention and behavior intervention, conflict resolution, early mental health intervention, and suicide prevention programs. District staff will be trained to identify symptoms and direct adequate resources to students who are in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Training documentation in Handle with Care, TBSI Teams list for each campus and training documentation for counselors on students' services.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services</p> <p><b>Funding Sources:</b> SES Director - Title IV, Social &amp; Emotional Curriculum - Title IV, SES- 6300s - Title IV, SES-6400s - Title IV, SES - Clerk - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Instructional Coaches and Campus Instructional Leaders in math, reading, science and social studies will facilitate PLC data disaggregation, lesson planning, and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets, agendas, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum, Director of Secondary Curriculum</p> <p><b>Funding Sources:</b> Eduphoria TEKS Bank - General - ESSER III, Eduphoria Data Disaggregation - General - ESSER III, MAPS - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Provide appropriate supplemental programs, technology, and materials for differentiated instruction for reading including but not limited to IXL.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Curriculum</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Software - Screencastify - Title IV, On-line Programs: G Suite Enterprise - Title 1 Part A, - Title III Part A LEP, - Title 1 Part D, - IDEA, - Perkins Grant, - DoDEA, - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** Students scoring Meets Grade Level Standard or higher in Math will increase from 33% in 2022 to 44% by 2024





**Evaluation Data Sources:** TAPR accountability report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide appropriate supplemental programs, technology, and materials for differentiated instruction for math. (including but not limited to Zearn and IXL).</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Curriculum, CSR, Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Software - Screencastify - Title IV, - Title III Part A LEP, - Title 1 Part D, - IDEA, - Perkins Grant, - DoDEA, On-line Programs: G Suite Enterprise - Title 1 Part A, IXL - TCLAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to strengthen the STEAM community and enrichment activities on the identified campuses (STEAM 5.0)</p> <p><b>Strategy's Expected Result/Impact:</b> List of student participants, purchase orders, and results of participation in local and state competitions.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent and Director of Instructional Technology.</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Title IV, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize instructional coaches and campus instructional leaders to facilitate plc data disaggregation, lesson planning, and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Assist teachers with data driven instruction</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Students scoring Meets Grade Level Standard or higher in Science will increase from 41% in 2022 to 50% by 2024

**Evaluation Data Sources:** TAPR accountability report





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional Coaches and Science Campus Instructional Leaders will lead PLC data disaggregation, lesson planning, and intervention planning following each unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, PLC meeting agendas/minutes, lesson plans, unit assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Science teachers will be provided district designed professional development opportunities throughout the school year that are designed to facilitate student engagement in science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, training agendas/minutes/sign-ins, unit assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Upgraded equipment will be provided to secondary science teachers in order to address learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> Class and state Assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Curriculum Science Curriculum Specialist</p> <p><b>Funding Sources:</b> Microscopes and balances - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 4:** Improve low performing schools.

**Performance Objective 4:** Students scoring Meets Grade Level Standard or higher in Social Studies will increase from 45% in 2022 to 58% by 2024

**Evaluation Data Sources:** TAPR accountability report





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Social Studies teachers will be provided district designed professional development opportunities throughout the school year that are designed to facilitate student engagement in social studies instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, training meeting agendas/minutes/sign-ins, unit assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Coaches and Social Studies Campus Instructional Leaders will lead PLC data disaggregation, lesson planning, and intervention planning following each unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, PLC meeting agendas/minutes, lesson plans, unit assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 5:** The district overall will have at least 75 Parent & Family Engagement events by the end of the school year.

