Carroll Independent School District

Walnut Grove Elementary School

2024-2025 Campus Improvement Plan

Board Approval Date: October 7, 2024

Mission Statement

Carroll ISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Revised/Approved: October 7, 2024

Demographics

Demographics Summary

Walnut Grove Elementary School is a K-4 grade campus housed in a building that is nearly nine years old. It is one of five elementary school campuses in CISD and serves the northern half of the community. There are approximately 650 students enrolled and about 90 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

2022-2023 Texas Academic Performance Report for Walnut Grove

White 53.8%

Asian 25.3%

Hispanic/Latino 10.9%

Two or More Races 7.7%

Black/African American 1.7%

American Indian/Alaska Native 0.3%

Native Hawaiian/Other Pacific Islander 0.3%

Economically Disadvantaged 0.5%

Emergent Bilingual/EL 4.3%

At-risk 17.5%

Students with Dyslexia 3.7%

Special Education 11.4%

Gifted and Talented 9.2%

Demographics Strengths

1. Families seek-out and move to Southlake for the solid reputation and rich tradition of excellence in our schools across the district.

2. Our families value education. If a student is struggling, parents go above and beyond to do whatever is necessary to help their child. They are strong advocates for their children as their children learn and grow to self-advocate, AND they are eager to partner with the school to help their child(ren).

3. The campus maintains extremely high expectations for all students. This is valued by both parents and the community.

4. The attendance rate at Walnut Grove Elementary School was 95.7% in 2021-2022 reported by the TAPR report.

5. The latest TAPR report shows 4.3% of the students are identified as ELL, 11.4% of students are identified as needing Special Education services, while 9.2% qualified for Gifted and Talented Education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With a high percentage of GT students and a high percentage of SPED students, our campus needs to focus on differentiating instruction through small groups to meet the needs of all learners.   **Root Cause:** Teachers need to identify ways to differentiate instruction that focuses on the varied student needs and effectively using small groups.

Student Learning

Student Learning Summary

TEA State Ranking - **A**

WGES STAAR Scores	Approaches	Meets	Masters
3rd Reading	95%	85%	53%
3rd Math	97%	88%	55%
4th Reading	100%	91%	60%
4th Math	97%	86%	55%

CISD STAAR Scores	Approaches	Meets	Masters
3rd Reading	96%	86%	59%
3rd Math	97%	86%	59%
4th Reading	99%	91%	69%
4th Math	96%	86%	64%

Based on 2024 STAAR: WGES Areas for Growth

3rd Grade Math TEKS

Student Expectation: 3.1.2.B: Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.

Student Expectation: 3.1.2.C: Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.

Student Expectation: 3.4.8.B: Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

Student Expectation: 3.3.7.B: Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.

Student Expectation: 3.2.5.B: Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.

3rd Grade Reading TEKS

Student Expectation: 3.R.10.E: identify the use of literary devices, including first- or third-person point of view.

Student Expectation: 3.R.7.D: retell and paraphrase texts in ways that maintain meaning and logical order.

Student Expectation: 3.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

Student Expectation: 3.R.7.D: retell and paraphrase texts in ways that maintain meaning and logical order.

Student Expectation: 3.W.11.D ix: Edit drafts using standard English conventions, including: (ix) capitalization of official titles of people, holidays, and geographical names and places.

4th Grade Math TEKS

Student Expectation: 4.2.5.A: Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.

Student Expectation: 4.2.4.B: Determine products of a number and 10 or 100 using properties of operations and place value understandings.

Student Expectation: 4.3.8.C: Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.

Student Expectation: 4.1.3.D: Compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <.

Student Expectation: 4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

4th Grade Reading TEKS

Student Expectation: 4.R.10.B: explain how the use of text structure contributes to the author's purpose.

Student Expectation: 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

Student Expectation: 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

Student Expectation: 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

Student Expectation: 4.W.11.C: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.


Amplify Composite Scores for K-2:

Kindergarten:

Composite Score	23-24 EOY			
	3(4%) 1(1%)	21(27%)		54(68%)

First Grade:

Composite Score	23-24 EOY	2(2%) 2(2%)	22(19%)	89(77%)

Second Grade:

Composite Score	23-24 EOY	4(3%)	12(9%)	37(28%)	78(60%)
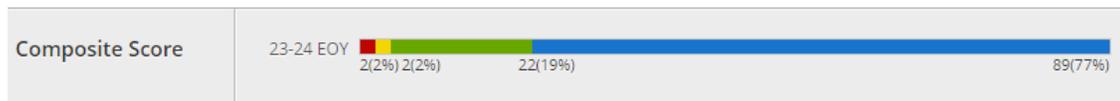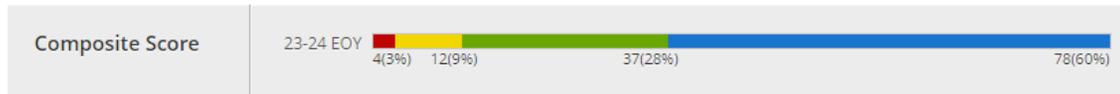
Student Learning Strengths

Highest Performed Student Expectations from the 2024 STAAR:

3rd Grade Math TEKS

Student Expectation: 3.2.4.A: Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.

Student Expectation: 3.2.4.B: Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems..

Student Expectation: 3.4.8.A: Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

Student Expectation: 3.3.7.D: Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.

Student Expectation: 3.1.2.A: Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.

3rd Grade Reading TEKS

Student Expectation: 3.R.3.D: identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

Student Expectation: 3.R.10.D: Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Student Expectation: 3.R.10.C: explain the author's use of print and graphic features to achieve specific purposes.

Student Expectation: 3.W.11.Bii: develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details.

Student Expectation: 3.W.11.Dx: Edit drafts using standard English conventions, including: (x) punctuation marks, including apostrophes in contractions and

possessives and commas in compound sentences and items in a series.

Extended Constructed Response:

5.71 out of 10pts

4th Grade Math TEKS

Student Expectation: 4.4.9.A: Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.

Student Expectation: 4.1.2.A: Interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

Student Expectation: 4.1.2.B: Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.

Student Expectation: 4.4.10.B: Calculate profit in a given situation.

Student Expectation: **4.1.2.B:** Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.

