Waco Independent School District

District Improvement Plan

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Waco Independent School District
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District #161914
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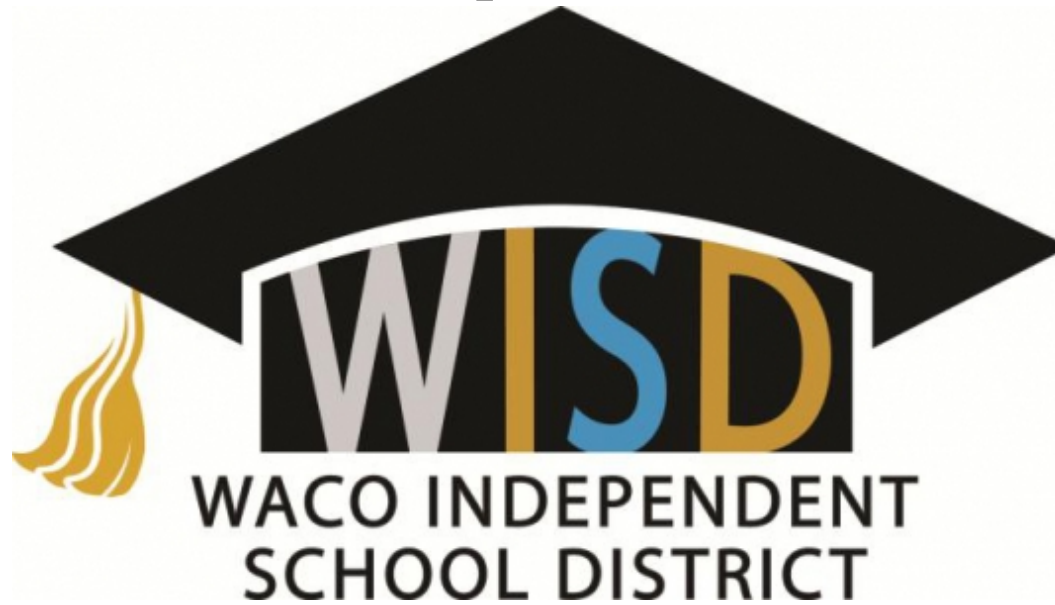
Mission Statement

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

Vision

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

Core Beliefs

We believe that all students shall reach their full potential.

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco ISD serves the community of Waco,Texas, in McLennan County. Waco ISD has 25 campuses including 15 elementary schools, 4 middle schools, 2 traditional high schools, 1 credit recovery high school and 2 alternative schools. Two of the elementary schools are magnet schools and one middle school has a district GT program option. Three of the elementary schools and two of the middle schools belong to an in-district charter system known as Transformation Waco. There are also two CTE based programs available for students, the Greater Waco Advanced Health Care Academy and the Greater Waco Advanced Manufacturing Academy.

As of the 2020 snapshot, Waco ISD has a total of 14,428 students enrolled. This represents a smaller drop in enrollment for the second year. The 2019-2020 school year also saw a considerable drop in Pre-K enrollment of 275 students (1.75% of district enrollment) as well as a drop in Kindergarten of 60 students. Based on the 2020 PEIMS Fall Submission, Waco ISD represents the following student demographics:

Ethnicity (2020-21 Fall PEIMS file)	Count	Percent
American Indian/ Alaskan Native	9	0.06%
Asian	41	0.28%
Black/ African American	4,045	28.04%
Hispanic	8,817	61.11%
Native Hawaiian - Pacific Islander	6	0.04%
White	1,206	8.36%
Two or More Races	304	2.11%
Gender	Count	Percent
Male	7,068	48.99%
Female	7,360	51.01%

School Population (2019-20 PEIMS)	Count	Percent	
Early Education Grade	35	0.24%	
Pre-Kindergarten Grade	727	5.04%	
Kindergarten	1,097	7.60%	
1st Grade	1,149	7.96%	203

School Population (2019-20 PEIMS)	Count	Percent
2nd Grade	1,112	7.71%
3rd Grade	1,080	7.49%
4th Grade	1,059	7.34%
5th Grade	1,049	7.27%
6th Grade	1,004	6.96%
7th Grade	1,071	7.42%
8th Grade	974	6.75%
9th Grade	1,175	8.14%
10th Grade	1,083	7.51%
11th Grade	928	6.43%
12th Grade	884	6.13%

Participation in Special Programs (Based on PEIMS 2020 Snapshot) include:

Special Program Participation	Count	Percent
Special Education	1,490	10.33%
Gifted and Talented	1.250	8.66%
Students in the Bilingual Program	604	4.19%
Students in the ESL Program	1,822	12.63%
English Language Learners	2,999	20.79%
Free/ Reduced Meals/ Economically Disadvantaged	13,167	91.26%
At-Risk	10.993	76.19%
Section 504	859	5.82%
CTE	3,871	26.23%

For program participation, an increase of 296 (2%) students enrolled in Special Education services with GT and Bilingual programs seeing smaller decreases in enrollment.

The percentage of WISD students who were identified as At-Risk in 2020-2021 was 76%, this is an increase from over the last three years: 2019-2020 - 67.73%; 2018-2019 - 70.72% and 70.74% in 2017-2018. For the district, the annual dropout rate for 9-12 graders has been well above the state average for the last 5 years and has increased or remained the same. This has caused a need to examine the needs of high school students, offerings and opportunities as well and campus procedures. For the 2019-2020 annual dropout rate, Waco ISD saw a decrease in dropouts.

Year	Waco ISD annual dropout rate	State annual dropout rate
2014-15	3.6%	2%
2015-16	4.2%	2%
2016-17	5.6%	1.9%
2017-18	5.4%	1.9%
2018-19	3.8%	1.4%
2019-20	2.5%	N/A

Waco ISD's students represent a high rate of free/reduced lunch. The percentage of students who qualify for free or reduced-priced meals in Waco ISD in 2020-2021 was 91.26%, which is higher than the state average for 2019-2020 of 60.6%. This is an increase of 2% which matches the trend over the past 3 years for Waco ISD.

Data on Teacher Retention will be added in with the release of the 2021 TAPR in November 2021.

Demographics Strengths

The main strength in Waco ISD's demographics is consistency across the district. While schools may see mobility at the campus level, the district overall has had a consistent demographic makeup. This strength can help identify groups who need long term plans. Identification into special programs has been a focus of the district for both compliance and for student instructional needs. Special Education saw an increase of 2% in student participation. Students in the Bilingual program overall increased by 0.6% but the percent in ESL programs decreased by 2%. For the EL students, the stability in enrollment reflects a strength because it can help build long term systems. There was an increase in the number of At Risk students by 572. Stronger systems for identification have helped campuses meet the needs of students more accurately.

For enrollment, there is a strength seen in the high school data. The perentage of 9-12 grade students has increased slightly at all 4 grade levels. This is a reflection of the work on keeping students in school.

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Student Learning

Student Learning Summary

Student Learning Summary

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

Summary of Accountability:

Due to COVID 19, there was not an analysis of Texas school districts for accountability for 2019-2020. Therefore the statistics used for the 2019 accountability A through F rating are the most current. Based on the TAPR Accountability System, the district earned an overall rating of 81%. Within the three domains, Waco ISD had a 72, 85, and 70. The second domain used the relative performance measure to rate the district. This means that compared to other districts with the same economically disadvantaged percentage of students, WISD performs well. This is also a lower number than it should be due to incorrect PEIMS data submission for the economically disadvantaged during the 2018 school year.

Below is a breakdown of the overall ratings for WISD Campuses by level (2019):

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

Of these campus ratings, 5 campuses are a part of the Transformation Waco charter. Of these campuses two elementary schools and a middle school rated C and one elementary and one middle school rated an F. [For further breakdown of the accountability ratings, refer back to the 2019-2020 Needs Assessment.]

To get a more accurate picture of the potential accountability data for the district moving forward, recent TELPAS and STAAR performance along with CCMR and graduation data was used.

TELPAS showed an unusually high amount of students scoring as Beginners. Almost all students participated.

TELPAS COMPOSITE PERFORMANCE FOR 2020-21 (In percents)

Grade Level	Beginning	Intermediate	Advanced	Advanced High	Not Rated
Kindergarten	3%	11%	49%	23% 206	14%

TELPAS COMPOSITE PERFORMANCE FOR 2020-21 (In percents)

First Grade	2%	10%	35%	36%	16%
Second Grade	2%	10%	35%	36%	16%
Third Grade	6%	3%	42%	41%	9%
Fourth Grade	8%	5%	45%	34%	8%
FIfth Grade	7%	3%	23%	50%	16%
Sixth Grade	26%	4%	29%	36%	4%
Seventh Grade	30%	3%	27%	32%	8%
Eighth Grade	28%	1%	21%	43%	8%
Ninth Grade	62%	3%	18%	15%	2%
Tenth Grade	68%	3%	14%	15%	1%
Eleventh Grade	76%	3%	8%	10%	3%
Twelfth Grade	81%	1%	11%	7%	0%

For STAAR, results varied across the district, grade level and subject. Comparison with state drops in performance can help provide some frame of reference due to Covid issues which caused disruption in both participation and results.

DISTRICT PASSING RATES -- 2021 COMPARED TO 2019

Subject	Year	Grade	State	Waco ISD
Reading	Spring 2019	3	76	58
Reading	Spring 2021	3	68	48
			-8	-10
Reading	Spring 2019	4	74	57
Reading	Spring 2021	4	63	39
			-11	-18
Reading	Spring 2019	5	77	63
Reading	Spring 2021	5	72	56
			-5	-7
Reading	Spring 2019	6	66	51
Reading	Spring 2021	6	61	44
			-5	-7
Reading	Spring 2019	7	74	65
Reading	Spring 2021	7	68	53
			-6	-12

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Subject	Year	Grade	State		Waco ISD
Reading	Spring 2019	8	77	68	
Reading	Spring 2021	8	72	58	
			-5	-10	
Writing	Spring 2019	4	65	47	
Writing	Spring 2021	4	53	26	
			-12	-21	
Writing	Spring 2019	7	69	53	
Writing	Spring 2021	7	61	43	
			-8	-10	
Mathematics	Spring 2019	3	78	59	
Mathematics	Spring 2021	3	61	35	
			-17	-24	
Mathematics	Spring 2019	4	74	57	
Mathematics	Spring 2021	4	58	33	
			-16	-24	
Mathematics	Spring 2019	5	83	70	
Mathematics	Spring 2021	5	69	50	
			-14	-20	
Mathematics	Spring 2019	6	79	67	
Mathematics	Spring 2021	6	66	49	
			-13	-18	
Mathematics	Spring 2019	7	73	58	
Mathematics	Spring 2021	7	54	39	
			-19	-19	
Mathematics	Spring 2019	8	81	72	
Mathematics	Spring 2021	8	60	41	
			-21	-31	
Science	Spring 2019	5	74	61	
Science	Spring 2021	5	61	42	
			-13	-19	
Science	Spring 2019	8	79	71	
Science	Spring 2021	8	67	51	
			-12	-20	
Social Studies	Spring 2019	8	67	53	
Social Studies	Spring 2021	8	56	33	

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Subject	Year	Grade	State	Waco ISD
		-11	-20	
Algebra I	Spring 2019	84	81	
Algebra I	Spring 2021	72	65	
		-12	-16	
Biology	Spring 2019	88	81	
Biology	Spring 2021	81	60	
		-7	-21	
English I	Spring 2019	63	47	
English I	Spring 2021	66	44	
		3	-3	
English II	Spring 2019	67	52	
English II	Spring 2021	70	55	
		3	3	
U.S. History	Spring 2019	93	87	
U.S. History	Spring 2021	88	82	
		-5	-5	

The district began to utilize the Renaissance 360 program to measure progress for students in math and reading. Students took this twice in the year so it can help determine more accurate support needs for students. Renaissance 360 data shows a pattern of 27% Approaches, 13% Meets and 10% Masters for overall reading scores in the distirct. The Math trend is 26% Approaches, 12% Meets and 6% Masters. This correlates with the drop in scores by students in both areas but Math decreased more. The participation rate for Renaissance was similar in pattern to STAAR participation.