**Evaluation Data Sources:** District reporting

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Seek regular input from parent focus group in regards to PFE activities and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, training schedules, parent engagement proposals. surveys, sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> - General, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> A District Homeless Liaison and campus homeless liaisons to support parent and student needs though programs such as Homeless/McKinney-Vento Act.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, students' rosters, qualifying documents, and purchase orders</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Director of Social and Emotional Services District Parent Liaison</p> <p><b>Title I:</b> 2.6, 4.2</p> <p><b>Funding Sources:</b> Salaries - district liaison - McKinney-Vento, - Title 1 Part A, Salaries - district liaison - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Translation and Interpretations services targeting LEP and Deaf Ed/Hearing Impaired parents.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, students' rosters, qualifying documents, translation/interpretation request form/documentation, IEPs, and payroll documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Interpretation Services - Title 1 Part A, - Title III Part A LEP, - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct a parent satisfaction survey and communicate the results.</p> <p><b>Strategy's Expected Result/Impact:</b> *Parent Survey Instrument *Action Plan</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide effective parent and family engagement events and use survey results to increase participation and collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> *Advertisement to parents *Sign-ins</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs PFE Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Salaries and Benefits - Title 1 Part A, Internet Services - Title 1 Part A, Supplies and Materials - Title 1 Part A, Misc Operating Costs - Title 1 Part A, Pop Up Book Tent - Summer - General - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 6:** 100% of students will be provided instruction to address the effects of the pandemic, by funding academic supports, social/emotional supports, health/safety, and continuity of services.

**Evaluation Data Sources:** Tutorial records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide social and emotional supports to students and staff to address after effects of the COVID Pandemic.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Learning</p> <p><b>Funding Sources:</b> Gaggle - Title IV, SEL Curriculum - ESSER III - ARP - ESSER</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide high impact tutoring to address learning loss from the COVID Pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Report card grades, assessment data, tutor time sheets</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Curriculum Assistant Superintendent</p> <p><b>Funding Sources:</b> Tutoring - ESSER III - ARP - ESSER III, Online Tutoring - ESSER III - ARP - ESSER III, Tutoring Buses - Title II Part A - ESSER II, Tutoring - ESSER II - ESSER II</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Maximize staffing to ensure continuity of services.</p> <p><b>Strategy's Expected Result/Impact:</b> Secondary Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Curriculum Associate Superintendent</p> <p><b>Funding Sources:</b> Cardonex - ESSER II - ESSER II</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Address the health and safety of our students by installing vaping sensors in hard to monitor areas of the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of students vaping in the buildings as noted by discipline referrals in Skyward.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Dir of School Administration Campus Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Supplement necessary supplies and materials as well as services such as tutoring to assist students for qualifying students as a valid means of increasing the academic performance of ESL and immigrant students</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff attendance records will be maintained for the program. STAAR/EOC, LPAC data will be reviewed and use to drive decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs Curriculum Directors/Specialists Teachers Principals Other Staff</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Title I

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

WFISD do not have Targeted Assistant Schools.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gonzalez, Amanda	Coordinator Emergent Bilingual		.6
Gonzalez, Debbie	Homeless/Parent Engagement Coor.		.6
Griffiths, Ana	Director: Federal & State Programs		.8
Kowalick, Melanie	Curriculum Specialist: Elementary-MTSS		.85
Sewell, Ronald	Title I Specialist		1
Taack, April	Secretary: Federal & State Programs		.5

# District Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Substitute Pay		\$0.00
1	1	5	Curriculum Specialist Salaries, Benefits and Stipends		\$0.00
1	1	5	CILs Salaries, Benefits and Stipends		\$0.00
1	1	5	Coaches Salaries, Benefits and Stipends		\$0.00
1	1	5	Substitute Pay for CILs' PD		\$0.00
1	1	5	New Teacher Mentoring Program -Subtitute pay		\$0.00
1	1	6	Administration support - salaries		\$0.00
1	1	6	Registration & travel costs for PD		\$0.00
1	1	10	Subtitutes for HRS PD		\$0.00
1	1	10	Supplies and materials		\$0.00
2	1	1	Substitute pay		\$0.00
2	2	1			\$0.00
2	4	1			\$0.00
2	5	1	Supplies and Materials		\$0.00
2	5	1	Library and Media		\$0.00
3	1	4			\$0.00
3	3	2			\$0.00
3	4	4			\$0.00
3	4	5			\$0.00
4	1	1	Reading A to Z, Really Great Reading, Fountas and Pinnell, etc.		\$0.00
4	1	3			\$0.00
4	1	4	Summer School		\$0.00
4	1	5			\$0.00
4	1	6	Salaries & Benefits		\$0.00
4	1	8			\$0.00
4	1	10			\$0.00



Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11			\$0.00
4	1	16	On-line Programs: G Suite Enterprise		\$0.00
4	2	1	On-line Programs: G Suite Enterprise		\$0.00
4	2	2			\$0.00
4	5	1			\$0.00
4	5	2			\$0.00
4	5	3	Interpretation Services		\$0.00
4	5	5	Internet Services		\$0.00
4	5	5	Misc Operating Costs		\$0.00
4	5	5	Supplies and Materials		\$0.00
4	5	5	Salaries and Benefits		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$863,647.00
<b>+/- Difference</b>					\$863,647.00
Title 1 Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
4	1	16			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$103,431.00
<b>+/- Difference</b>					\$103,431.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Coaches Salaries, Benefits and Stipends		\$0.00
1	1	5	Curriculum Specialist Salaries, Benefits and Stipends		\$0.00
1	1	5	Substitute Pay for CILs' PD		\$0.00
1	1	6	Supplies and materials		\$0.00
1	1	6	Registrations and travel cost for PD		\$0.00
1	1	6	Administration support - salaries		\$0.00

Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	PD Registration and Travel expenses		\$0.00
1	1	10	Substitute pay		\$0.00
1	1	10	Contracted Services		\$0.00
1	1	10	Extra Duty Pay		\$0.00
2	1	1			\$0.00
2	5	1	Misc Contracted Services		\$0.00
2	5	1	Supplies and materials		\$0.00
4	1	10			\$0.00
4	6	2	Tutoring Buses	ESSER II	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$641,288.00
<b>+/- Difference</b>					\$641,288.00
Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
4	1	8			\$0.00
4	1	16			\$0.00
4	2	1			\$0.00
4	5	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$140,047.00
<b>+/- Difference</b>					\$140,047.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Curriculum Specialist Salaries, Benefits and Stipends		\$0.00
1	1	13	Student Support Counselors		\$0.00
3	1	5	Salaries and benefits		\$0.00
3	1	6	Salaries		\$0.00
4	1	3	Salaries & Benefits		\$0.00
4	1	4	Summer School		\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Coaches Salaries, Benefits and Stipends		\$0.00
4	1	6	Salaries & Benefits		\$0.00
4	1	8			\$0.00
4	1	12			\$0.00
4	1	13			\$0.00
4	1	14	SES - Clerk		\$0.00
4	1	16			\$0.00
4	5	2	Salaries - district liaison		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$7,500,000.00
<b>+/- Difference</b>					\$7,500,000.00
Mckinney-Vento					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	2	Salaries - district liaison		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$39,330.00
<b>+/- Difference</b>					\$39,330.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
4	1	6			\$0.00
4	1	9			\$0.00
4	1	16			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,835,988.00
<b>+/- Difference</b>					\$2,835,988.00
Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00

Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	7			\$0.00
3	4	8			\$0.00
3	4	9			\$0.00
3	4	10			\$0.00
4	1	16			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$176,562.00
<b>+/- Difference</b>					\$176,562.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Extra Duty Pay Stipend to attend PD		\$0.00
1	1	6	Professional development: registration, presenters and travel expenses		\$0.00
1	1	10	Substitutes and extra duty pay		\$0.00
3	1	1	Other Tuition for students		\$0.00
3	1	3	Extra Duty Pay for Summer Camps		\$0.00
3	2	2	Substitutes		\$0.00
3	3	4			\$0.00
3	5	5			\$0.00
4	1	7			\$0.00
4	1	10			\$0.00
4	1	14	SES- 6300s		\$0.00
4	1	14	Social & Emotional Curriculum		\$0.00
4	1	14	SES-6400s		\$0.00
4	1	14	SES Director		\$0.00
4	1	16	Software - Screencastify		\$0.00
4	2	1	Software - Screencastify		\$0.00