4th Grade Reading TEKS

Student Expectation: 4.R.7.C: Use text evidence to support an appropriate response.

Student Expectation: 4.R.10.D: describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

Student Expectation: **4.R.3.D:** Identify, use, and explain the meaning of homophones such as reign/rain.

Student Expectation: 4.W.11.Dvii: Edit drafts using standard English conventions, including: (vii) pronouns, including reflexive.

Student Expectation: **4.W.11.Dix**: edit drafts using standard English conventions, including: (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.

Extended Constructed Response:

7.05 out of 10pts

Amplify Strengths for K-2 Students in 23-24:

Kindergarten Composite Scores:
68% Above Grade Level
27% At Grade Level

First Grade Composite Scores:
77% Above Grade Level
19% At Grade Level

Second Grade Composite Scores
60% Above Grade Level
28% At Grade Level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.   **Root Cause:** Students need to be taught explicit phonics instruction and the deeper comprehension level strategies through classroom lessons, guided reading, small groups, and conferring.

Problem Statement 2 (Prioritized): Performance on STAAR shows consistent performance at Approaches, but with opportunities to improve our growth measure by helping more students reach Masters, especially in math, as compared with schools similar to ours.   **Root Cause:** Increase the level of rigor for instructional practices AND spiral key concepts to monitor growth and mastery throughout the year with all students in order to improve Masters STAAR progress scores across content areas.

Problem Statement 3 (Prioritized): The campus writing scores on the 2024 STAAR written response portion of the RLA assessment showed a need to improve in the areas of reading comprehension and writing response skills.   **Root Cause:** Students are being asked to compose a written response to a reading passage for the first time and need to be taught explicit strategies to fully develop their responses.

School Processes & Programs

School Processes & Programs Summary

Walnut Grove Elementary School is focusing on developing Professional Learning Communities where teachers analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension. To ensure this PLC time remains a focus, WGES will be working to embed these processes into the work we do daily/weekly so that it can be accomplished as teachers meet as teams during the school day. Our interventionist and special programs faculty (i.e. special education, behavior team [BEST], ESL, and Language Science) have scheduled meetings with teams to discuss student academic and behavioral needs. Our staff will be focusing heavily upon the four guiding questions that drive the PLC process - - What should students know and be able to do? How will students know/measure their level of mastery of the knowledge or skill? What will students do if they master this quickly? What will they do if they struggle to master? These questions will be coupled with two key protocols that will drive conversations when we meet - - Will the conversation be focusing upon DATA or PLANNING? As staff become more familiar with this process, we believe that students will begin to gain clarity about the four questions which will, in turn, benefit all of our learners.

Walnut Grove Elementary School teachers use the district's curriculum/scope and sequence and district selected programs that have been vertically and horizontally aligned to the Texas Essential Knowledge and Skills (TEKS). Campus administrators will conduct walk-throughs, observations, teacher discussions via team time, and be a part of their PLCs to ensure that the expected depth and complexity of instruction are being achieved. Formative and summative assessments are ongoing as students are encouraged and supported as they take on more responsibility with their learning. Differentiation is used to meet the needs of individual students as identified after studying the data from formal and informal assessments. Our district has a well-defined MTSS system for intervention and documentation that are utilized regularly by teachers. WIN "What I Need" time is incorporated into the daily schedule to meet with students in small groups and provide additional remediation and extension when needed. Tutoring opportunities are also offered before and after school for students needing more instruction for content mastery.

Students receive instruction in core curricular areas including English Language Arts, Mathematics, Social Studies, and Science. In addition, students receive Physical Education, Art, Music, Science Lab, and library/technology about one time a week.

For students needing additional assistance, we provide a CARE reading intervention program, for students with Dyslexia they receive Language Science, and ESL classes for English Language Learners. We also serve our special needs students through inclusion and in class support, occupational therapy, physical therapy, social groups, music therapy, and speech.

WGES works diligently to recruit, hire and retain highly qualified and student-focused staff. New teachers are provided with a campus mentor who is trained through the district mentoring program to assist and observe the new teacher. In addition, all teachers are evaluated yearly using the district T-TESS instrument which requires goal setting, observations, walk-throughs, and pre- and post- conferences with administrators in order to improve overall practice.

Paired with ongoing data analysis and needs assessments, WGES, as well as the district, provides professional development sessions for staff throughout the year and into the summer. WGES works to maintain a climate that focuses on growth for all students and staff.

We believe the guiding questions and protocols will help to focus our thinking and conversation so that everyone is able to work smarter in order to see all of our Dragons grow throughout the year.

School Processes & Programs Strengths

Structured Professional Development

-Monthly Faculty Meetings

-Monthly Team Leader Professional Development

-Additional iAlign days embedded within our calendar this year

-Teacher collaborative time built into the schedule

-District aligned curriculum and assessments

-Administrative MTSS meetings held with support staff and teachers

-Safety drills conducted throughout the year

-WIN time built into the schedule

-New teacher & New Hire mentor program & after-school meetings bi-monthly

-Campus focus on small group instruction to impact all students' growth

-Encore Classes (Music, Art, PE, Low Impact, Library/Technology, & Science Lab)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need support in differentiating instruction for all students including those who need remediation and students who need enrichment.
Root Cause: During our scheduled WIN time, students need to be able to gain interventions and enrichment opportunities to support their learning.

Problem Statement 2: The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.
 Root Cause: Addressing these root causes requires a comprehensive approach that includes targeted interventions, professional development, data-driven instruction and family engagement. By addressing these underlying issues, schools can improve literacy outcomes and increase the percentage of students scoring at or above benchmark on the Amplify/DIBELS assessment composite score.

Problem Statement 3 (Prioritized): The campus will continue to focus on helping students and staff feel safe at school.   **Root Cause:** Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

Problem Statement 4: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2024-25 school year.
Root Cause: Addressing these root causes may require a comprehensive approach that includes awareness, targeted education, improvement of school policies and practices, and ongoing monitoring and support. By addressing these underlying issues, the school can work towards achieving its goal of improving the attendance rate for the 2024-25 school year.

Perceptions

Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students, teachers, and parents feel supported and accepted.   There is a warm climate that creates a sense of home/family across the campus.