For the Graduation Rate, rates improved across campuses for the classes of 2020 through 2018. If Waco ISD had received an accountability rating in this area, these would be the statistics used. Overall these results show:

	4 year state rate (2020) - Domain 1 option	5 year (2019) - Domain 1 option	6 year (2018) - Domain 1 option
Number of students in cohort	Graduation Rate %	Graduation Rate %	Graduation Rate %

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	4 year state rate (2020) - Domain 1 option		5 year (2019) - Domain 1 option	6 year (2018) - Domain 1 option
District	1013	83.9 (+4.6)	82.5 (+3.1)	82.3 (+0.6)
Waco HS	471	87.9 (+ 7.9)	89.2 (+5.4)	86.5 (+1.3)
University HS	447	93.7 (+ 0.2)	94.9 (+2)	93.8 (+0.8)
Brazos HS	91	67 (+16.3)	47.9 (+2.3)	45.8 (+14.2)

4 year Federal Graduation Rates for Class of 2019 and Class of 2020
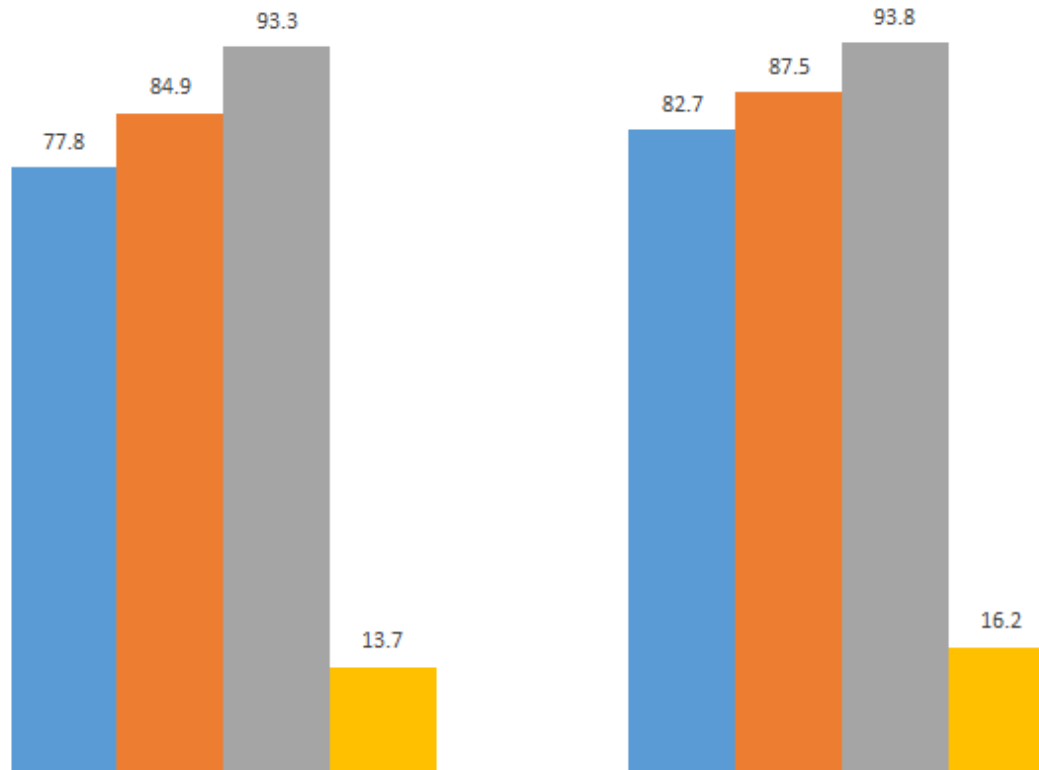
	Graduation Rate %	Graduation Rate %
Waco ISD	77.8	82.7
Waco HS	84.9	87.5
University HS	93.3	93.8

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	13.7	16.2
■ Brazos HS		

For College, Career and Military Readiness, there was a significant decrease in performance for the class of 2020. The drops came in areas that were taken out of the accountability system including military readiness and CTE course completions so the drops were anticipated. There was a minor drop in dual credit performance for the spring of 2020 which was when schools and colleges transitioned to online due to COVID-19 closures. In a review of 3 years, the trends in each area help to see where improvement is needed. The WISD Board of Trustees created a goal of 62% for CCMR for 2020-2021. The campuses and district are now below this goal with the class of 2020.

CRITERIA FOR COLLEGE, CAREER AND MILITARY READINESS	839 Graduates of 2018 (2019 Accountability)	900 Graduates of 2019 (would have been 2020 Accountability)	924 Graduates of 2020 (would have been 2021 Accountability)
Met TSI criteria in both ELA/Reading and Mathematics	20%	22%	20%
Met criterion score on an AP/IB exam in any subject	12%	11%	9%
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	20% (164 students)	29% (259 students)	18% (165 students)
Earned an industry-based certification from approved list	10%	16%	22%
Earned a level I or level II certificate in any workforce education area	0%	0%	0%
Earned an associate's degree while in high school	0%	3%	3%
Earned a level I or level II certificate in any workforce education area	0%	0%	0%
Received graduation type code of 04, 05, 54, or 55	0%	1%	2%
Identified as receiving special education services and earned an advanced degree plan	2%	2%	3%
Enlisted in the U.S. Armed Forces	9% (79 students)	18% (164 students - 56 students only this)	Currently not available
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	16% (133 students)	15% (133 students)	No longer available

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What percent of students met CCMR criteria in one or more areas?
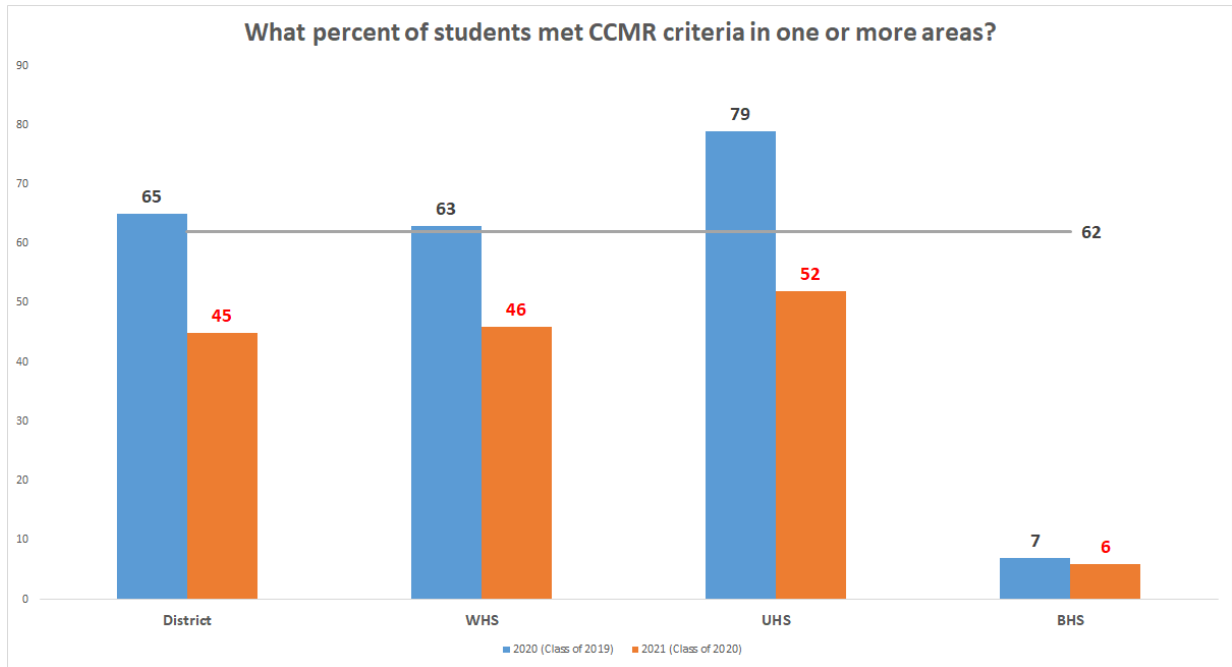
Student Learning Strengths

The main strength in Student Learning is the decrease in students dropping out in all 3 high schools. The graduation rate of these campuses also increased for all classes: 4 year, 5 year and 6 year. This strength stands as a measure of the improvements made in coding but also in working to help students complete high school. COVID-19 remained a challenge for the state of Texas in 2020-2021. The drop in scores is consistent with the pattern statewide. Math performance dropped more than reading performance statewide and within Waco ISD as well. So STAAR scores cannot accurately be a measure of curricular output.

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District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Summary

Over the past few years, campus leaders were guided through a process where they shared their views about the needs of their campuses and the district, a review of district accountability data helped provide a quantitative analysis of the district's needs and those of each campus. Throughout the year, principals received coaching to grow campus leaders while also being mindful of the safety of students and teachers during a pandemic. These reviews and discussions continue to lead the district to focus on concepts that would help develop leadership and teacher potential to improve student outcomes.

In examining district concerns, there was a need for a problem-solving protocol that would incorporate qualitative and quantitative data, strategies, and a focus on empathy. Training in Design Thinking in fall 2019 provided a common framework to examine broader district issues. This training was utilized again in the fall of 2020 and in 2021 to focus on concerns and needs for all stakeholders within the district.

Culture and Vision

In the spring of 2020, district and campus leaders began reviewing and building a mission and vision for Waco ISD. Two themes emerged. First, there was limited institutional knowledge around the current statements. Second, there was a consensus that it would be appropriate to develop new vision and mission statements for Waco ISD. From this work, Waco ISD's mission was determined to be to provide an educational foundation that empowers and values all. The vision of Waco ISD is to grow students and staff to create a better future for all. District and campus leaders worked collaboratively in the fall 2020 leadership retreat to bring to life the new mission and vision by using the Design Thinking process to focus on the idea of building a culture of belonging in Waco ISD. This work continued with Design Thinking in the summer of 2021, where the focus was on moving forward from a challenging year in a positive direction. The theme for the district for 2021-2022 school year is "We are Waco ISD," which supports the district's overall vision. Signage and social media posts help to share the mission and vision of Waco ISD.

Leadership Development

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

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

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essential systems, new learning would be difficult to implement.
The Effective Schools Framework process also identified this as a common need in the campuses in School Improvement.

Waco ISD has been selected to participate in the Holdsworth Center's leadership pipeline development program beginning in the fall of 2021. This 18-month program will be attended by the Superintendent, the Deputy Superintendent, and the Assistant Superintendent of Curriculum and Instruction.

Quality Teaching and Learning

Waco ISD continues to focus on developing a strong Tier 1 curriculum concentrating on planning, instruction, and alignment. This was derived from STAAR data for all students and all tests in 2019 as well as a review of the 2021 performance. With the instability of student learning from both home and in person at school, other pieces of data were used to review student performance including Renaissance 360, CIRCLE, TxKEA and district TCA (Taught Curriculum Assessments) for each core area.

Two years ago it was found that there was also a lack of available resources for curricular implementation or training to use resources in an aligned manner. There were no district-level expectations set for lesson planning structures and processes. Historically, this was a campus level decision. A system for building lessons was put into place beginning in the 2019-2020 school year but was disrupted in the spring with COVID-19 requiring emergency measures for teaching and learning virtually in place. Throughout the 2020-2021 school year, administrators and teachers were trained and coached on developing richer lesson plans to support improvements in teacher skill and student learning. This protocol will continue to be followed in the 2021-2022 school year.

Curriculum development has been an ongoing process. For the past two years, WISD Curriculum Coordinators have been guided by the Assistant Superintendent of Curriculum and Instruction through a specific process for building curriculum documents and resource connections. This work has been completed for Language Arts, Social Studies, Mathematics and Science (with the exception of a few higher level high school courses). This work will continue to improve curriculum, planning, instruction and assessment processes.

Literacy has been an issue for Waco ISD students. In 2019, 39% of students did not pass STAAR Reading, and another 30% were scoring at Approaches grade level. Approximately 69% of students are below grade level in reading. When you combine this with curricular issues, there was a clear need to begin focusing on literacy instruction for students. Since STAAR begins at grade 3, there is a need for stronger early literacy Tier 1 instruction. In 2019-2020 Waco ISD began implementing the HB3 required training and coaching for elementary teachers on literacy through the Reading Academies and support for ESC Region 12. Measures are needed for organized RTI/MTSS structures district wide to help provide predictable structures across the district to combat student mobility.