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
4	6	1	Gaggle		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$300,520.00
<b>+/- Difference</b>					\$300,520.00
ESSER III - ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	1	SEL Curriculum	ESSER	\$0.00
4	6	2	Tutoring	ESSER III	\$0.00
4	6	2	Online Tutoring	ESSER III	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$22,195,793.00
<b>+/- Difference</b>					\$22,195,793.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	2	Tutoring	ESSER II	\$0.00
4	6	3	Cardonex	ESSER II	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,229,155.00
<b>+/- Difference</b>					\$10,229,155.00
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	IXL		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,250,600.00
<b>+/- Difference</b>					\$1,250,600.00
<b>Grand Total Budgeted</b>					\$46,276,361.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$46,276,361.00

# Addendums

## 22-23 Prioritized Problem Statements

	Problem Statement	Root Cause	Comments
1 (17/0)	Enrollment of students across the district has declined from 14,100 to 13,300.	Since the COVID pandemic, parents have moved or developed a negative perception of the district.	This is also a perception issue.
2 (14/3)	Students struggle academically and behaviorally at each transition point in their school pathway.	Students are not prepared at each transition point for the skills they will need.	Restorative discipline should already be addressing part of this. I do not see many avenues without asking staff to "work harder" to address the academic portion of this statement. What resources will be available to support teachers and students?
3 (13/4)	Students in Grades 7-10 comprise the majority of students placed at Denver due (in part) to drugs (such as vaping) and assaults.	Students do not understand the far-reaching consequences of their misbehavior (possibly due to maturity level, impulse control issues due to age development, etc). There is also a lack of student support.	This one is still vague. Lack of support to students and parents might be better. This is where the restorative discipline program should address situations with the counseling that we are supposed to have built in for that program.  I think we need to hold them accountable for bad behavior, especially if we are truly getting them ready for the real world.
4 (13/4)	Based on Fall 2021 PEIMS data, the district's 16 K-5 Elementary campuses vary in enrollment from 192 students to 555 students. Three campuses have less than 300 students, and three campuses have more than 500 students.	Due to the changes in movement across the district, the attendance zones may be outdated.	Aren't the lines going to be redrawn when the new high schools are finished?  Out of DAC control
5 (11/6)	On STAAR (3-8) and EOC (high school) performance, all subgroups decreased by at least 1 percentage point in meeting grade level or above from 2019 to 2021 in all subjects all grade levels with the exception of Asians who went from 12%-13% in the MASTERS category from 2019-2021.	The recent loss of learning due to the global pandemic can be attributed to a disruption in routine and reduced attendance due to the remote learning option.	We need to see results from this year to see if we have made gains before this is a priority. It is going to take time to make this loss up and teachers and staff already know this and are focused on it. Making this a priority is going to put more pressure on teachers when they have already been pushed to the edge.
6 (11/6)	For STAAR EOC passing rates, special education students' scores decreased from 2019 to 2021 for mathematics, biology, and social studies. Algebra 1 was	The Covid 19 Pandemic affected how SPED services were implemented. Furthermore, the remote learning option contributed to a decrease in attendance which subsequently affected	Agree. I think this is to be expected. I trust the staff to work on their bounce-back plan.  We need to see results from this year to see if

	46.3% in 2019 and it was 37.1% in 2021. Biology was 55.4% in 2019 and 39.8% in 2021. For US history 53% in 2019 and in 2021 46.2%.	learning.	we have made gains before this is a priority. We need to work on getting district support back in place after all of those people were RIFed. That decision is not going to help this PS. This should be a priority.
7 (11/6)	Data collected from parent surveys in the past (have no survey information from 21-22) is invalid.	In the past, parents have not been asked to differentiate their opinions of the district as a whole and the individual campus their child attends. So any data collected is skewed.	This could help with building attendance back in the district if done correctly.
8 (10/7)	District Special Education 3-8 grade students' passing rates decreased from 2019 to 2021 from 21% to 17.5% for the STAAR assessment.	The Covid 19 Pandemic affected how SPED services were implemented. Furthermore, the remote learning option contributed to a decrease in attendance which subsequently affected learning.	We need to see results from this year to see if we have made gains before this is a priority. We need to work on getting district support back in place after all of those people were RIFed. That decision is not going to help this PS. This should be a priority.
9 (6/9)	We do not have data to disaggregate how teachers feel about parent involvement.	The district has not canvassed the teaching staff about how teachers feel about parent involvement.	
10 (8/9)	WFISD staff demographics do not reflect our student demographics.	The number of minority students attending college and graduating as education majors is less than the number of minority staff needed to fulfill diverse needs.	