Walnut Grove Elementary School has not observed a pattern of persistent disciplinary concerns. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be growing kindness and respect for differences by modeling the Dragon Creed in all we do, continuing our Braggin' On The Dragon recognition for students that exemplify kindness, compassion, integrity and self-discipline (key words taken from the Dragon Creed).

As part of a focus on health and wellness and in an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council.

Students are provided opportunities to grow their leadership skills and compassion by serving others. Each grade level focuses on a service learning project. Students are also given opportunities to participate in campus clubs, such as running, STEM, Art, Gardening, Music, and Safety Patrol.

Teacher Committees:

- Site Based Team
- Safety Response Team (SRT)
- Team Leader Group
- Curriculum Writing Groups
- Sunshine/Fun Committee
- Vertical Team Group

Walnut Grove enjoys an involved family and community environment. Parents are always willing to step in and assist with assemblies, fundraisers, decorating the halls, and providing wonderful teacher appreciation luncheons. The community comes together to support WGES service projects both financially and with their time in order that their children learn the importance of giving back to those in need. In addition, the PTO raises a substantial amount of funds in order to purchase teacher wish list items for the classroom, educational resources for students, and professional development opportunities for the staff.

Perceptions Strengths

- Walnut Grove Elementary School celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- WGES celebrates student acts of kindness, compassion, integrity, and self-discipline with weekly grade level students. Each nine weeks 1 student per class receives a yard sign for Braggin' On This Dragon.
- Students readily follow school rules and expectations. No student has been assigned to DAEP.
- Students are accepting of students new to WGES and CISD.
- Teachers encourage the use of the Buddy Bench at recess.
- Teachers report that WGES is a great place to work.
- Administrators work closely with faculty and staff in decision-making.
- Teachers feel that they have a voice in the decisions that are made.

- Students present periodically over announcements to highlight traditions from around the world.
- Counselor shares lessons over a variety of topics on building character development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students sometimes struggle to understand, appreciate, and respect the differences that make us unique and better together.   **Root Cause:** Our school district has become a sought-after destination which has contributed to our community becoming a beautiful collection of diverse cultures and backgrounds that bring an opportunity for greater understanding, appreciation, and respect.

Priority Problem Statements

Problem Statement 1: Teachers need support in differentiating instruction for all students including those who need remediation and students who need enrichment.

Root Cause 1: During our scheduled WIN time, students need to be able to gain interventions and enrichment opportunities to support their learning.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: With a high percentage of GT students and a high percentage of SPED students, our campus needs to focus on differentiating instruction through small groups to meet the needs of all learners.

Root Cause 2: Teachers need to identify ways to differentiate instruction that focuses on the varied student needs and effectively using small groups.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.

Root Cause 3: Students need to be taught explicit phonics instruction and the deeper comprehension level strategies through classroom lessons, guided reading, small groups, and conferring.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus will continue to focus on helping students and staff feel safe at school.

Root Cause 4: Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Performance on STAAR shows consistent performance at Approaches, but with opportunities to improve our growth measure by helping more students reach Masters, especially in math, as compared with schools similar to ours.

Root Cause 5: Increase the level of rigor for instructional practices AND spiral key concepts to monitor growth and mastery throughout the year with all students in order to improve Masters STAAR progress scores across content areas.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus writing scores on the 2024 STAAR written response portion of the RLA assessment showed a need to improve in the areas of reading comprehension and writing response skills.

Root Cause 6: Students are being asked to compose a written response to a reading passage for the first time and need to be taught explicit strategies to fully develop their responses.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1: Encourage and support teachers in implementing innovative teaching methods and techniques.

By providing comprehensive support, resources, and encouragement to help create an environment where teacher feel empowered to explore and implement innovative teaching methods, ultimately leading to enhanced educational outcomes for students.

> **Evaluation Data Sources:** BOY, MOY, EOY District Assessments
> Common and Interim Assessments
> STAAR Assessments
> CogAT and ITBS Data
> PLC Meeting Discussion and Outcomes
> Classroom Observation and Walkthroughs
>
> Professional Development
> Mentorship Programs: Established mentorship programs where experienced teachers can guide others in experimenting with and implementing new techniques.
>
> Collaborative Environment
> Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share ideas, and support each other in implementing new teaching methods.
> Feedback Systems: Implement systems for teachers to receive constructive feedback from peers and administrators on their innovative teaching practices.
>
> Recognition and Incentives
> Awards and Recognition: Recognize and reward teachers who successfully implement innovative teaching methods through awards, public acknowledgment, and career advancement opportunities.
>
> Evaluation and Adjustment
> Continuous Improvement: Regularly evaluate the effectiveness of innovative teaching methods and make adjustments based on data and feedback.
> Research and Evidence-Based Practices: Encourage the use of research and evidence-based practices to ensure that the innovative methods being implemented are effective and beneficial for students.

Strategy 1 Details	Reviews			
Strategy 1: 1.1.1: Increase the percentage of students in grade K-2 Reading scoring At or Above Benchmark on Dibels Assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: mCLASS/Amplify/DIBELS	**Nov**	**Jan**	**Mar**	**June**

Kinder:
At or Above Benchmark
BOY--71%
MOY-- 90%
EOY--94%

1st Grade:
At or Above Benchmark
BOY-- 85%
MOY-- 85%
EOY--92%

2nd Grade:
At or Above Benchmark
BOY--85%
MOY--87%
EOY--86%

Staff Responsible for Monitoring: Classroom Teachers: Play a crucial role in delivering effective literacy instruction, implementing research-based strategies, providing differentiated support, and monitoring student progress.

Campus Administration: Establish school-wide literacy goals, allocate resources, provide professional development opportunities for teachers, and create a supportive learning environment conducive to literacy development.

District Administrators: Set district-wide literacy initiatives, develop curriculum frameworks, provide instructional support, and allocate funding for literacy programs and interventions.

CARE Teachers: Offer specialized support for students who struggle with reading, provide professional development for teachers, and collaborate with classroom teachers to implement effective instructional practices.

Parents and Guardians: Play a vital role in supporting their child's literacy development at home, encouraging reading habits, and communicating with teachers about their child's progress.

Ultimately, a comprehensive approach that involves collaboration among all stakeholders is typically most effective in increasing the percentage of students in grade K-2 reading at or above benchmark levels on assessments like DIBELS.