Data Driven Instruction

To support the implementation of a strong curriculum focusing on standards-based instruction, a specific protocol is needed to review data and respond effectively. This begins with understanding the state's accountability data, establishing aligned assessments to gather useful data, and responding to student needs through instruction and intervention. This requires ongoing professional development beginning with instructional leaders. Data Driven Instruction was implemented in 2019-2020 to address this need. The Curriculum Department began by aligning assessments from the district. This provided better data to start training on protocols with campus instructional specialists and principals to develop the teachers' ability to respond to student needs. This requires ongoing job-embedded professional development of campus instructional leaders to work with teachers.

Teacher Retention

In examining the issue of teacher retention, Design Thinking provided a framework to explore district issues. With data showing the trends of teachers leaving the district and new teachers being mostly inexperienced, it was clear that there needed to be an examination of root causes to build more effective practices. Systems like onboarding and mentorship needed to be created for more effective support. Beginning in 2021-2022 WISD will be establishing a P-TECH school to establish a Future Educators Academy. In 2020-2021, the WISD board approved measures for possible leadership opportunities for teachers on some campuses through Opportunity Culture. The Texas Incentive Allotment (TIA) was established for Waco ISD and began data collection in 2020-2021 to nominate PreK- through 12 reading and math teachers. An application was put in at the same time to include Social Studies and Science teachers not already covered by the math and reading option. Also, the WISD board approved bonuses for teachers who stay in the district moving forward. These processes were all designed to attract and retain teachers.

For new teachers, there are mentor programs that provide support for the first two years of a teacher's career. These protocols are supported at the district level.

High School Systems

With a dropout rate of 3.8% and a graduation rate of 77%, WISD examined the student based systems to determine needs. This included reviewing the roles of all campus leaders, reviewing student tracking systems and examining the credit recovery structures available including Brazos High School. A protocol for tracking students which aligns students across campuses and assigns specific responsibilities to the leadership roles regardless of the campus was established. This improved the statistics to a 2.5% dropout rate and an overall graduation rate of 83.9%. Brazos HS was able to graduate 78 students in one year.

There is a need to continue working on reviewing student based data to determine root causes for students who are dropouts or at risk of dropping out. There is a specific focus on reviewing the overall rates as well as those of the Special Education, English Learner and Homeless populations. These groups are required to monitor the rates of their students following plans submitted to TEA.

Perceptions

Perceptions Summary

Waco ISD conducts annual surveys of students, parents, and staff. The following represents a summary of the culture/climate, values, and beliefs as based upon the responses collected in the spring of 2021.

Staff Survey

The staff/teacher survey had 467 responses. Results included a positive response to feeling valued and school leadership effectiveness. Faculty members felt respected by colleagues but results were lower for them feeling connected with other adults in the building. Questions about professional learning were favorable. With the new methodologies being introduced, this shows a move towards support by teachers and staff. There was a strong response for teachers feeling that they are trusted to do their work the way they believe is best. Staff felt that students were not enthusiastic about being in school and were not supportive of one another. Given the circumstances of virtual versus in person learning, this is not surprising. There were improved scores in how teachers feel their campus leaders are supporting them and providing a positive climate.

Staff Survey (2020)

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

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

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

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

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

crossover campuses.

Top Problems for Campuses

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

Parent Survey (2020)

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

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

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

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

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

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Technology and Learning

 In the spring of 2021, three technology surveys were administered. The audiences of these surveys were parents, students and faculty. This information was gathered to plan for support needs for Covid 19 and distance learning as well as an overall view of technology. The parent survey contained 6 questions and received 439 responses, a 50% decrease from 2020 participation.. The student survey was 8 questions and had responses from 994 students from grades 3-12, a dramatic increase from 2020. The faculty survey was 9 questions and included 366 responses from across the elementary, middle and high schools.For staff, there was also a category of "Special Services" added.

The parent survey data reflected an even distribution of responses from grades Pre-K to 12. The trends included 87% of their children having sufficient internet access at home yet only 50% indicated they had enough devices for all of their school aged children. There were fewer questions this year since last year's survey related to needs for virtual learning for the entire district.

Student responses indicated that the greatest bulk came from the 6th through 10th grade. Results showed that 55% of the students have access to a computer at home that is not their school issued one and 89% said they have access to wireless internet that is not from their phone. When relating to instructional uses, 87% noted that their teachers used technology daily but only 69% said that this usage was directly to receive instruction. The program's weekly usage was predominantly noted to be Canvas/Seesaw and Clever. This is not surprising given that these were the district's overall platforms for delivery. The top 3 reasons students noted that they used their computer for were: taking tests, communicating with teachers, and checking their grades. The least uses were: social media, composing music and videos. Students felt Waco ISD should prioritize technology purchases on classroom projectors and sound, newer devices for students and Canvas/Seesaw. Finally students believed the instructional focus for technology should be helping teachers develop more engaging lessons.

For the faculty survey, the amount of responses essentially increased by grade level. For devices and access, 80% have other devices at home and 98% have internet access at home. Teachers ranked the use of technology in the classroom. The highest was helping reinforce and expand on content. This differs from student responses. Teachers felt they needed more technology training in: remote learning tools, Canvas/Seesaw and social and emotional learning. Teachers felt their students used their devices to access class materials, take tests, and communicate with teachers. This correlates with what students noted.

Perceptions Strengths

There were improvements from 2020 to 2021 on how teachers felt about being supported by leadership and their growth. There is an increased sense of belonging. The technology survey shows that teachers and students are making more use of technology for instructional purposes.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

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- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

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Goals

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Launch a "We are Waco ISD" video series to tell stories of the unique, complex, and diverse identities in Waco ISD.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instill a sense of belonging, connection, and empowerment among students and staff	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Exec. Director of Communications				

Strategy 2 Details	Reviews			
Strategy 2: Provide recognition at monthly board meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: School partners/community organizations recognized	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Exec. Director of Communications				

Strategy 3 Details	Reviews			
Strategy 3: Use all communication outlets to profile community partners working to support race equity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Partners recognized	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Exec. Director of Communications				

Strategy 4 Details	Reviews			
Strategy 4: Participate in Race Equity Key Stakeholders Group to build relationships and coordinate community efforts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhanced efforts to promote race equity work in schools and the community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Chief of Staff, Asst. Supt. Student Services and Support				

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

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

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

    Evaluation Data Sources: Records of Engagement Activities, Community Newsletters

Strategy 1 Details	Reviews			
Strategy 1: Inform parents, community members, and business partners about the Long-Range Facilities Planning process and proposed bond program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Understanding of the district's facilities needs and bond proposal	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Exec. Director of Communications				

Strategy 2 Details	Reviews			
Strategy 2: Communicate the district's key priorities for 2021-2022 including but not limited to increased academic interventions, literacy initiatives, and social-emotional learning activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of district focus areas	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Exec. Director of Communications				

Strategy 3 Details	Reviews			
Strategy 3: Communicate unique program opportunities for students including the P-TECH Future Educators Academy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of district programs promotes student engagement and increased enrollment	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Exec. Director of Communications				

Strategy 4 Details	Reviews			
Strategy 4: Invite parents, community members, and business partners to engage with the Superintendent via tele town hall and/or other events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Open lines of communication between members of the community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff, Exec. Director Communications				
Title I Schoolwide Elements: 3.2				

Strategy 5 Details	Reviews			
Strategy 5: Make presentations, attend meetings, and solicit feedback from community groups such as the NAACP, Waco Leadership Forum, Executive Advisory Board for Greater Waco Area Manufacturing Academy, Waco Business League, and others.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Community groups are full partners in public school goals and strategies	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Chief of Staff, Exec. Director Communications				

Strategy 6 Details		Reviews			

Strategy 6: Continue monthly newsletter to share district information with key community leaders and post on district website for parents and others to view.
 	
    Strategy's Expected Result/Impact: Newsletter provides timely information to parents and community stakeholders
 	
    Staff Responsible for Monitoring: Supt., Exec. Director Communications
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: Use ESSER III funding to support family engagement activities. Each campus will receive a per student allocation to facilitate campus based activities.
    Strategy's Expected Result/Impact: Increased family engagement opportunities at the campus level
    Staff Responsible for Monitoring: Principals
    Title I Schoolwide Elements: 3.1, 3.2
    Funding Sources: - American Rescue Plan (ARP/ESSER III)
	Formative			**Summative**

	Nov	Jan	Mar	June
Strategy 2 Details	**Reviews**			

Strategy 2: Continue to produce "Classroom Close-Ups" video series to highlight in-person and remote instruction.
    Strategy's Expected Result/Impact: Quality classroom instruction promoted, increased parent confidence
    Staff Responsible for Monitoring: Exec. Director Communications
	Formative			**Summative**

	Nov	Jan	Mar	June
Strategy 3 Details	**Reviews**			

Strategy 3: Provide support and professional development for early childhood education including using the Parents as Teachers Program.
    Strategy's Expected Result/Impact: Higher achievement for students
    Staff Responsible for Monitoring: Director of Early Childhood Education
    Title I Schoolwide Elements: 2.5, 2.6
    Funding Sources: Parents as Educators - Title I Parent Involvement
	Formative			**Summative**

	Nov	Jan	Mar	June
Strategy 4 Details	**Reviews**			

Strategy 4: Host district-wide family engagement activities to cultivate authentic relationships and produce positive academic, social and emotional results for students.
    Strategy's Expected Result/Impact: Increased family engagement supporting their students and making connections between families and supporting resources in the community and surrounding areas
    Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support
    Funding Sources: Family Fest - Title I Parent Involvement
	Formative			**Summative**

	Nov	Jan	Mar	June

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Strategy 5 Details	Reviews			
Strategy 5: Provide a Saturday Diversion Educational Program for parents and students as a part of the district's comprehensive plan for supporting students. Parents and students will learn about the importance of attendance and ways to self-regulate behaviors.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lower disciplinary referral rates and dropout rates long with increased attendance rates **Staff Responsible for Monitoring:** Asst. Supt. of Student Services and Support, Exec. Director Student Services **Funding Sources:** Diversion Program - State Compensatory Education				

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

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

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

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

Strategy 1 Details	Reviews			

Strategy 1: Continue to implement recommendations from the 2020 TASB Staffing Study. ESSER funding will be used to support the recommendation to hire additional school counselors and librarians.
    Strategy's Expected Result/Impact: Ensure consistent and equitable staffing, increased efficiencies
    Staff Responsible for Monitoring: Asst. Supt. Human Resources
    Funding Sources: - American Rescue Plan (ARP/ESSER III)
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Strengthen current hiring processes to onboard more high quality candidates through efficient pre-screening/screening structures, interviewing protocols and final review checks.
    Strategy's Expected Result/Impact: Hiring processes ensure that hiring managers can efficiently screen viable candidates, use rigorous interviewing tools, and recommend quality candidates in a timely manner
    Staff Responsible for Monitoring: Asst. Supt. Human Resources
    Title I Schoolwide Elements: 2.4
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Identify district and campus trends using the Panorama Climate Survey and exit empathy interviews and determine next steps for improvement with district and school leaders.
    Strategy's Expected Result/Impact: Improved teacher retention
    Staff Responsible for Monitoring: Asst. Supt. Human Resources
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Design a stronger orientation process for new hires and differentiate for employees based on roles including written "Need to Knows" to ensure employees are knowledgeable and prepared to serve in the role for which they are employed.
    Strategy's Expected Result/Impact: Tailored orientation sessions for new employees to meet role needs
    Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director Human Resources
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Use ESSER funds to launch a multi-year retention bonus for teachers and other hard to fill positions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Bonuses improve teacher retention rates and reduce turnover in other hard to fill positions	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Human Resources				

Strategy 2 Details	Reviews			
Strategy 2: Implement year one of a teacher residency program using the Opportunity Culture model in partnership with Texas Tech University, Tarleton State University and Public Impact.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Develop pipeline of quality teachers and retain teachers				
Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director Professional Development, Director of Opportunity Culture				

Strategy 3 Details	Reviews			
Strategy 3: Research, design and implement 2-3 strategies for recruiting a more diverse teaching workforce including improving the current Grow Your Own program for district paraprofessionals.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of professional educators and leaders of color and increase the number of males in teaching and leadership roles				
Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director HR, Director of HR Recruitment				