## 21-22 Prioritized Problem Statements Brought Forward

	Problem Statement	Root Cause	Comments
1 (17/0)	Disruptive behavior in classrooms continues to increase and requires direct strategies to minimize the behavior, improve student/classroom engagement, and change the negative impact it has on academic achievement.	Staff and administration do not have the expertise and training on how to properly de-escalate impulsive behaviors in order to create proactive relationships that will improve student engagement, minimize disruptive behavior, and elevate academic achievement.	But merge with other new PS related to behavior  Training?  Discipline is an issue. I don't think it is a staff issue as stated. It is an issue. Consistency and accountability are more a problem than staff training. Although, training never hurts.  Our students need more emotional support and how to handle conflict themselves. This needs to be taught by a professional who has knowledge in emotional/social behavior
2 (16/1)	Due to Covid-19, there may be unexpected changes in the number of students who are identified as homeless, economically disadvantaged, or at-risk. These students may need additional support academically, Socially & emotionally. (D) 60.6% of our students are economically disadvantaged and 55.6% are at-risk. Both are higher than the state (60.6% and 50.1% respectively).	The increased need for support & resources will need to be carefully considered. Budgets, programs & procedures must be addressed in preparation for possible increases in the services currently provided.	We have a high amount of community support that families can be referred to. Most of the extra assistance for families due to covid has run out, so if this is kept it needs to be addressed without covid support being there.
3 (14/3)	Address effective communication for parents/families, assess inconsistencies in parent/family involvement amongst campuses, and find ways to meet the parent/family needs of our school communities. Of parents surveyed, 49% need more communication and 39% need help to motivate their children.	Centralized communication systems to promote district-wide programs & initiatives for all stakeholders may not be utilized efficiently (& recognize it might be different at elem & sec); create a system to ensure all parents feel welcomed & valued; create flexible times for parents & families to attend events at schools (or provide for viewing while home) & train staff to communicate & engage parents	There is always a concern with wording such as "create flexible times" and "train staff" as these statements can often turn into teachers needing to work harder.  Have parenting and conflict resolution classes for parents
4 (13/4)	WFISD struggles to attract sufficient high-quality candidates to fulfill all positions, as well as retain enough teachers each year, especially in high need areas.	Due to larger societal attitudes, there are fewer potential teachers joining the profession, and there are greater opportunities with less social/emotional stress than in the education field, and the opportunities in other districts offer	Not sure this is a problem WFISD can solve on its own. This is a much problem across the state and the country.