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details	**Reviews**

Strategy 2 Details	Reviews			
Strategy 2: 3rd and 4th grade students will improve their mathematics skills by showing growth from the 2024 STAAR test.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: 3rd and 4th grade students will improve their mathematics skills by showing growth from the 2024 STAAR test.

Strategy's Expected Result/Impact: Increase in student academic growth as measured by:
STAAR; STAAR Interim

3rd Grade:
0.48-Student Expectation: 3.1.2.B: Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.

0.43-Student Expectation: 3.1.2.C: Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.

0.49-Student Expectation: 3.4.8.B: Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

0.51-Student Expectation: 3.3.7.B: Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.

0.4-Student Expectation: 3.2.5.B: Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.

4th Grade:
0.6-Student Expectation: 4.2.5.A: Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.

0.46-Student Expectation: 4.2.4.B: Determine products of a number and 10 or 100 using properties of operations and place value understandings.

0.38-Student Expectation: 4.3.8.C: Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.

0.64-Student Expectation: 4.1.3.D: Compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <.

0.47-Student Expectation: 4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

Staff Responsible for Monitoring: Classroom Teachers: Primary responsibility lies with classroom teachers who directly instruct students. They design and deliver lessons, assess student progress, provide feedback, and offer additional support as needed.

School Administrators: Principals and other school leaders play a crucial role in setting goals, providing resources, and creating a supportive environment for teachers and students. They may allocate funding for instructional materials, organize professional development sessions, and monitor progress.

Curriculum Specialists: These professionals develop or select curriculum materials aligned with state standards and assessments. They may provide guidance to teachers on effective instructional strategies and resources to support mathematics instruction.

District Administrators: District-level administrators oversee multiple schools within a district. They may coordinate professional development initiatives, analyze student performance data, and allocate resources to support mathematics education across schools.

Parents and Guardians: Families play a vital role in supporting students' learning at home and communicating with teachers and school staff. They can reinforce mathematical concepts taught in school, provide encouragement, and advocate for resources and support when needed.

Ultimately, the responsibility for students' improvement in mathematics skills is shared among these various stakeholders, each playing a unique role in supporting student learning and achievement.

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Strategy 3 Details	Reviews			
Strategy 3: 3rd and 4th grade students will improve their reading and writing skills by showing growth from the 2024 STAAR test.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in the lowest scored questions from STAAR 2024 test 3rd Grade: 0.54-Student Expectation: 3.R.10.E: identify the use of literary devices, including first- or third-person point of view. 1.04-Student Expectation: 3.R.7.D: retell and paraphrase texts in ways that maintain meaning and logical order. 0.43-Student Expectation: 3.R.6.E: Make connections to personal experiences, ideas in other texts, and society. 0.54-Student Expectation: 3.R.7.D: retell and paraphrase texts in ways that maintain meaning and logical order. 0.48-Student Expectation: 3.W.11.D ix: Edit drafts using standard English conventions, including: (ix) capitalization of official titles of people, holidays, and geographical names and places. 3rd Grade Extended Constructed Responses 5.71 out of 10 pts. 4th grade 0.41-Student Expectation: 4.R.10.B: explain how the use of text structure contributes to the author's purpose. 0.57-Student Expectation: 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.				

1.19-Student Expectation: 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

0.55-Student Expectation: 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

0.59-Student Expectation: 4.W.11.C: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

4th Grade Extended Constructed Responses
7.05 out of 10pts
Staff Responsible for Monitoring: Classroom Teachers: Primary responsibility lies with classroom teachers who directly instruct students. They design and deliver lessons, assess student progress, provide feedback, and offer additional support as needed.

School Administrators: Principals and other school leaders play a crucial role in setting goals, providing resources, and creating a supportive environment for teachers and students. They may allocate funding for instructional materials, organize professional development sessions, and monitor progress.

Curriculum Specialists: These professionals develop or select curriculum materials aligned with state standards and assessments. They may provide guidance to teachers on effective instructional strategies and resources to support mathematics instruction.

District Administrators: District-level administrators oversee multiple schools within a district. They may coordinate professional development initiatives, analyze student performance data, and allocate resources to support mathematics education across schools.

Parents and Guardians: Families play a vital role in supporting students' learning at home and communicating with teachers and school staff. They can reinforce mathematical concepts taught in school, provide encouragement, and advocate for resources and support when needed.

Ultimately, the responsibility for students' improvement in reading skills is shared among these various stakeholders, each playing a unique role in supporting student learning and achievement.

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

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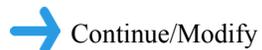
Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: Objective 1.2:
Evaluating current student offerings and exploring new student opportunities is essential to ensure that students receive a well-rounded, engaging, and effective education.

Evaluation Data Sources: Club Participation Numbers

Involve students in the decision-making process through surveys, focus groups, and student councils.

Engage parents and community members to gather insights and support.

Establish a feedback loop to continuously collect and act on input from participants.

Ensure adequate budgeting for new programs and initiatives.

Conduct regular reviews of new programs to assess their impact and make necessary adjustments.

Use data and metrics to guide decision-making and ensure continuous improvement.

Strategy 1 Details	Reviews			
Strategy 1: Explore and assess opportunities for students to pursue their passions and non-academic interests.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and involvement through opportunities such as: Clubs Makerspaces Encore (Art, Music, PE) Science Lab Library/Technology **Staff Responsible for Monitoring:** All Campus Staff School Administrators: Administrators play a crucial role in overseeing the evaluation of current student offerings and the exploration of new opportunities. They can establish committees or task forces to assess existing programs, gather input from stakeholders, and research innovative educational practices. Administrators are also responsible for allocating resources and making decisions regarding the implementation of new student opportunities. Curriculum Coordinators and Specialists: These professionals are responsible for designing, developing, and updating the curriculum to ensure that it meets the needs of all students and aligns with academic standards. They collaborate with teachers, administrators, and other stakeholders to identify areas for improvement and innovation in student offerings. Teachers: Teachers provide valuable insights into the effectiveness of current student offerings based on their experiences in the classroom. They can participate in curriculum review committees, pilot new programs or initiatives, and provide feedback on potential enhancements to student opportunities. Students: Students are important stakeholders in the evaluation of student offerings and the exploration of new opportunities. Their input can help identify areas where improvements are needed and suggest ideas for innovative programs or activities that would enhance their educational experience. Parents and Guardians: Parents and guardians can provide valuable feedback on current student offerings and contribute ideas for new opportunities based on their observations and experiences with their children. They can also advocate for programs or initiatives that they believe would benefit their children and the broader student community. Community Partners: Collaboration with community organizations, businesses, universities, and other stakeholders can provide additional resources, expertise, and opportunities for students. Partnerships with external organizations can enrich the educational experience by offering internships, mentorship programs, and hands-on learning opportunities outside of the classroom. By involving these stakeholders and fostering collaboration, schools can ensure that students receive a well-rounded, engaging, and effective education that prepares them for success in school and beyond. **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

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

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 3: Objective 1.3
Ensuring a safe educational environment for all students and staff is paramount for fostering a positive and productive learning atmosphere.