Strategy 4 Details	Reviews			
Strategy 4: Cultivate the recruitment of high school students who receive the paraprofessional certification and help them transition into college and university education programs for teaching.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Develop pipeline of paraprofessionals who ultimately teach for Waco ISD				
Staff Responsible for Monitoring: Asst. Supt. Human Resources, Director of Opportunity Culture, Asst. Director Human Resources, Director of CTE				

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Strategy 5 Details		Reviews			
Strategy 5: Assess the New Teacher Induction Model and implementation of campus onboarding processes to determine what is working and what opportunities exist for improvement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved processes for inducting new teachers that results in increased retention of new teachers **Staff Responsible for Monitoring:** Asst. Supt. Human Resources, Executive Director Human Resources, Coordinator of New Teacher Mentoring Program					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

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

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

Strategy 1 Details			Reviews			
Strategy 1: Implement year two of a three-year elementary literacy plan and initiate a middle school literacy plan to deepen teacher knowledge and skills in effective literacy instruction.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR Results, Professional Development Records						
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development						
Title I Schoolwide Elements: 2.4, 2.6						
Funding Sources: WIN Literacy Training - Title II, Part A (TPTR)						

Strategy 2 Details			Reviews			
Strategy 2: Promote teacher leadership through the development and implementation of a Teacher Leadership Academy.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Opportunities for results-oriented teachers to work collaboratively with new or struggling teachers						
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development						
Title I Schoolwide Elements: 2.4, 2.5, 2.6						

Strategy 3 Details			Reviews			
Strategy 3: Continue to implement professional development focused on Data-Driven Instruction and ensure district curriculum coordinators, instructional coaches, and instructional specialists are available to assist with data-driven instructional planning, in-class instructional support, and professional development for teachers.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Schedule to ensure all campuses have access to instructional coaches as needed and schedule for DDI training and campus implementation plans						
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development						
Title I Schoolwide Elements: 2.4, 2.6						
Funding Sources: Instructional Coaches and Instructional Specialist - Title 1						

Strategy 4 Details	Reviews			
Strategy 4: Continue to provide professional development to onboard new leaders with Action Coaching to increase the effectiveness of observation and feedback and focus on strengthening knowledge and skills of principals, assistant principals, instructional specialists, and district leaders.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using the See It, Name It, Do It coaching protocols to increase effectiveness of feedback given to teachers **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development				

Strategy 5 Details	Reviews			
Strategy 5: Continue to implement professional development around lesson planning, processes and protocols.	Formative			Summative
Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development **Title I Schoolwide Elements:** 2.4				

Strategy 6 Details	Reviews			
Strategy 6: Continue to provide job-embedded, practice based professional development based on campus needs to support the district's initiatives. Using a framework, train campus leaders on how to identify ways to support teachers in high leverage areas.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Real time learning and application of new skills to support implementation in high leverage student achievement areas **Staff Responsible for Monitoring:** Exec. Director Professional Development				

Strategy 7 Details	Reviews			
Strategy 7: Use student achievement data to develop a 2022 summer professional development plan. The plan will provide differentiated opportunities for teachers based on experience level and need.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Digital and/or print document outlining summer professional development offerings **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Professional Learning Activities - Title II, Part A (TPTR)				

Strategy 8 Details	Reviews			
Strategy 8: Ensure 100% of K-3 teachers and principals complete the Reading Academies, as outlined in HB 3 by the 86th Texas Legislature. For 2021-2022, train kindergarten and third grade teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and principals have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director of Elementary Education **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 9 Details	Reviews			
Strategy 9: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Systemized interventions implemented for small group remediation **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction **Funding Sources:** LLI, DTM, Reading Plus, Neuhaus Trainings - American Rescue Plan (ARP/ESSER III)				

Strategy 10 Details	Reviews			
Strategy 10: Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased knowledge and skills of campus paraprofessionals, resulting in system effectiveness **Staff Responsible for Monitoring:** Exec. Director Professional Development, Asst. Supt. Student Services and Support				

Strategy 11 Details	Reviews			
Strategy 11: Develop web-based, flexible professional development offerings to respond to problems of practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Flexible, real-time professional development provided to address teacher needs **Staff Responsible for Monitoring:** Exec. Dir. of Curriculum and Professional Development, Executive Dir. of Secondary Curriculum and Instruction				

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

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Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement year 2 of the Teacher Incentive Allotment (TIA) project tasks to support the effective implementation of T-TESS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Strong inter-rater reliability for evaluating teachers across all schools and congruence between student growth and teacher performance **Staff Responsible for Monitoring:** Asst. Supt. Curriculum & Instruction, Asst. Supt. Human Resources, Director of Strategic Evaluation Systems				
Strategy 2 Details	Reviews			
Strategy 2: Implement Phase 2 of the Teacher Incentive Allotment (TIA) for teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Human Resources, Director of Strategic Evaluation Systems				
Strategy 3 Details	Reviews			
Strategy 3: Continue to systematically monitor teacher performance through data reviews and calibrations in order to identify teachers who need additional support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop and retain highly effective teachers in our schools with the most need to improve learning outcomes **Staff Responsible for Monitoring:** Asst. Supt. Human Resources, Exec. Director of Human Resources, Director of Strategic Evaluation Systems				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Convene groups of content and grade level teachers from all campuses to provide feedback and revise curriculum documents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers provide feedback to refine scope and sequence document based on experiences during the first year of implementation				
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education, Core Content Coordinators				
Funding Sources: Planning time during summer months - Title 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement new scope and sequence curriculum documents and unit assessments for grades 6-8 science, chemistry, biology, physics and environmental systems, grades 6-8 social studies, world geography, and world history.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: New documents implemented in classrooms beginning August 2021				
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education, Core Content Coordinators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Pay staff for curriculum development - Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Develop scope and sequence curriculum documents for additional core content areas including elementary social studies, Pre-Advanced and Advanced Placement courses and LOTE, which have not yet been written.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Equitable instruction across district, differentiated instruction for advanced learners				
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education, Core Content Coordinators				

Strategy 4 Details	Reviews			
Strategy 4: Support the use of curriculum documents in the lesson planning process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Aligned lesson plans created by teachers that reflect the proper level of rigor and complexity of assigned grade level TEKS and reteach plans for identified student expectations				
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Teaching planning and alignment during summer months - Title 1				

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Strategy 5 Details		Reviews		
Strategy 5: Provide instructional resources and professional development aligned to the district's curriculum.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Teachers have needed resources and training to effectively implement the district's curriculum	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction				
Funding Sources: TEKS Resource Guide, Enhanced Curriculum, Imagine Learning - Title 1, Reading Plus, Neuhaus - American Rescue Plan (ARP/ESSER III)				

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

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

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

Evaluation Data Sources: Local Assessment Data, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue to develop and refine common unit assessments for use in the DDI process to ensure equity across campuses and to evaluate learning and guide instructional adjustments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Schedule of common assessments to include the number of assessments, timeline for administration of each assessment, and leverage areas for each assessment				
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education				
Title I Schoolwide Elements: 2.4, 2.6				
Funding Sources: Eduphoria/STAAR Test Maker - Title 1				

Strategy 2 Details	Reviews			
Strategy 2: Use TEA interim assessments to identify areas of instruction focus and interventions at each school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Greater alignment to the state testing system and achievement predictability				
Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis				
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Provide support to campus leadership teams to use data to determine instructional adjustments and targeted interventions for students in need of additional support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Schedule outlining district instructional support for campus leaders and teachers to evaluate data and develop campus and/or student-specific interventions				
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis				
Title I Schoolwide Elements: 2.6				
Funding Sources: Eduphoria Suite, Renaissance Learning - Title 1				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Using ESSER funding, initiate a Ready Recovery program by employing three Reading Recovery Lead Teachers to attend training at Texas Woman's University in 2021-2022 and place teachers on campuses with lowest state accountability ratings to serve targeted students. These teachers will train selected teachers in 2022-2023 to implement the Reading Recovery model.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher capacity to support intensive reading instruction for struggling students, increased student achievement **Staff Responsible for Monitoring:** Director of Intervention Services/State and Federal Programs **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** TWU tuition/materials - American Rescue Plan (ARP/ESSER III)				

Strategy 2 Details	Reviews			
Strategy 2: Use ESSER funding to establish at least two model literacy classrooms at every campus, K-8, to build capacity of literacy leaders on campus and provide coaching for campus teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher and knowledge and skills of effective literacy instruction **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education **Funding Sources:** Materials to establish a model classroom - American Rescue Plan (ARP/ESSER III)				

Strategy 3 Details	Reviews			
Strategy 3: Using ESSER funding, provide all elementary teachers and secondary ELA teachers with funding for classroom libraries.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased access to reading materials, increased student achievement **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Coordinator of Library Services **Funding Sources:** Materials for classroom - American Rescue Plan (ARP/ESSER III)				

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Strategy 4 Details	Reviews			
Strategy 4: Continue the implementation of the district's elementary professional development plan for literacy and make adjustments based on determined gaps.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Director Elementary Education **Funding Sources:** Warren Instructional Network - Title II, Part A (TPTR)				

Strategy 5 Details	Reviews			
Strategy 5: Launch the professional development plan for effective literacy instruction for middle school teachers.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction for middle school ELAR **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development **Funding Sources:** Warren Instruction Network - Title II, Part A (TPTR)				

Strategy 6 Details	Reviews			
Strategy 6: Send first and second grade teachers, SIT teachers, and assistant principals to state reading academies.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased knowledge and skills on the science of reading instruction **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** - Title 1				

Strategy 7 Details	Reviews			
Strategy 7: Review and make annual recommendations for board-adopted plans and goals for early literacy and math proficiency.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Feedback received from board, plans and goals adopted as required by HB 3 **Staff Responsible for Monitoring:** Supt., Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education				

Strategy 8 Details	Reviews			
Strategy 8: Train paraprofessionals assigned to support early literacy.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective use of paraprofessionals to support literacy **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education **Title I Schoolwide Elements:** 2.4				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Align middle and high school core courses, including middle school courses offered for high school credit, and elective courses to provide consistency among campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Equity and alignment of courses at the secondary level **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Monitor student attendance in dual credit courses to ensure compliance with state attendance accounting guidelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Report outlining all students currently taking dual credit courses, the number of minutes in attendance overall, and the number of minutes on campus each day of week **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, PEIMS Director, Exec. Director of Secondary Education	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Review and continue to refine and revise course planning guide, ensuring alignment to EIC (LOCAL).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Updated course planning guide **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue training for secondary counselors including academic advising, transcript process for incoming students, and separation of class rank calculations from academic advising.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accurate transcripts and 4 year graduation plans in place for each student **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis	Nov	Jan	Mar	June
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Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop scope and sequence curriculum documents for Spanish I and Spanish II for implementation in 2022-2023 to ensure program consistency and equity. **Strategy's Expected Result/Impact:** Increased program consistency, student achievement **Staff Responsible for Monitoring:** Exec. Director Secondary Curriculum	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Review all Languages Other than English (LOTE) courses taught in district and staffing at each location where LOTE program offered. **Strategy's Expected Result/Impact:** Graphic organizer depicting all LOTE courses taught in district, campuses where courses are taught, and impact on endorsements **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum **Title I Schoolwide Elements:** 2.4	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Identify middle school students for appropriate placement in high school LOTE courses, providing opportunities for Spanish speakers to advance. **Strategy's Expected Result/Impact:** Training for secondary counselors to identify students eligible for year 1 and year 2 LOTE credit by exam, Spanish speakers are advanced through curriculum to higher level courses to match skill level **Staff Responsible for Monitoring:** Exec. Director Secondary Curriculum **Title I Schoolwide Elements:** 2.4, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

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

**Evaluation Data Sources:** STAAR Achievement Data, Grant Evaluation

Strategy 1 Details	Reviews			
Strategy 1: Include Transformation Zone teachers in district curriculum writing, state reading academies, and the model literacy classroom initiative.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistency among Waco ISD and Transformation Zone campuses	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education				