		either more pay or less perceived stress. On our local scale, negative community attitudes towards education and facilities negatively impact teacher retention.	
5 (13/4)	We did not meet any of the state targets for closing the gap in reading and math for all sub-populations (SpEd & Bilingual). 28% of SpEd students scored approaches or above in 2021 STAAR compared to 60% for the district average. 42% of ELL students' scores approaches or above in 2021 STAAR compared to 60% for the district average.	Reading & math scores are not meeting state standards due to a lack of time for implementation of programs, ineffective interventions for students, & a lack of attention to a consistent data collection platform in the early years (K-2) that can make a difference. GenEd teachers need more training to meet the needs of SpEd & EL students.	We didn't meet the state average. I don't think it is a lack of time. I think we just missed the target. The process is more of an issue than time. Tests are a reflection of daily effectiveness.  Did we look at this data this year? what is telling us?  How was "a lack of attention to a consistent data collection platform" discerned?
6 (12/5)	Increase in special programs, such as SPED, Dyslexia, and ESL.	WFISD has personnel trained in IDing students once referred to special prog, but many students are not IDed due to inexperienced teachers who are not trained or feel confident in their ability to recognize if a student is struggling enough to be ID'd for ESL, SPED, & Dyslexia. New teachers learning the classroom environment struggle w/the confidence to ID students w/ learning difficulties.	May be combined with SpEd PS  This could be addressed perhaps during teacher week?
7 (11/6)	50% of schools reporting 1st-2nd grade reading MAP scores did not meet projected growth goals.	Many COVID-related issues have played a role in the drop in reading scores, such as: the inability to effectively teach reading asynchronously; a drop in attendance for both remote and F2F students; social/emotional stress at home; and lack of communication with parents on what they can work on with their students at home throughout the school year.	If this is still the case then keep it, but the root cause needs to be adjusted.
8 (10/6)	Student attendance slightly decreased over a two-year period, and then decreased significantly during the pandemic.	COVID 19's impact on our economy w/increased job loss, more families struggling with unemployment, & TEA's concessions regarding mandatory attendance requirements for schools impacted families differently. Families made decisions for their children regarding employment & year childcare that had a negative impact on student attendance. Remote & F2F	I think negative WFISD perceptions contributed to the attendance loss as much as anything else and more than Covid.  <b>This one directly correlates to 22-23 PS #1.</b>

		synchronous options contributed to decreased attendance as well.	
9 (8/8)	Math MAP scores for grades K-2 indicate that anywhere from 5 to 9 campuses did not meet their projected growth goals in comparison to grades 3-5.	MAP testing is a great tool to measure student growth, but we need a more developmentally appropriate version for young children not accustomed to online assessment. Most do not have attention spans for lengthy assessments, lack computer skills to effectively take an online test, and aren't prepared for an unassisted, individual test when they have never taken a formal computerized assessment before.	What is the MAP data telling us? Do we need to keep it?  We need to find another way other than online for younger children to be tested



**Agenda of Public Meeting  
June 9, 2022  
Wichita Falls Independent School District  
District Advisory Committee**

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NOTICE IS HEREBY GIVEN that the District Advisory Committee of Wichita Falls Independent School District will hold a monthly meeting at 4:00 PM, on Thursday, June 9, 2022, Via [Google Meet](#), 1104 Broad Street, Wichita Falls, Texas.

The agenda for the meeting is as follows:

**I. Call to Order**

**II. Review and Approval of Minutes**

**III. 2022-2023 Comprehensive Needs Assessment Problem Statement Review**

**IV. 2022-2023 Title II Professional Development Needs**

**V. Report from the Parent Focus Group May 2022 Meeting**

**VI. Transfer Policy Recommendations**


**VII. DIC Legal/Local/Regulation Update**

**VIII. Open to Questions from Committee Members**

**IX. Adjournment**

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The notice for this meeting was posted on Friday, June 3, 2022 at 6:00 pm.

  
For Wichita Falls ISD

# DAC Minutes

June 9, 2022

## Agenda:

The agenda for the meeting is as follows:

### I. Call to Order

### II. Review and Approval of Minutes

### III. 2022-2023 Comprehensive Needs Assessment Problem Statement Review

### IV. 2022-2023 Title II Professional Development Needs

### V. Report from the Parent Focus Group May 2022 Meeting

### VI. Transfer Policy Recommendations

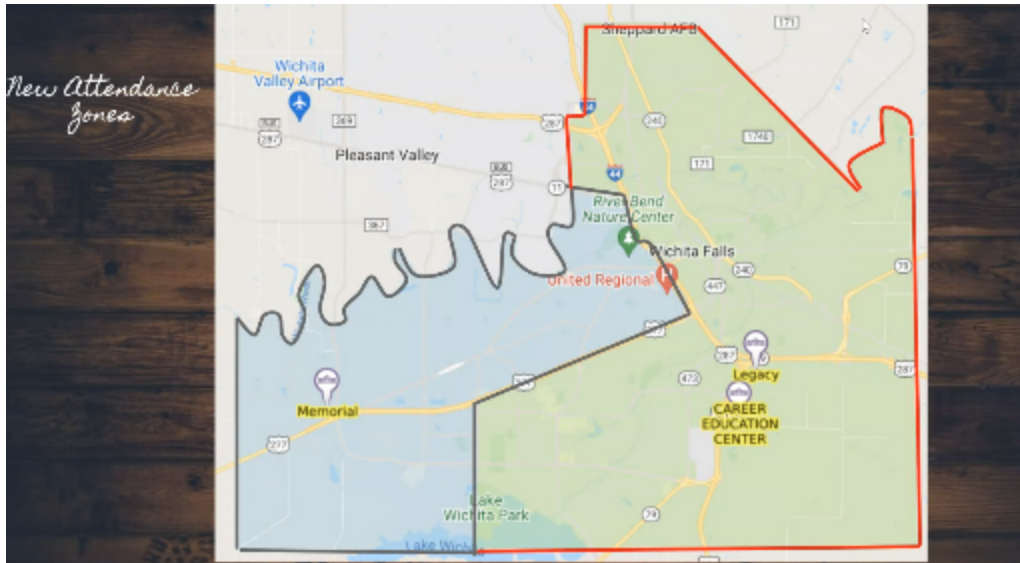
### VII. DIC Legal/Local/Regulation Update

### VIII. Open to Questions from Committee Members

### IX. Adjournment

- Called to order at 4:02pm
- [Approval of last meeting minutes 5-5-22](#)
- Gupta makes a motion
- Tarver seconded
- All in favor of approval
- CNA Problem statement Review
  - Dorman presented the summary from the feedback from the PS review doc
  - Based on the information 9 PS were created from this year and continuation from last year
  - A subcommittee is focused on 1st grade & 2nd grade Reading
  - Ward, the information is the growth targets not the scores inside the doc
  - The STAAR 3-8 and EOC targets all subgroups and not just focused on SPED
  - Spear - we need to have a separate goal for 1st/6th grade RSSP that will tie into DAC strategies. AGriffiths will add that PS.
  - At the next meeting we will focus on strategies to improve 1 or 2 of the 9 PS.
  - [Final Problem Statements](#)
- Title 2 Professional Development Needs
  - PGriffiths
    - [Document of Focus](#)
      - Culture, Climate, and Safety

- Engaging and meaningful classroom experiences
  - Viable curriculum
  - These all tie into HRS which is supported from Region 9
  - STAAR - we saw growth in many places but have a ways to go
    - AGriffiths this will also help us provide assistance to campuses who struggle with student achievement at high-needs campuses.
    - Retention bonuses
    - PD for campus leaders and teachers in these 3 focus areas.
  - Gupta - where did these 3 focus topics come from; I'm wondering if the district is looking to get another curriculum.
  - PG - this is tied to HRS High Reliability schools
- Report from Parent Focus Group May 2022
  - [Link to document with summary of notes](#)
  - May 19, Gonazles, Dorman, AGriffiths met with parents (4 attended)
  - Review PFE policy, presented info on ESSA & ESSER
  - Discussion on PS from the CNA
  - Parents said:
    - More SEL
      - MS to HS transitions helps
      - Bump up the rigor for 7th/8th grade
    - Improve relationship with the media
    - Teaching parents technology, accessing assignments (navigating google classroom)
    - Define their parent roles when they are part of campus or district committees.
    - Help parents at 1st/2nd grades - build relationships with these parents
    - District enrollment
      - Be on the same page across the district
    - Addressing behavior issues
- Transfer Policy Recommendations
  - [Presentation](#)
  - PG presented to the board; ok with some of the discussions
  - Board wants the DAC to make a final recommendation
  - New attendance zone



- 
- Ashley Thomas has already created an Attendance Zone Page but it's not live yet.
- District Staff and Transfers