By implementing these strategies, schools can create a safe, inclusive, and supportive environment that promotes the well-being and success of all students and staff.

Evaluation Data Sources: Intruder Audits
City/District Unannounced Lockdown Trainings
Safety Training Logs

Facility Maintenance and Upgrades (FMX requests)

Conduct regular safety inspections of school facilities to identify and address potential hazards.

Ensure that fire extinguishers, smoke detectors, alarms, and first aid kits are readily available and maintained.

Implement controlled access to school buildings, such as secure entry points and visitor check-in procedures.

Surveillance cameras in key areas to monitor activities and deter unauthorized access.

Develop and communicate clear emergency response plans and procedures.

Implement programs to educate students and staff about bullying, its effects, and ways to prevent it.

Inform students and staff of the district reporting systems for students and staff to report bullying or harassment. (StopIt)

Provide access to school counselors, LSSPs for students and staff.

Ensure that students with disabilities receive appropriate accommodations and support.

Provide language assistance for non-native English speakers and their families.

Maintain high standards of cleanliness and sanitation in all school facilities, including classrooms, restrooms, and cafeterias.

Follow health guidelines for preventing the spread of infectious diseases, including hand washing stations and availability of hand sanitizers.

Ensure that a qualified nurse is available on-site to handle medical emergencies and health issues.

Educate students and staff about online safety, including safe browsing practices, recognizing cyberbullying, and protecting personal information. (Lightspeed)

Foster open lines of communication between the school, parents, and the community regarding safety policies and procedures.

Encourage parental involvement in school safety initiatives and programs.

Collaborate with local law enforcement agencies to ensure a coordinated response to safety concerns.

Utilize community resources and programs to enhance school safety and support services.

Regularly update safety policies and procedures to reflect best practices and new safety standards.

Provide ongoing training for staff and students to keep safety knowledge and skills up to date.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Conduct all required district and state safety trainings as scheduled.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure 100% compliance on all required safety trainings.	**Nov**	**Jan**	**Mar**	**June**
Conduct regular emergency drills, including fire, lockdown, and evacuation drills, to prepare students and staff for potential emergencies. Provide ongoing training for staff and students to keep safety knowledge and skills up to date. **Staff Responsible for Monitoring:** Campus Administration Campus SRO All Campus Staff School Administrators: Administrators are responsible for establishing and enforcing policies and procedures related to school safety. They oversee security measures, emergency preparedness plans, and the allocation of resources to support a safe learning environment. Teachers and Staff: Teachers and staff members play a critical role in implementing safety protocols, supervising students, and promoting a culture of respect and inclusivity in the classroom and throughout the school. Students: Students are encouraged to actively participate in creating a safe school environment by respecting each other, reporting any safety concerns to adults, and following school rules and procedures. Parents and Guardians: Parents and guardians are partners in maintaining school safety by supporting school policies, communicating with school staff about safety concerns, and fostering positive behavior and attitudes at home. Community Partners: Collaboration with law enforcement agencies, mental health professionals, community organizations, and other stakeholders can enhance school safety efforts through resources, expertise, and support services. Policy Makers and Government Agencies: Policymakers at the local, state, and national levels play a role in developing legislation, regulations, and funding initiatives to support school safety measures and initiatives. By working together, these stakeholders can create a safe and supportive environment where students and staff can thrive academically, socially, and emotionally. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

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

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: 2.1. Develop: Developing staff-centric, tailored professional development opportunities is crucial for enhancing the skills, knowledge, and satisfaction of educators.

By implementing these strategies, WGES can create a supportive, engaging, and effective professional development environment that caters to the individual needs of their staff, ultimately leading to improved teaching practices and better educational outcomes for students.

Evaluation Data Sources: Improved practices based on individual, team, and campus needs.

Strategy 1 Details		Reviews		
Strategy 1: Develop staff-centric, tailored professional development opportunities.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Hold meetings with teachers to discuss their teaching goals and areas where they seek improvement.	**Nov**	**Jan**	**Mar**	**June**
Use classroom observation data to identify areas where teachers might benefit from additional training.				
Analyze student performance data to determine which teaching practices need enhancement.				
Teachers develop personalized professional development plans based on each teacher's strengths, weaknesses, and career aspirations. (Professional and Student Learning Outcome Goals)				
Review and update these plans regularly to reflect ongoing progress and emerging needs. (Teacher Summative Conferences)				
Differentiated Learning Opportunities (CISD Summer Conference, Outside Conferences)				
Utilize experts and experienced educators to lead sessions, providing practical insights and proven strategies.				
Facilitate collaborative learning opportunities, such as group discussions, peer observations, and professional learning communities (PLCs).				
Pair less experienced teachers with veteran mentors for ongoing guidance and support.				
Schedule regular check-ins between mentors and mentees to discuss progress and challenges.				
Provide access to instructional coaches who can offer personalized feedback and support.				
Staff Responsible for Monitoring: School Administrators: Administrators play a crucial role in identifying the professional development needs of staff members and allocating resources to support tailored opportunities. They can establish professional development plans that align with school goals and priorities, provide time for teachers to				

participate in training sessions, and create a supportive environment that values continuous learning.

Curriculum and Instruction Leaders and Coaches: Instructional leaders, such as curriculum coordinators, department heads, and instructional coaches, can provide targeted support and mentorship to teachers based on their individual needs and goals. They can offer personalized coaching, model effective teaching strategies, and facilitate professional learning communities focused on specific areas of expertise.