Strategy 2 Details	Reviews			
Strategy 2: Include Transformation Zone leaders in principal meetings and all professional development sessions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional efforts aligned to extent possible to ensure equity of instruction to address student mobility	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent, CEO Transformation Zone, Asst. Supt. Curriculum and Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Meet periodically and/or as needed with the CEO of the Transformation Zone to coordinate services.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Coordinated services for students at Alta Vista, Brook Avenue, JH Hines, Indian Spring, and Carver Middle School	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Supt.				
Title I Schoolwide Elements: 2.4				

Strategy 4 Details	Reviews			
Strategy 4: Conduct an annual evaluation of the Transformation Zone.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evaluation meets requirements of contract	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Board of Trustees, Chief of Staff				

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

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

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

Strategy 1 Details			Reviews	
Strategy 1: Attend Targeted Improvement Plan training prior to developing intervention plans for 2021-2022.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Quality Targeted Improvement Plans submitted to TEA **Staff Responsible for Monitoring:** Supt., Exec. Director Elementary Education	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews	
Strategy 2: Participate in required activities and site visits with ESC 12 and TEA to document work as prioritized in Targeted Improvement Plans.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plans implemented with fidelity, documentation in place to support Effective Schools Framework **Staff Responsible for Monitoring:** Exec. Director Elementary Education **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details			Reviews	
Strategy 3: Provide continued training for Data Driven Instruction (DDI) to systematically inform response to data and reteach plans.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Creation of systems and processes around DDI to be used in data meetings and creation of cycles for coaching of campus leaders, specialist and district curriculum coordinators **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 4 Details			Reviews	
Strategy 4: Continue to provide Action Coaching training with campus leaders to increase the use of effective observation and feedback cycles.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Creation of stystems and processes around observation and feedback to include documentation, teacher action steps, and data tracking **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director of Curriculum and Professional Development				

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
Strategy 5 Details		Reviews		
Strategy 5: Plan, submit, and implement School Improvement Grant activities to support schools labeled as Additional Targeted, Targeted Support or Comprehensive.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Grant activities increase student achievement **Staff Responsible for Monitoring:** Asst. Supt, Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Director Elementary and Secondary Education **Funding Sources:** - American Rescue Plan (ARP/ESSER III)					

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to train district and campus leaders to understand and develop systems to monitor progress on state and federal accountability systems and clarify any misconceptions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: District and campus leaders have clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement
     Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis
     Title I Schoolwide Elements: 2.4				

Strategy 2 Details	Reviews			
Strategy 2: Conduct training on understanding the TELPAS testing system, how to interpret data reported on the TAPR for federal accountability standards, and developing campus monitoring systems to track student progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing in primary grades
     Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis, Director Bilingual/ESL
     Title I Schoolwide Elements: 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Increase support for students having previously earned "Approaches" or "Meets" to push toward "Masters" by collaborating with teachers to develop strategies to facilitate increased student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: An increase in "Masters" level scores on STAAR English and Mathematics assessments
     Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Advanced Academics
     Title I Schoolwide Elements: 2.4, 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Provide technical assistance at each campus to develop increased knowledge of state and federal accountability systems and set student achievement goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement
     Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis
     Title I Schoolwide Elements: 2.4				

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Strategy 5 Details		Reviews			
Strategy 5: Conduct review of data to identify instructional leverage points and verify all state and federal accountability coding is accurate.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student data coded and mined for state and federal accountability will be an accurate account of student data and achievement **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis **Title I Schoolwide Elements:** 2.4, 2.5, 2.6					

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Review and refine board-adopted plans and goals for CCMR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Feedback received from board, plan and goals adopted, compliance with HB 3	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis				

Strategy 2 Details	Reviews			
Strategy 2: Continue to ensure that students who meet CCMR requirements through dual credit or advanced courses are accurately identified and coded in PEIMS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accurate coding for students meeting CCMR through dual credit or advanced courses	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR				
Title I Schoolwide Elements: 2.4, 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Continue to evaluate and refine TSI testing practices across campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Testing processes administered according to College Board guidelines, consistent and accurate TSI testing	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR				
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Facilitate registration and attendance at the AVID Summer Institute, ensuring that staff are trained in order to implement the AVID program with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of AVID students identified college and/or career	**Nov**	**Jan**	**Mar**	**June**

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Staff Responsible for Monitoring: AVID District Director
Title I Schoolwide Elements: 2.5, 3.2
Funding Sources: AVID Summer Institute - State Compensatory Education

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

Performance Objective 1: Improve the district's four-year graduation rate (77% for the Class of 2019) through the development and implementation of research-based dropout prevention strategies.

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

Strategy 1 Details	Reviews			
Strategy 1: Using ESSER funding to design and implement a high school Optional Flexible School day night school program to allow students flexibility based upon their needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased graduation rate and decreased dropout rate **Staff Responsible for Monitoring:** Exec. Director Secondary Education **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 2 Details	Reviews			
Strategy 2: Use 5Lab electronic data collection and analysis systems and dashboards to improve identification of early warning signs of students at risk for dropping out of school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data analyzed frequently to identify students based on absenteeism, homelessness, discipline concerns, credit accrual, grades **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis **Title I Schoolwide Elements:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Continue to evaluate attendance monitoring and intervention strategies by coordinating with various departments (SPED, Homeless, ELL, etc.) through cohort meetings to create personalized plans for students with excessive absences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student attendance, individual plans in place for students with excessive absences **Staff Responsible for Monitoring:** Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis				

Strategy 4 Details	Reviews			
Strategy 4: Continue to evaluate knowledge and skills of ESL and special education teachers and campus administrators to inform professional development and curriculum planning, including instructional resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop plans to increase teacher and leader knowledge and skills of effective instructional strategies to support special education and Bilingual/ESL students **Staff Responsible for Monitoring:** Exec. Director Special Education, Director of Bilingual/ESL **Title I Schoolwide Elements:** 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Use the Quality District Academic Committee (QDAC) to review, evaluate, and make recommendations for addressing dropout prevention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in dropout rates as a result of improved support for students **Staff Responsible for Monitoring:** Deputy Supt., Asst. Supt. Curriculum and Instruction **Title I Schoolwide Elements:** 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Identify key stakeholders and focus group members to attend a Design Thinking Institute with the University of Texas School of Design and Creative Technologies. Include students in such a way that we understand issues from their perspectives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Design Thinking Institute provides a framework for focus committee and key stakeholders to collaboratively develop an improved strategy for dropout prevention **Staff Responsible for Monitoring:** Deputy Supt., Supt., Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis **Funding Sources:** Design Thinking Institute - Title II, Part A (TPTR)				

Strategy 7 Details	Reviews			
Strategy 7: Convene campus and district leaders to discuss the district's philosophy and practices regarding student retention and overage students and develop a plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Discussion and the plan leads to clarity and revised district practices regarding student retention **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education				

Strategy 8 Details	Reviews			
Strategy 8: Develop a plan and program for the transition of students from 5th to 6th grade and 8th to 9th grade.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Address patterns and issues related to poor academic progress and dropout prevention **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director of Secondary Education **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Transition Activities - State Compensatory Education				

Strategy 9 Details	Reviews			
Strategy 9: Develop a system and conduct post-secondary conferences with students. Individual conferences will provide an opportunity for counselors to discuss possible CTE certifications, opportunities for advanced or dual credit courses, and military options based on individual student interest and academic level of achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students establish post-secondary plans, receive information about Texas OnCourse as a means to explore other post-secondary options, decrease in dropout rate **Staff Responsible for Monitoring:** Exec. Director of Secondary Education, Exec. Director Student Support **Title I Schoolwide Elements:** 2.4				

Strategy 10 Details	Reviews			
Strategy 10: Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance with at least formalized conferences in October and February.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent support results in increased student achievement and decreased dropout rate **Staff Responsible for Monitoring:** Exec. Director Secondary Education, Executive Director of Elementary Education **Title I Schoolwide Elements:** 3.2				

Strategy 11 Details	Reviews			
Strategy 11: Develop elementary and middle school campus campaigns including the use of hallway banners to communicate and celebrate each student's graduation year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop common language and excitement around graduation **Staff Responsible for Monitoring:** Exec. Directors of Elementary and Secondary Education, Executive Director of Student Services and Support				

Strategy 12 Details	Reviews			
Strategy 12: Formalize a plan with McClennan County Community College (MCC) to identify strategies for supporting students participating in dual credit including tutorials, meal service, and counseling.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased passing rates for dual credit, student achievement and success, decreased dropout rate **Staff Responsible for Monitoring:** Exec. Director of Secondary Education, Director of Advanced Academics **Title I Schoolwide Elements:** 2.5				

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Strategy 13 Details		Reviews			
Strategy 13: Using ESSER III funds, continue the use of a Homeless Population Specialist to provide case management and services to secondary homeless and unaccompanied youth including ongoing monitoring of previously coded homeless students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student engagement and attendance of homeless students and ensure that students with a history of homelessness do not again become homeless. **Staff Responsible for Monitoring:** Exec. Director Student Support **Funding Sources:** Homelesss Specialist - American Rescue Plan (ARP/ESSER III)					

Strategy 14 Details		Reviews			
Strategy 14: Evaluate and enhance wrap around services provided to students at-risk of dropping out of school to determine which services have the greatest impact. Determine where gaps exist and plan for improved support.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students receive services to support overall well-being **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support **Title I Schoolwide Elements:** 2.6					

Strategy 15 Details		Reviews			
Strategy 15: Ensure special education participation in secondary cohort and "bridge" meetings to monitor the academic achievement, attendance and the emotional/behavioral needs of special education students, and ensuring a smooth transition from one grade level span to the next.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased dropout rates of special education students, increased student achievement **Staff Responsible for Monitoring:** Exec. Director Special Education					

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

Performance Objective 2: Systemize processes, procedures, and instructional services for Special Education students to ensure state and federal compliance and increased student achievement.

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

Strategy 1 Details	Reviews			
Strategy 1: Develop a process to assist special education teachers and administrators in actively monitoring instructional delivery methods for individualizing students needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support special education teachers and administrators in the areas of instructional planning, knowledge of students and student learning, content knowledge and expertise, learning environment, data driven practices, and professional practices and responsibilities. **Staff Responsible for Monitoring:** Exec. Director Special Education				

Strategy 2 Details	Reviews			
Strategy 2: Develop processes to collaborate with community entities to increase early identification of Deaf and Hard of Hearing (DHH) students. Identify instructional strategies and resources to increase language development and academic achievement of students attending the RDSPD instructional setting.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Earlier identification of DHH students aged 0-3 and deaf education teachers receive appropriate professional development to increase student achievement and language acquisition **Staff Responsible for Monitoring:** Exec. Director Special Education **Title I Schoolwide Elements:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Implement new instructional resources to support students in the Resource instructional setting including Reading by Design (elementary) and Neuhaus (middle school). Identify program gaps and develop strategies to provide improved support for instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved support for students receive Resource instruction **Staff Responsible for Monitoring:** Exec. Director Special Education				

| Strategy 4 Details	Reviews			
Strategy 4: Analyze endorsements for special education students, CCMR, and graduation rate data for areas in need of improvement. Establish goals to ensure that special education students are challenged, have clear pathways and graduate from high school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Special education students graduate at highest levels with a clear path post secondary **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Special Education, Director of Accountability Systems and Data Analysis				

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Strategy 5 Details	Reviews			
Strategy 5: Continue to monitor implementation of services, including Frog Street Threes, for ECSE instructional setting. Identify program gaps and develop strategies to provide improved support for instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved support for students in ECSE **Staff Responsible for Monitoring:** Exec. Director Special Education **Title I Schoolwide Elements:** 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Provide training and coaching to campus administrators and staff to support the implementation of Emergent Tree's Solid Root's program to address Tier III behavioral and social-emotional needs of students in Social Adaptive and Interpersonal Learning (SAIL) classrooms.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Support administrators, teachers and paraprofessionals in the implementation of Solid Roots to decrease inappropriate student behaviors **Staff Responsible for Monitoring:** Exec. Director Special Education **Title I Schoolwide Elements:** 2.6				

Strategy 7 Details	Reviews			
Strategy 7: Continue to monitor initial assessment processes and timelines to meet state and federal guidelines.	Formative			Summative
Strategy's Expected Result/Impact: Initial referral timelines are met in compliance with state and federal guidelines	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Exec. Director Special Education **Title I Schoolwide Elements:** 2.6				