*The District Advisory Committee Recommendations*

<p><b>Regarding District Staff and Transfers:</b></p> <ul style="list-style-type: none"> <li>• Any employee of the district may request a transfer.</li> <li>• Transfers will be accepted per Transfer Administrative Guidelines and approved by the District Transfer Committee</li> <li>• Develop an 'Out of District' Transfer Guidelines.</li> </ul>	<p><b>Regarding the District Transfer Committee</b></p> <ul style="list-style-type: none"> <li>• 7 Members made up of: <ul style="list-style-type: none"> <li>○ Superintendent or Designee</li> <li>○ Elementary Campus Admin</li> <li>○ Middle School Admin</li> <li>○ High School Admin</li> <li>○ Director of Secondary</li> <li>○ Director of Elementary</li> <li>○ Director of School Administration</li> </ul> </li> <li>• Transfers will be reviewed once a year for staff requests from May to July.</li> <li>• Transfers due to administrative requests (examples: bullying or administrative requests) once a month.</li> </ul>
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**Regarding Transfer Administrative Guidelines:**

- District Transfer Committee will approve any transfer requests made due to administrative expectations, such as, but not limited to, bullying, special populations programs, or campus overcrowding, staffing requests and 'out of district' transfers.

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- Grisel - important to convey why it's open to All staff, not just teachers
- Slowly putting more thoughts into a concrete policy; need it by 23-24
- Transfers
  - Open up the requests in November
  - Transfer Committee has the month of June to decide
  - Student commitment by March 1
  - Ward - why would they want to have a transfer before.
  - PG - these students have been together for 3 years and now we are separating them; ranking is affected based on school, student choice may depend on where certain staff is located (band director, coaches, choir)
  - Athletic director concerns - 5A or 4A or a 6A and 3A; subject to sit out 365 days due to UIL transfer; how do we know how much equipment to order
  - All members have concerns about allowing transfers

- They can apply but may not get it
  - Allow board to continue discussions on final transfer thoughts
  - McCurdy - no transfers
  - Other members are shifting towards no transfers to eliminate the issues
- 
- Honors & Recognition of 2025 graduates & beyond
    - [Presentation](#)
    - Class of 2025 - Grad ceremonies
    - See presentation for info
    - No objections
  - DIC Lega/Local/Regulation Update
  - Questions/Comments
    - M. Krotzer: Supports the distinction of students based on former/future campuses.
    - PG: Super search: next week interviews; New super maybe on Jul 18, 2022
    - PG: There will not be a top 10 in graduating student gpa; will be top 10%
  
    - McCurdy: motion to adjourn; Alexander: 2nd the motion



Timestamp	Name (First, Last)	Role	Campus (for WFISD Employees & Students Only)
6/9/2022 16:21:18	Dittika Gupta	Parent	
6/9/2022 16:21:27	Frank Tarver	Administrator	Fain Elementary
6/9/2022 16:21:31	Ward Roberts	District Staff	Education Center
6/9/2022 16:21:37	Joyce McCurdy	Teacher	Kirby
6/9/2022 16:21:38	Gloria AlexNder	Teacher	Farris
6/9/2022 16:21:40	Summer Bynum	Administrator	McNiel
6/9/2022 16:21:54	Kory Dorman	District Staff	Ed Center
6/9/2022 16:22:26	Sarah Chisum	Teacher	Crockett
6/9/2022 16:23:35	Peter Griffiths	District Staff	Ed Center
6/9/2022 16:23:36	Melinda Alexander	Teacher	Milam Elementary
6/9/2022 16:28:13	Misti Spear	District Staff	Ed Center
6/9/2022 16:28:14	Ana Griffiths	District Staff	Ed Center
6/9/2022 16:28:15	Susan Grisel	Community Member	
6/9/2022 16:28:16	Dayna Hardaway	District Staff	Ed Center
6/9/2022 16:28:18	Ferran Kaspar	Teacher	Barwise

**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

*Education Code 37.0832*