Professional Development Coordinators: These professionals are responsible for coordinating and implementing professional development initiatives at the school or district level. They can collaborate with administrators, instructional leaders, and external partners to design and deliver training sessions, workshops, and other learning opportunities that address the unique needs of educators.

Teachers Themselves: Teachers are active participants in their own professional development. They can identify areas for growth, seek out relevant resources and training opportunities, and collaborate with colleagues to share best practices and learn from one another. Teachers can also provide feedback on professional development offerings to inform future planning and improvement.

By involving these stakeholders and tailoring professional development opportunities to meet the diverse needs and interests of educators, schools can enhance the skills, knowledge, and satisfaction of their staff members, ultimately leading to improved student outcomes.

TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Goal 2: Goal 2:
Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:
Assessing and prioritizing the needs of dedicated and engaged staff is essential for retention and maintaining a positive and productive educational environment.

By systematically assessing and prioritizing the needs of dedicated and engaged staff, and implementing targeted strategies to address those needs, WGES can create a supportive and motivating environment that promotes long-term retention and satisfaction.

Evaluation Data Sources: Hold meetings with staff members to obtain detailed insights into their experiences and needs.

Analyze data from exit interviews to understand why staff are leaving and identify common themes.

Review performance metrics and staff attendance records to identify areas where additional support might be needed.

Identify urgent needs that impact day-to-day operations, such as classroom resources, administrative support, and safety concerns.

Identify long-term needs related to professional development, career advancement, and personal growth.

Ensure that the prioritized needs align with the school's strategic goals and mission.

Involve key stakeholders, including school leaders, in the prioritization process to ensure alignment with overall objectives.

Assess the availability of resources (financial, human, and material) to address the identified needs.

Develop programs to regularly acknowledge and reward dedicated staff, such as monthly Staff Shout Out awards.

Establish mentorship programs where experienced teachers can support newer staff members (i.e. "Dragon Guides")

Ensure that teachers have access to the necessary classroom resources and materials to perform their jobs effectively.

Increase administrative support to reduce the burden of non-teaching tasks on teachers.

Foster collaboration through PLCs where teachers can share best practices and support each other.

Maintain open lines of communication between staff and administration to ensure that concerns are heard and addressed promptly.

Schedule regular check-ins with staff to monitor their satisfaction and address any emerging issues.

Create continuous feedback meetings where staff can provide ongoing input on implemented changes.

Strategy 1 Details	**Reviews**			
Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention .

    Strategy's Expected Result/Impact: Improve staff retention
    Staff Responsible for Monitoring: Campus Administration

Human Resources Department: The HR department within the district often takes a lead role in analyzing staff satisfaction and retention data. They may oversee surveys, collect data on staff turnover rates, and analyze factors contributing to retention or attrition.

School Administrators: Principals and other school leaders play a vital role in interpreting survey data specific to their schools. They may identify trends, strengths, and areas for improvement within their staff, and collaborate with district-level personnel to develop action plans.

District Administrators: District-level administrators, including superintendents, assistant superintendents, and directors, are responsible for overseeing district-wide initiatives related to staff satisfaction and retention. They may analyze aggregated survey data from multiple schools, identify systemic issues, and develop district-wide strategies and policies to address them.

Data Analysts/Researchers: Education researchers or data analysts within the district may assist in the analysis of survey data. They may use statistical methods to identify correlations, trends, and patterns in the data, providing valuable insights to inform decision-making.

Teacher and Staff Representatives: Representatives from teacher and staff unions or associations may be involved in the review and analysis of survey data, advocating for the interests and concerns of their members. They may participate in discussions and collaborate with district administrators to develop solutions to improve satisfaction and retention.

Community and Stakeholders: In some cases, community members, parents, and other stakeholders may provide input on staff satisfaction and retention through community surveys or feedback mechanisms. Their perspectives can help inform action steps that support a positive work environment for educators.

Ultimately, the responsibility for reviewing and analyzing data on staff satisfaction and retention, and creating action steps to address issues, is a collaborative effort involving multiple stakeholders within the district, each bringing unique expertise and perspectives to the process.

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.1:

Support: Providing proactive and responsive support and training for purposeful instructional technology usage involves several key strategies to ensure that teachers are confident and effective in integrating technology into their classrooms.

By implementing these strategies, the district and WGES can provide proactive and responsive support and training for purposeful instructional technology usage, leading to enhanced teaching and learning experiences.

Evaluation Data Sources: Offer foundational training sessions for new technologies, covering basic functionalities and classroom applications. (new hire)

Ensure teachers have easy access to necessary software, applications, and hardware.

Regularly showcase examples of successful technology integration by other teachers within the school or district.

Use of the help desk with a ticketing system to manage and prioritize tech support requests efficiently.

Schedule regular check-ins with teachers to gather feedback on technology integration and address any challenges they are facing.

Ensure that technology integration supports curriculum goals and enhances learning outcomes.

Encourage the use of technology to facilitate student-centered learning, enabling personalized and adaptive learning experiences.

Ensure that school leaders and administrators actively support and participate in technology integration initiatives.