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

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

Performance Objective 3: Systemize processes, procedures, and instructional services for students in Bilingual/ESL to ensure state and federal compliance and increased student achievement.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a one-way dual language program at Dean Highland Elementary for students in grades PK-5 beginning in the fall of 2021 for students whose first language is Spanish.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become proficient in Spanish and English, becoming biliterate	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Bilingual/ESL				

Strategy 2 Details	Reviews			
Strategy 2: Review and implement recommendations from the bilingual/ESL evaluation conducted by Dr. Monica Lara and Dr. Morales of Seidlitz Education including program restructuring to support dual language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Program evaluation identifies strategies for improving program, increased student achievement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL				
Title I Schoolwide Elements: 2.6				
Funding Sources: Consultation services provided by Dr. Morales from Seidlitz Education - Title III				

Strategy 3 Details	Reviews			
Strategy 3: Begin planning process for identifying additional campuses to provide dual language in 2022-2023 to support increased student achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Plan developed for adding adding additional dual language courses at elementary campuses	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL				
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Continue training with Seidlitz Education, the Dual Language Institute (Gomez and Gomez), and ESC 12 to provide additional training for teachers and administrators on best practices for increasing English language proficiency, especially for dual language immersion.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective instructional strategies and program structures result in increased student achievement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director Bilingual/ESL				
Title I Schoolwide Elements: 2.6				
Funding Sources: Professional Development provided by Dr. Morales from Seidlitz Education - Title III				

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Strategy 5 Details	Reviews			
Strategy 5: Monitor the implementation of English Learner Language Acquisition (ELLA) in 7th and 8th grades as ELAR options for ELL students and English Language Development and Acquisition (ELDA) as a corequisite to ESOL I or ESOL II for secondary immigrant students for students with little or no English proficiency. These courses will be also used to serve students in need of intervention support. **Strategy's Expected Result/Impact:** Increased student achievement and language proficiency **Staff Responsible for Monitoring:** Director Bilingual/ESL **Title I Schoolwide Elements:** 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Continue mentoring activities for Bilingual/ESL students and use feedback and connections from the English Learners Advisory Council. **Strategy's Expected Result/Impact:** Mentors provide valuable information to students on topics such as how to gain citizenship and local resources, connecting students to others with similar backgrounds **Staff Responsible for Monitoring:** Director of Bilingual/ESL **Funding Sources:** Resources and materials for English Learners Advisory Council Meetings - Title III	Formative			Summative
	Nov	Jan	Mar	June

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

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

Performance Objective 4: Systemize processes, procedures, and instructional services for Dyslexia and Section 504 to ensure state and federal compliance and increased student achievement.

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

Strategy 1 Details			Reviews			
Strategy 1: Provide annual training to dyslexia staff, 504 coordinators, and campus administrators to review the Dyslexia Manual, which outlines screening procedures for students with indicators of possible Dyslexia or 504 needs.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Shared understanding of Dyslexia and 504 screening protocols between district and campus leaders and teachers **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management **Title I Schoolwide Elements:** 2.6						

Strategy 2 Details			Reviews			
Strategy 2: Provide annual training to general education teachers on dyslexia characteristics/traits.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers are able to recognize students with dyslexia characteristics **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management						

Strategy 3 Details			Reviews			
Strategy 3: Use the district's lead dyslexia teacher to monitor and coach the implementation of the Multi-sensory Teaching Approach (MTA) curriculum.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Equitable instruction across all campuses **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management **Title I Schoolwide Elements:** 2.6						

Strategy 4 Details			Reviews			
Strategy 4: Use the district's bilingual dyslexia specialist to assist in the identification of dual language students with dyslexia characteristics and ensure appropriate instructional strategies are in place.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Dual language students are assessed to determine need for intensive dyslexia instruction, increased student achievement **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management						

Strategy 5 Details			Reviews			
Strategy 5: Provide training and develop a plan to implement dysgraphia instructional strategies for students in need of support.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management						

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

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

Performance Objective 5: Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

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

Strategy 1 Details	Reviews			
Strategy 1: Partner with the City of Waco to provide tutorials as a part of the after school care program offered at community centers.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support, Asst. Supt. Curriculum and Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Implement "What I Need When I Need It" (WIN) at the secondary level to provide a structured time within the master schedule for interventions and literacy support. Students will receive direct support for 20-30 minutes each day including the use of weekly social-emotional learning lessons.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Director of Student Support, Intervention and Grant Management **Funding Sources:** Branching Minds - Title 1, Reading Plus - American Rescue Plan (ARP/ESSER III)				

Strategy 3 Details	Reviews			
Strategy 3: Continue the use of Renaissance as the district's universal screener for grades 1-12 and implement protocols for data analysis and action plans with fidelity.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Establish a base line of student achievement data to determine student progress and growth toward STAAR and measure growth over time **Staff Responsible for Monitoring:** Director of Accountability Systems and Data Analysis, Director of Student Support, Intervention and Grant Management **Funding Sources:** Renaissance - Title 1				

Strategy 4 Details	Reviews			
Strategy 4: Using federal ESSER funding to expand staffing and instructional resources to support Tier III interventions.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased support for students in need of interventions **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Director of Student Support, Intervention and Grant Management **Funding Sources:** Districtwide personnel - American Rescue Plan (ARP/ESSER III)				

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide training for Tier 3 intervention programs. Monthly PLCs will be conducted with SIT teachers to ensure expectations are being met and to address instructional needs.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Intervention programs implemented with fidelity, increased student achievement
    Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management
    Funding Sources: Warren Instructional Network/LLI Training - American Rescue Plan (ARP/ESSER III), - Title II, Part A (TPTR)				

Strategy 6 Details	Reviews			
Strategy 6: Use Lead4Ward resources and professional development to analyze student achievement data to determine impact of interventions.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: Lead4Ward Subscription for the District from Eduphoria - Title 1				

Strategy 7 Details	Reviews			
Strategy 7: Continue to monitor implementation and refine current RtI processes and interventions K-12, with a focus on the selection criteria for students to be served in interventions.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement, clear RtI systems implemented with fidelity
    Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management
    Title I Schoolwide Elements: 2.4, 2.6
    Funding Sources: Branching Minds - Title 1				

Strategy 8 Details	Reviews			
Strategy 8: Implement extended year interventions for students who are at risk of failing or losing academic credit due to failing grades or truancy and attend conferences or training for additional information for research-based interventions for classrooms and funding that is available for RTI.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Recovery of academic credits
    Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: Summer School - Title 1				

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

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

Performance Objective 6: Improve district library services PK-12.

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

Strategy 1 Details	Reviews			
Strategy 1: Partner with the City of Waco to enhance library services including providing students with digital library cards to access e-books and other resources, promotion of special library events, scheduled collaboration between district and City of Waco librarians, and establish a Student Advisory Committee for middle school and/or high school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Shared resources and collaboration are used to enhance library services and promote reading for students PK-12 **Staff Responsible for Monitoring:** Supt., Asst. Supt. Curriculum and Instruction, Exec. Director of Technology, Coordinator of Library Services				

Strategy 2 Details	Reviews			
Strategy 2: Use federal stimulus funds to update the district's library collection.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recommendations to improve the equity and age of books across campuses, increased circulation rates, increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction **Funding Sources:** new library books - American Rescue Plan (ARP/ESSER III)				

Strategy 3 Details	Reviews			
Strategy 3: Hire a part-time Coordinator of Library Services to oversee the district's libraries.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Systemic improvements are made to the district's libraries	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Asst. Supt. Human Resources **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 4 Details	Reviews			
Strategy 4: Using ESSER II and III funding, develop a plan to staff all campus libraries.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved library services, increased circulation rates, systemic systems and processes implemented across the district	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

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Strategy 5 Details		Reviews			
Strategy 5: Work with architect's interior designer to assist with the selection of library furnishings. Furniture will be purchased with federal stimulus funds.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved library climate and environment to support increased library usage		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Exec. Director of Technology					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 7: Ensure students are aware of and have an understanding of opportunities afforded them through CTE courses of study.

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

Strategy 1 Details	Reviews			

Strategy 1: Collaborate with McLennan Community College's University Center to implement the Texas Education Agency's P-Tech Planning grant to develop a pipeline of teachers.
    Strategy's Expected Result/Impact: Planning for a P-Tech school for teaching and learning in order to develop future teachers
    Staff Responsible for Monitoring: Director of CTE, Exec. Director of Secondary Education
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: Identify strategies to ensure that students are completing a sequence of courses within a program of study and achieving a workforce certification.
    Strategy's Expected Result/Impact: Increase in number of certifications achieved in programs of study
    Staff Responsible for Monitoring: Director of CTE
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			

Strategy 3: Continue to communicate to students and parents the value of workforce certifications.
    Strategy's Expected Result/Impact: Workforce certification pursuit and achievement will increase over prior year
    Staff Responsible for Monitoring: Director of CTE
Title I Schoolwide Elements: 2.5, 2.6
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: Continue to evaluate and explore CTE middle school CTE courses for one or programs of study.
    Strategy's Expected Result/Impact: Students begin programs of study early and continue through high school
    Staff Responsible for Monitoring: Director of CTE
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			

Strategy 5: Increase transition activities for incoming ninth graders through orientation events, tours, scheduling assistance, etc.
    Strategy's Expected Result/Impact: Students identify a program of study and complete a sequence of courses as a part of a four-year plan
    Staff Responsible for Monitoring: Director of CTE
	Formative			**Summative**

	Nov	Jan	Mar	June

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Strategy 6 Details				Reviews			

Strategy 6: Continue to include and increase mathematics and technical reading or technical writing instruction in all lessons and project assignments for CTE courses.
    Strategy's Expected Result/Impact: Increase in students' college readiness, TSI reading, mathematics, and writing scores, and STAAR EOC passing rates
    Staff Responsible for Monitoring: Director of CTE
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
				Formative			**Summative**

				Nov	Jan	Mar	June

Strategy 7 Details				Reviews			

Strategy 7: Enhance project based learning opportunities through participation in community service projects for students in CTE Career Academies.
    Strategy's Expected Result/Impact: Increased co-curricular opportunities that can improve opportunities for employment and scholarships beyond high school
    Staff Responsible for Monitoring: Director of CTE
    Title I Schoolwide Elements: 2.4, 2.5
				Formative			**Summative**

				Nov	Jan	Mar	June

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

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

Performance Objective 8: Increase achievement for advanced learners.

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

Strategy 1 Details	Reviews			
Strategy 1: Work with LOTE teachers, counselors and secondary curriculum staff to increase participation in AP Spanish and in the number of students taking the College Board assessment.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased participation in AP testing and number of Spanish speakers who participate in advanced courses **Staff Responsible for Monitoring:** Director of Advanced Academics				

Strategy 2 Details	Reviews			
Strategy 2: Explore innovative instructional models for all middle school campuses including problem based learning, Gateway to Technology, and/or other models to advance learning and higher level thinking and problem solving skills.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Identify and implement innovative instructional models to advance student achievement **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Director of Advanced Academics				

Strategy 3 Details	Reviews			
Strategy 3: Develop strategies to expand secondary students knowledge and skill development in all content areas to help them engage in difficult coursework, expanding future opportunities for academic growth and career options. Parent involvement activities will be included to ensure they understand pathways and help guide their student's future plans and choices.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased choices and future opportunities for advanced learners **Staff Responsible for Monitoring:** Director of Advanced Academics				

Strategy 4 Details	Reviews			
Strategy 4: Identify actionable steps resulting from the 2020-2021 Atlas evaluation including a focus on 21st Century Learning skills for mini courses and enrichment/extension activities incorporated in the district's scope and sequence curriculum documents. In addition, the needs of Atlas students will be considered in the district's plan for improving libraries with federal stimulus funds including the addition of a maker space to generate advanced thinking skills for gifted learners.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Clear purpose of program, increased achievement of students in program **Staff Responsible for Monitoring:** Director of Advanced Academics				

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

Strategy 6 Details	Reviews			
Strategy 6: Require Pre-Advanced and Advanced Placement teachers to attend College Board Advanced Placement Summer Institutes and other targeted professional development to deepen program content knowledge and develop instructional strategies. Develop teacher recognition program to recognize teachers with high student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Advanced Placement Scores **Staff Responsible for Monitoring:** Director of Advanced Academics				