Recognize and celebrate teachers who effectively integrate technology into their teaching.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze the data gathered related to the use of technology and usability training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Determine what if any action steps are needed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Staff Responsible for Monitoring Instructional Technology Specialists: These specialists, often part of the district's technology department, play a central role in providing direct support and training to teachers. They offer expertise on how to effectively integrate technology tools and resources into instructional practices. This includes offering workshops, one-on-one coaching sessions, and demonstrations tailored to teachers' needs and skill levels. Professional Development Coordinators: Professionals responsible for organizing and coordinating professional development opportunities within the district can ensure that technology training is prioritized and accessible to all teachers. They collaborate with instructional technology specialists to plan and schedule workshops, seminars, and ongoing training sessions focused on purposeful technology integration. School Administrators: Principals and other school leaders play a critical role in fostering a culture that values and supports the use of instructional technology. They allocate time and resources for technology training, encourage participation in professional development opportunities, and provide ongoing encouragement and feedback to teachers as they incorporate technology into their instruction. Curriculum Developers: Those responsible for developing curriculum materials and resources can integrate technology-enhanced lessons and activities into the curriculum. By aligning technology usage with curriculum objectives, they ensure that teachers have the support they need to seamlessly integrate technology into their instructional practices. Technology Support Staff: IT support staff within the district or school are responsible for ensuring that technology infrastructure is reliable and accessible. They provide technical assistance to teachers encountering challenges with hardware, software, or network connectivity, enabling them to focus on effective instructional practices rather than troubleshooting technology issues. Peer Mentors or Teacher Leaders: Experienced teachers who excel in using instructional technology can serve as peer mentors or teacher leaders. They can provide guidance, share best practices, and offer support to colleagues who are newer to integrating technology into their teaching. Peer-to-peer collaboration can be a valuable source of ongoing support and professional growth. By leveraging the expertise and resources of these various stakeholders, districts can provide comprehensive support and training to ensure that teachers are confident and effective in integrating technology into their classrooms in a purposeful and impactful way. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Students will use proper keyboarding techniques.	Formative			Summative
Strategy's Expected Result/Impact: Improved Keyboarding skills	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers: Classroom teachers are primarily responsible for teaching proper keyboarding techniques to students. They integrate keyboarding instruction into their curriculum, provide demonstrations, and offer guidance on correct hand positioning, posture, and typing speed. Teachers may incorporate keyboarding lessons into computer literacy or technology courses, as well as into subjects where typing is necessary for assignments, such as English or social studies. Technology Coordinators or Specialists: Technology coordinators or specialists within the district can support teachers by providing resources, training, and guidance on effective keyboarding instruction. They may recommend specific software programs or online tools designed to teach and reinforce proper keyboarding techniques. These specialists can also assist in troubleshooting technical issues related to keyboarding instruction. Curriculum Developers: Those responsible for developing curriculum materials and standards may include keyboarding instruction as part of the overall technology literacy curriculum. By integrating keyboarding skills into curriculum frameworks, curriculum developers ensure that students receive consistent and systematic instruction across grade levels. School Administrators: Principals and other school leaders play a role in prioritizing keyboarding instruction within the school's curriculum. They allocate resources, such as funding for keyboarding software or equipment, and support professional development opportunities for teachers to enhance their keyboarding instruction skills. Administrators may also set expectations for keyboarding proficiency and monitor progress through assessments or performance benchmarks. Parents and Guardians: Parents and guardians can reinforce keyboarding skills at home by providing access to computers or typing software and encouraging regular practice. They can also communicate with teachers to understand the expectations for keyboarding proficiency and support their child's learning outside of school. By working collaboratively, teachers, technology specialists, curriculum developers, school administrators, parents, and community partners can ensure that students receive effective instruction in proper keyboarding techniques, equipping them with essential skills for success in the digital age. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:

Finance: Building and efficiently utilizing financial resources across all operational and capital areas is crucial for the sustainable development and success of an educational institution.

By adopting these strategies, educational institutions can build a robust financial foundation and ensure the efficient utilization of resources, ultimately supporting their mission and enhancing educational outcomes.

Evaluation Data Sources: PTO fundraising events and campaigns to engage the community and raise funds for specific projects.

Implement zero-based budgeting to ensure that all expenses are justified and aligned with the institution's goals.

Develop multi-year budget plans to better manage long-term financial commitments and capital projects.

Maintain transparent financial reporting practices to build trust with stakeholders and demonstrate accountability.

Strategy 1 Details	Reviews			
Strategy 1: Minimize the number of cross-function transfers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced number of needed board approvals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Minimize the number of cross-function transfers. Staff Responsible for Monitoring School Administrators: Principals, vice principals, and other school leaders play a significant role in managing financial resources at the school level. They develop budgets, allocate funds to different departments and programs, and oversee spending to ensure alignment with educational goals and priorities. District Administrators: District-level administrators, including superintendents, chief financial officers, and budget directors, are responsible for overseeing the financial management of the entire school district. They develop district-wide budgets, allocate funding to individual schools, and provide guidance on financial planning and resource allocation. Financial Departments: Dedicated financial departments within the district, such as the finance office or accounting department, are responsible for managing financial transactions, maintaining financial records, and ensuring compliance with accounting principles and regulations. They provide support to schools and departments in budgeting, purchasing, payroll, and financial reporting. Board of Education: The school board or board of education provides oversight and governance of the district's financial operations. They approve budgets, financial policies, and major expenditures, and provide strategic direction on financial matters to ensure fiscal responsibility and transparency. Facilities and Operations Managers: Facilities and operations managers oversee capital expenditures related to the construction, renovation, and maintenance of school buildings and facilities. They collaborate with district administrators and financial departments to develop long-term capital improvement plans and allocate funding for infrastructure projects. Educators and Program Coordinators: Teachers, curriculum coordinators, and program coordinators are involved in budgeting and resource allocation decisions at the classroom and program level. They may request funds for instructional materials, professional development, or extracurricular activities and work within budget constraints to optimize resource utilization. Community and Stakeholders: Engaging with the community and stakeholders, such as parents, students, local businesses, and civic organizations, is important for garnering support for financial initiatives, advocating for funding, and ensuring transparency and accountability in financial management. By involving these stakeholders and fostering collaboration among them, educational institutions can build and efficiently utilize financial resources to support the sustainable development and success of the institution, ensuring that funds are allocated effectively to meet the needs of students, educators, and the broader community. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

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

Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 2: Objective 4.2:

Improving the attendance rate for the 2024-2025 school year requires a multifaceted approach that addresses the root causes of absenteeism and promotes a culture of regular attendance.

By implementing these strategies, schools can create a supportive environment that encourages regular attendance and addresses the underlying issues that contribute to absenteeism.