Strategy 7 Details	Reviews			
Strategy 7: Continue to implement the PSAT 8 and 9 for all students and PSAT 10 to the top 20% and other advanced testing options as well as extending the testing opportunity to others with a desire or aptitude for taking the test.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of students taking PSAT, students use results to establish goals and study plans toward 11th grade PSAT and SAT **Staff Responsible for Monitoring:** Director Advanced Academics **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Cost of testing for school day testing of all 8th, 9th, and 11th graders and top 20% of 10th graders - Title IV				

Strategy 8 Details	Reviews			
Strategy 8: Implement a Superintendent's Scholars program for academically high-performing students in grades 5-12 based on previous STAAR and PSAT data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student interest in selecting advanced academic courses and preparing for the NMQST and/or achieving at the highest levels on the ACT **Staff Responsible for Monitoring:** Director of Advanced Academics **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Cost of preparation materials, resources, and teacher training for Superintendent Scholars program - Title IV				

Strategy 9 Details	Reviews			
Strategy 9: Implement an annual Principal's Scholars recognition ceremony for grades 4-6, Junior Scholars ceremony for 7-9, and Superintendent's Scholars award ceremony for 10th and 11th graders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness of opportunities for high-achieving students, increased numbers taking college entrance exams **Staff Responsible for Monitoring:** Director Advanced Academics **Title I Schoolwide Elements:** 2.5				

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
Strategy 10 Details	Reviews			
Strategy 10: Implement a schedule of opportunities and incentives for students who received 10th grade PSAT recognition to further develop skills through use of Khan Academy and Knowsys.	Formative			Summative
Strategy's Expected Result/Impact: Increased achievement on NMSQT and/or ACT	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Advanced Academics				
Title I Schoolwide Elements: 2.5				
Funding Sources: Resources and incentives for students who received PSAT recongnition - State Compensatory Education				

Strategy 11 Details	Reviews			
Strategy 11: Develop a schedule for field trips to state and private universities for students identified as Superintendent Scholars.	Formative			Summative
Strategy's Expected Result/Impact: Increased student and parent awareness regarding college admission and opportunities for strong academic achievers	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Advanced Academics				
Title I Schoolwide Elements: 2.5				

Strategy 12 Details	Reviews			
Strategy 12: Plan webinars with top tier universities such as Stanford and Harvard for students identified as Superintendent Scholars.	Formative			Summative
Strategy's Expected Result/Impact: Increased student and parent awareness regarding significance of college entrance exams and opportunities available to high achievers	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Advanced Academics				
Title I Schoolwide Elements: 2.5				

Strategy 13 Details	Reviews			
Strategy 13: Include recognition for high achievement on the ACT and/or PSAT at the Academic Achievers event.	Formative			Summative
Strategy's Expected Result/Impact: Students begin to focus on college entrance exam preparation in addition to GPA	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Advanced Academics				
Title I Schoolwide Elements: 2.5				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Expand the district's Committee on Race Equity (CORE) to explore strategies for identifying and addressing system inequities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Equity audit, summary report including potential interventions or next steps	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support				

Strategy 2 Details	Reviews			
Strategy 2: Design an equity mobilization plan that considers the impact of House Bill 3979.	**Formative**			**Summative**
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Identify training opportunities, including book studies, and partnerships to increase knowledge and skills about race equity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Deeper understanding of race equity and enhanced ability to identify and dismantle existing systemic inequities	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Superintendent Student Services and Support, Executive Director of Professional Development				

Strategy 4 Details	Reviews			
Strategy 4: Use ESSER funding to partner with the University of Texas at Austin's School of Design and Creative Technologies to engage high school students on topics such as dropout prevention, inclusiveness, racism, bias, and prejudice.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students identify campus activities to promote safety and anti-bias, improved dropout and graduation rates	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Directors Student Services and Support				

Strategy 5 Details	Reviews			
Strategy 5: Review hiring and recruitment practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TAPR data indicates improved racial equity in relation to student demographics	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Human Resources, Asst. Supt. Student Services and Support				

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Strategy 6 Details	Reviews			
Strategy 6: Host a Baylor University School of Social Work master's level intern to focus on connections between Community Practice and racial equity.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved outcomes for students of color including disciplinary placements, student achievement, and graduation rates **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: Partner with the City of Waco Police Department to explore the potential implementation of the Teen and Police Service Academy (TAPS) program. The 11-week curriculum covers specific topic areas associated with Children and Youth Safety such as violence, physical and sexual abuse, stalking, domestic trafficking, sexual exploitation and bullying. The Academy also covers law enforcement-related subject areas that are important to youth.
 	
    Strategy's Expected Result/Impact: Help youth change behavior, learn responsible decision making, reduce the social distance between themselves and law enforcement
    Staff Responsible for Monitoring: Chief of Police, Asst. Supt. Student Services and Support, Exec. Director Secondary Education
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: Use federal stimulus funds to hire two social worker transitional specialists at G.L. Wiley to ensure compliance with legislative mandates for transition plans.
    Strategy's Expected Result/Impact: Students effectively transition from DAEP placement back to home campus
    Staff Responsible for Monitoring: Exec. Director of Student Services
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			

Strategy 3: Provide training to staff on identification of student mental health needs with partners such as Ascension Providence. Use federal stimulus funds to support training efforts including an overview of Dr. Bruce Perry's Neurosequential Model for administrators.
    Strategy's Expected Result/Impact: Consistent research-based protocol to support student well-being
    Staff Responsible for Monitoring: Asst. Supt. Student Services and Support
    Funding Sources: - Title IV
	Formative			**Summative**

	Nov	Jan	Mar	June

| Strategy 4 Details	Reviews			

Strategy 4: Develop and implement processes for the use of campus threat assessment teams. Use of federal stimulus funds to provide a Threat Assessment Specialist to implement processes and systems for compliance with SB 11.
    Strategy's Expected Result/Impact: Threat assessment teams implemented with fidelity at all campuses
    Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Director Student Services
    Funding Sources: - American Rescue Plan (ARP/ESSER III)
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			

Strategy 5: Implement the use of Care Solace to provide online case management and timely access to mental health support for students and staff.
    Strategy's Expected Result/Impact: Increased student and staff engagement and attendance
    Staff Responsible for Monitoring: Exec. Director Student Support
    Funding Sources: - Title IV
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			

Strategy 6: Continue Klaras support at Waco High School to provide direct mental health services to identified students.
    Strategy's Expected Result/Impact: Increased student engagement and attendance
    Staff Responsible for Monitoring: Exec. Director Student Support
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			

Strategy 7: Identify, implement and/or refine strategies to address mental health, substance abuse, coping mechanisms, grief-informed care, trauma-informed practices and suicide prevention with students in compliance with SB11.
    Strategy's Expected Result/Impact: Improved student well-being
    Staff Responsible for Monitoring: Asst. Supt. Student Services and Support
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			

Strategy 8: Implement the Stop It anonymous reporting system for students, parents, and/or others to report incidents of bullying or other unsafe behavior.
    Strategy's Expected Result/Impact: Anonymous reporting system used to support school safety
    Staff Responsible for Monitoring: Exec. Director Student Services
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			

Strategy 9: Annually review the Emergency Operations Plan to ensure compliance with state of Texas legislative requirements.
    Strategy's Expected Result/Impact: EOP is in compliance with state requirements, procedures clearly communicated across district
    Staff Responsible for Monitoring: Exec. Director Student Services
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			

Strategy 10: Convene a focus group to review the district's student dress code policy and make recommendations.
    Strategy's Expected Result/Impact: Dress code is fair and equitable
    Staff Responsible for Monitoring: Asst. Supt. Student Services and Support
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 11 Details		Reviews		
Strategy 11: Conduct regular district safety committee meetings to review processes, systems and training.		Formative			Summative
Strategy's Expected Result/Impact: Improved school safety	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Director Student Services				

Strategy 12 Details		Reviews		
Strategy 12: Implement the Unbound anti-trafficking curriculum.		Formative			Summative
Strategy's Expected Result/Impact: Increase student knowledge and safety	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction				

Strategy 13 Details		Reviews		
Strategy 13: Continue to use the STOP mental health grant to implement a student peer mediation program at secondary campuses.		Formative			Summative
Strategy's Expected Result/Impact: Fewer incidences of violence reported, improved campus climate	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Exec. Director Student Support				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Use Title IV and federal ESSER funds to employ two SEL/Counseling Coordinators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Coordinated effort to facilitate the alignment of SEL strategies **Staff Responsible for Monitoring:** Exec. Director Student Support **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Identify existing SEL strategies and align campus efforts with a district-wide framework.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in achievement gap between student groups, district alignment of SEL strategies **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	Reviews			
Strategy 3: Identify strategies to support the social-emotional health of employees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved well-being of district employees **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support, Asst. Supt. Human Resources, Exec. Director Student Support	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Use new SEL/Counseling Coordinators and additional counselors to ensure a comprehensive, effective school counseling program. An additional six counselors will be added with federal ESSER funds.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement of all students' performance, consistent core practices demonstrated on all campuses				
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support				
Title I Schoolwide Elements: 2.4				
Funding Sources: - American Rescue Plan (ARP/ESSER III)				

Strategy 2 Details	Reviews			
Strategy 2: Implement the universal behavior screener district-wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Use specific criteria to identify students who need specialized behavioral support	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support				

Strategy 3 Details	Reviews			
Strategy 3: Continue to refine district plans to provide a coherent, multi-tiered system of supports for behavior, including an instructional structure that develops teacher capacity to address dysregulated behaviors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students in need of behavior supports will have an active plan in the district RTI/MTSS System. Evidence for each campus will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes				
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Director of Special Education				
Title I Schoolwide Elements: 2.4, 2.6				
Funding Sources: Branching Minds - Title 1				

Strategy 4 Details	Reviews			
Strategy 4: Develop graphic organizer to accurately depict the district's multi-tiered system of support for behavior.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Graphic organizer depicting intervention structure, professional development initiatives around behavior intervention, grade levels of interventions, current staffing, and alternative programs when behavior interventions are not producing desired results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst. Supt. Student Services and Support				
Title I Schoolwide Elements: 2.6				

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Strategy 5 Details	Reviews			
Strategy 5: Pilot Emergent Tree Education's Bridges program for Tier II behavioral interventions at GL Wiley and Cesar Chavez Middle School.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decreased disciplinary placements, improved student engagement **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support				

Strategy 6 Details	Reviews			
Strategy 6: Use Title IV funds to provide social work interns through Baylor University's BEAR Project to implement training and support to teachers on how to identify and address dysregulated behavior caused by trauma. As a part of the project, students will be taught self-regulation strategies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decreased disciplinary placements (ISS/OSS) **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support **Funding Sources:** - Title IV				

Strategy 7 Details	Reviews			
Strategy 7: Evaluate the use of behavior aides and professionals across the district and make recommendations for staffing for 2022-2023.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Concise report to include number of employees used as behavior aides, use of behavior aides and professionals, training provided for behavior aide employees, and total cost **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support **Title I Schoolwide Elements:** 2.6				

Strategy 8 Details	Reviews			
Strategy 8: Support the behavioral leadership team on each campus in assessing and improving Positive Behavioral Interventions and Support (PBIS) using the Tiered Fidelity Inventory (TFI).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Each campus will have an up-to-date action plan tied directly to the TFI **Staff Responsible for Monitoring:** Asst. Supt. Student Services and Support **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Safe and Civil Schools - Title IV				

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

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

Performance Objective 1: Continue to increase staff knowledge and skills to support improved processes and use of student management software (Frontline) for online student registration, enrollment verification, and secondary course selection.

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

Strategy 1 Details	Reviews			
Strategy 1: Evaluate RFPs and make recommendation for new student management and business information software system in preparation for the launch of a new system for the fall of 2022.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: RFP developed and vendor selected and recommended **Staff Responsible for Monitoring:** PEIMS Director, Asst. Supt. Technology, Asst. Supt. Finance and Operations				
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly meetings to review leaver coding for high schools to ensure accurate dropout rate data.	Formative			Summative
Strategy's Expected Result/Impact: Accurate coding and development of plans to contact students	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Improve district and campus websites.

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

| Strategy 1 Details	Reviews			
Strategy 1: Train campus and department webmasters in content management system, website accessibility, and district expectations.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Updated, accessible websites **Staff Responsible for Monitoring:** Exec. Director of Communications				
Strategy 2 Details	Reviews			
Strategy 2: Remove outdated content from district and campus websites.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Updated information provided on district and campus websites	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Exec. Director of Communications				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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Goal 8: Build capacity for school leadership.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Participate in the Holdsworth Center's Leadership Pipeline Development program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: District leadership capacity developed through a 18-month program	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Deputy Supt., Asst. Supt. Curriculum and Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Identify leaders to serve as design thinking champions across the district and provide additional professional development with the University of Texas' School of Design and Creative Technologies to systemize the use of design thinking strategies for continued improvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders use framework for developing creative solutions to existing problems				
Staff Responsible for Monitoring: Supt., Deputy Supt.				

Strategy 3 Details	Reviews			
Strategy 3: Develop and deliver an orientation program for new school leaders.	**Formative**			**Summative**
Strategy's Expected Result/Impact: New campus principals and assistant principals are oriented to tools, processes and systems to ensure a smooth start in leadership role and understand who to call for help in district as needed by program/department area	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Supt., Exec. Director Professional Development				

Strategy 4 Details	Reviews			
Strategy 4: Using design thinking strategies, facilitate training with school and district leaders to launch the 2021-2022 school year with a focus on resiliency, prioritizing social-emotional learning and identifying strategies to address learning loss.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Deepen leaders knowledge of design thinking while focusing on strategic plan for 2021-2022				
Staff Responsible for Monitoring: Supt., Deputy Supt.				

Strategy 5 Details	Reviews			
Strategy 5: Provide monthly targeted, real-time leadership training to support campus principals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of interrater reliability and calibration of teacher evaluations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Supt., Asst. Supt. Curriculum and Instruction, Asst. Supt. Human Resources, Asst. Supt. Student Services and Support				

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Strategy 6 Details	Reviews			
Strategy 6: Develop systems for campus leadership teams to track and respond to campus level data related to data-driven instruction and action coaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development				

Strategy 7 Details	Reviews			
Strategy 7: Prioritize professional learning conferences for campus leaders including Columbia University's Reimagining Education for Leading a Racially Just Society, Columbia University's Equity institute, University of Texas Human Dimensions of Organizations (HDO) Leadership Certificate Programs, Lucy Calkins Literacy Institute for Leaders, Harvard Turnaround Leaders Program, Stanford University and University of Texas Design Thinking Institutes, Momentous Institute, CASEL, and Texas Association of Behavior Specialists.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders develop in-depth leadership skills in racial equity, problem solving, social-emotional learning, and behavior **Staff Responsible for Monitoring:** Supt., Deputy Supt., Asst. Supt. Curriculum and Instruction, Asst. Supt. Student Services and Support, Exec. Director Curriculum and Professional Development **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 8 Details	Reviews			
Strategy 8: Provide book study opportunities for district and campus leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders increase knowledge of research-based strategies for topics such as high-yield instructional strategies for students from poverty, school culture, literacy knowledge, systems approaches, and leadership **Staff Responsible for Monitoring:** Supt., Deputy Supt. **Funding Sources:** - State Compensatory Education, - Title 1				

Strategy 9 Details	Reviews			
Strategy 9: Conduct master schedule training for new secondary administrators and support those previously trained with implementation support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Secondary campus administrators will exit training with clearer understanding of steps to create a master schedule based on student needs and requests **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development				

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Strategy 10 Details	Reviews			
Strategy 10: Strengthen instructional leadership capacity of campus instructional specialists through monthly targeted professional development based on district patterns and trends. **Strategy's Expected Result/Impact:** Increased student achievement, increased teacher effectiveness **Staff Responsible for Monitoring:** Asst. Supt. Curriculum and Instruction, Exec. Director of Curriculum and Professional Development	Formative			Summative
	Nov	Jan	Mar	June

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

277

Goal 8: Build capacity for school leadership.

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

Evaluation Data Sources: PD evaluation surveys, number of internal candidates in the eligible hiring pool, number of aspiring leaders hired for school and/or district leadership roles

Strategy 1 Details	Reviews			

Strategy 1: Develop and implement plans for year 2 of the district's Aspiring Leaders program to deepen the understanding for systems thinking and leadership competencies.
     Strategy's Expected Result/Impact: Increase the pipeline of prepared assistant principals
     Staff Responsible for Monitoring: Deputy Supt., Exec. Director Professional Development
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			

Strategy 2: Design and implement a year long Aspiring Leaders Academy to develop aspiring assistant principals and principals.
     Strategy's Expected Result/Impact: Develop a high quality pool of candidates for school leadership roles
     Staff Responsible for Monitoring: Deputy Supt., Exec. Director Professional Development
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Use federal stimulus funding (Operation Connectivity/Emergency Connectivity Fund) to add additional external wireless access points to provide increased bandwidth and access including additional exterior locations for middle schools and Lake Air Montessori.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide external internet connectivity at four locations to provide equity for learning **Staff Responsible for Monitoring:** Exec. Director Technology **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 2 Details	Reviews			
Strategy 2: Increase utilization of Microsoft Office 365 platform to systemize and improve district processes including TEAMS, One Note, and Share Point.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Systems work together effectively to increase efficiency and control of data and sharing **Staff Responsible for Monitoring:** Exec. Director Technology				

Strategy 3 Details	Reviews			
Strategy 3: Annually review and update the District's Cybersecurity plan to meet legislative compliance for student safety, security, and privacy.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Compliance with legislative requirements, security of district resources and systems **Staff Responsible for Monitoring:** Exec. Director Technology				

Strategy 4 Details	Reviews			
Strategy 4: Continue contract for expert assistance for e-Rate services as needed to ensure proper filings in order to maximize funding to support technology needs.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: e-Rate plan submitted in a timely manner and fully funded without delays, federal guidelines followed **Staff Responsible for Monitoring:** Exec. Director Technology				

Strategy 5 Details	Reviews			
Strategy 5: Ensure proper systems and processes are in place to provide security support through video surveillance and campus access including card readers, training for staff, and updated equipment and software.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced school safety				

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Staff Responsible for Monitoring: Exec. Director Technology

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

280

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher knowledge and skills regarding the use of the district's digital learning management systems (Canvas and SeeSaw) to support instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High-quality instruction is delivered using a variety of instructional tools including district learning management systems (Canvas and SeeSaw) **Staff Responsible for Monitoring:** Exec. Director Technology, Exec. Director of Professional Development **Funding Sources:** - Title IV	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Continue to provide high-quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective digital, online instruction **Staff Responsible for Monitoring:** Exec. Director Technology **Funding Sources:** - Title IV, - American Rescue Plan (ARP/ESSER III)	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use a Technology Advisory Committee to update the District's Technology Plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Updated Technology Plan, minimum technology standard implemented across all classrooms **Staff Responsible for Monitoring:** Exec. Director Technology, Asst. Supt. Curriculum and Instruction	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use stimulus funds to improve the district's technology to improve student learning and ensuring preparation for online state testing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve district technology **Staff Responsible for Monitoring:** Exec. Director Technology, Asst. Supt. Finance **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Evaluate the scope of coverage performed by WISD-TV to determine continued desired focus and use. Discuss any changes with the City of Waco.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective and efficient use of district resources **Staff Responsible for Monitoring:** Exec. Director Communications, Exec. Director Technology, Chief of Staff	Nov	Jan	Mar	June

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Strategy 6 Details		Reviews			

Strategy 6: Draft Policy CMD (LOCAL) for the Board's approval to provide an opportunity to sell used technology devices at fair market value.
    Strategy's Expected Result/Impact: Students and staff are able to purchase devices at fair market value
    Staff Responsible for Monitoring: Exec. Director of Technology, Chief of Staff
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Recommend bond program to Board of Trustees for November election.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Bond election results in improved facilities for teaching and learning	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt.				

Strategy 2 Details	Reviews			
Strategy 2: Recommend Construction Manager At-Risk for the new Waco High School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Construction Manager At-Risk hired and assisting with the planning of Waco High School	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Chief Construction Officer				

Strategy 3 Details	Reviews			
Strategy 3: Hire construction auditor to provide detailed review of bond program expenditures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong accountability of bond expenditures to taxpayers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Chief Construction Officer				

Strategy 4 Details	Reviews			
Strategy 4: Complete and present schematic design for Waco High School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Waco High School design completed with input of staff, presented to Board for approval	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt.				

Strategy 5 Details	Reviews			
Strategy 5: Recommend a Guaranteed Maximum Price (GMP) for Waco High School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Planning with architects and contractors result in best pricing for Waco High School	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Supt., Chief Construction Officer				

Strategy 6 Details	Reviews			
Strategy 6: Upon successful bond election, work with architects to design additional campuses and/or renovation projects included in program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Design and construction completed on time and within budget	**Nov**	**Jan**	**Mar**	**June**

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Staff Responsible for Monitoring: Supt.

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

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

Performance Objective 2: Identify, plan and implement district facilities projects.

    Evaluation Data Sources: Budget Records, Planning Documents, Board Meeting Minutes

Strategy 1 Details	Reviews			
Strategy 1: Use ESSER funding to identify and implement HVAC upgrade projects up to $6,000,000.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Federal stimulus funding used to improve campus HVAC systems **Staff Responsible for Monitoring:** Supt., Asst. Supt. Finance **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Complete the construction of replacement baseball and softball fields for Waco High School and the Paul Tyson Field replacement project.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: New baseball and softball fields and Paul Tyson field completed **Staff Responsible for Monitoring:** Supt., Exec. Director Operations				
Strategy 3 Details	**Reviews**			
Strategy 3: Complete repairs to the athletic irrigation system at University High School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fields maintained properly to support student athletic programs **Staff Responsible for Monitoring:** Exec. Director Operations	**Nov**	**Jan**	**Mar**	**June**
Strategy 4 Details	**Reviews**			
Strategy 4: Complete insurance projects from the February 2021 freeze including gym floor replacements and the Athletic Stadium elevator project.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Projects completed **Staff Responsible for Monitoring:** Asst. Supt. Finance				
Strategy 5 Details	**Reviews**			
Strategy 5: Contract for a roofing assessment to prioritize replacement projects.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Update roofs on district facilities **Staff Responsible for Monitoring:** Exec. Director of Operations	**Nov**	**Jan**	**Mar**	**June**
Strategy 6 Details	**Reviews**			
Strategy 6: Continue to evaluate the district's overall number of portables and discontinue leases on existing portables.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce aging and leased portables developed and implemented **Staff Responsible for Monitoring:** Supt., Exec. Director Operations	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details			Reviews			
Strategy 7: Maintain an updated Capital Projects Plan to identify large construction projects to be completed as funds become available.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Capital Projects Plan available for the Board to review when funding is available for projects and/or there is a bond program **Staff Responsible for Monitoring:** Supt.			**Nov**	**Jan**	**Mar**	**June**

Strategy 8 Details			Reviews			
Strategy 8: Provide an annual furniture replacement budget to update classroom furniture across the district.			**Formative**			**Summative**
Strategy's Expected Result/Impact: School furniture replacement cycle implemented to ensure optimal learning for students **Staff Responsible for Monitoring:** Supt., Asst. Supt. Finance and Operations			**Nov**	**Jan**	**Mar**	**June**

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

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District #161914
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Goal 10: Ensure well-maintained, quality teaching and learning spaces.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Contract with the Texas Association of School Business Officials for an analysis of the custodial department. **Strategy's Expected Result/Impact:** Recommendations for improvement identified and implemented **Staff Responsible for Monitoring:** Exec. Director Operations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Complete the Child Nutrition Services freezer project. **Strategy's Expected Result/Impact:** Increase storage space for food products and USDA commodities, allowing for more immediate access to products to be provided to campuses **Staff Responsible for Monitoring:** Director of Child Nutrition Services, Asst. Supt. Finance and Operations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Dedicate Child Nutrition fund balances to purchase new equipment to support new menu initiatives, product storage, cooking initiatives and program efficiencies to provide new offerings to students and increase participation. **Strategy's Expected Result/Impact:** Upgrades serving lines increase participation and student and staff satisfaction **Staff Responsible for Monitoring:** Director of Child Nutrition Services, Asst. Supt. Finance and Operations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

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