   Evaluation Data Sources: Skyward Attendance

Strategy 1 Details	Reviews			
Strategy 1: Educate the community on the importance of daily attendance.	Formative			Summative
Strategy's Expected Result/Impact: Improve Attendance Increase ADA funding	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Administrators: Administrators play a central role in setting expectations for attendance and creating a positive school culture that values regular attendance. They can develop and implement attendance policies, track attendance data, and provide support and resources to address barriers to attendance. Teachers and Staff: Teachers and staff members can encourage regular attendance by fostering positive relationships with students, communicating the importance of attendance to families, and providing engaging and relevant instruction that motivates students to attend school regularly. School Counselors and Support Staff: Counselors and support staff can identify students who are at risk of chronic absenteeism and provide targeted interventions and support services to address underlying issues. They can collaborate with families, community agencies, and other stakeholders to address barriers to attendance, such as transportation, health, or social-emotional concerns. Parents and Guardians: Parents and guardians play a critical role in ensuring their children attend school regularly. They can communicate with school staff about absences, reinforce the importance of attendance at home, and seek support from the school or community if their child is struggling to attend regularly due to challenges or barriers. Community Partners: Collaboration with community organizations, agencies, and local businesses can provide additional support and resources to improve attendance. Partnerships can include providing transportation assistance, access to health care services, mentoring programs, and incentives for students to attend school regularly. Data Analysts and Researchers: Data analysts and researchers can analyze attendance data to identify trends, patterns, and risk factors associated with absenteeism. They can provide insights and recommendations for targeted interventions and strategies to improve attendance rates. By involving these stakeholders and implementing a multifaceted approach that addresses the root causes of absenteeism, schools can work towards improving attendance rates and promoting a culture of regular attendance for the 2024-2025 school year and beyond. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Weekly recognition for students with perfect attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Attendance/ Increased ADA funding.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Staff Responsible for Monitoring Teachers: Teachers are often the first to notice and track students' attendance on a daily basis. They play a crucial role in encouraging students to attend school regularly and may provide positive reinforcement and recognition for those with perfect attendance in their classrooms. School Administrators: Principals, vice-principals, and other administrators oversee the implementation of attendance policies and initiatives within the school. They may coordinate monthly recognition programs for students with perfect attendance, organize award ceremonies or assemblies, and communicate the importance of attendance to students, parents, and staff. PEIMS Attendance Coordinators: Some schools have designated attendance coordinators or attendance clerks who are responsible for monitoring and tracking student attendance records. They compile data on students with perfect attendance and work with administrators and teachers to ensure that eligible students are recognized appropriately. Parent-Teacher Organization (PTOs): PTOs or other parent organizations may support efforts to recognize students with perfect attendance by providing funding for awards or incentives, organizing special events or celebrations, or promoting the importance of attendance through newsletters or social media. School Counselors and Support Staff: School counselors and support staff play a role in supporting students who may be struggling with attendance issues. They may provide interventions or support services to help improve attendance and may also be involved in recognizing students who demonstrate improvement in their attendance habits. Students and Parents/Guardians: Students and their parents or guardians are ultimately responsible for ensuring regular school attendance. By emphasizing the importance of attendance and supporting students in their efforts to achieve perfect attendance, families play a crucial role in the success of recognition programs. By involving these stakeholders and fostering collaboration among them, schools can create meaningful and effective monthly recognition programs to celebrate and encourage students with perfect attendance, ultimately promoting a positive school culture and academic success. **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
Strategy 1: Providing consistency and alignment in the delivery of all campus and teacher communications is crucial for ensuring that stakeholders receive accurate, timely, and cohesive information.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
By implementing these strategies, WGES can ensure consistent and aligned communication across campus and among teachers, enhancing clarity and fostering a cohesive and informed community. **Strategy's Expected Result/Impact:** Ensure that all staff members are aware of and understand the communication expectations. Create standardized email templates for different types of communications (e.g., announcements, newsletters, meeting invitations). Develop standardized formats for documents, reports, and newsletters to maintain a consistent look and feel. Use a centralized communication platform (WGES Information HUB) for all internal communications. Identify and use primary channels for official communications (e.g., school website, official email addresses, newsletters). Provide guidelines for using social media to ensure consistency in the type and tone of content posted. Develop an annual communication calendar outlining key dates and events, ensuring that all communications are planned and aligned. Coordinate the timing of announcements and events to avoid overlaps and ensure clear messaging. **Staff Responsible for Monitoring:** School Administrators: Principals and other school leaders are responsible for setting the tone and expectations for communication within the school. They ensure that all communications align with the school's mission, vision, and goals. Administrators may also establish protocols and guidelines for communication practices among staff members and with external stakeholders. Communication Coordinators or Specialists: Some schools have dedicated communication coordinators or specialists who oversee the development and dissemination of communications. They work closely with school administrators and teachers to ensure that all communications are accurate, timely, and consistent in tone and messaging. Communication specialists may also manage communication channels such as newsletters, websites, social media, and				

email lists.

Teachers and Staff: Teachers and staff members play a crucial role in communicating information to students, parents, and colleagues. They must adhere to established communication protocols and guidelines set forth by school administrators. Teachers communicate classroom-specific information, such as assignments, schedules, and events, while also ensuring alignment with broader school messages and priorities.

Parent-Teacher Organization (PTOs): PTOs or other parent organizations may assist in communication efforts by disseminating information to parents and guardians, organizing events or meetings, and providing feedback on communication strategies. Collaborating with PTOs ensures that parent perspectives are considered in communication planning and implementation.

District Administrators: District-level administrators provide support and guidance to individual schools in communication efforts. They may develop district-wide communication policies and provide training or resources to schools to ensure consistency in messaging and practices across the district.

Technology and IT Departments: Technology and IT departments within the school or district support communication efforts by maintaining communication platforms, such as websites, email systems, and communication apps. They ensure that these platforms are accessible, user-friendly, and secure, enabling effective communication among stakeholders.

Students: Students are important stakeholders in the communication process. Schools may involve students in communication efforts by providing opportunities for student-led initiatives, such as school newsletters or social media accounts. Involving students in communication activities fosters a sense of ownership and engagement in the school community.

By involving these stakeholders and fostering collaboration among them, educational institutions can ensure that communication is consistent, aligned, and effectively serves the needs of all stakeholders, promoting transparency, engagement, and a strong sense of community.

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
Strategy 2: Promoting a positive environment that fosters connections and keeps families informed is essential for building strong partnerships between the school and the community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
By implementing these strategies, schools can create a positive and supportive environment that promotes strong connections and meaningful engagement with families, ultimately enhancing student success and overall school effectiveness.				
Strategy's Expected Result/Impact: Host orientation sessions (Meet the Teacher; OUES 101 and Curriculum Night) and welcome events at the beginning of each school year to introduce families to the school community.				
Organize school tours where families can visit classrooms, meet teachers, and learn about school programs.				

Establish parent advisory committees to provide input on school policies, programs, and events. (Site Based)

Send out regular newsletters with updates on school events, important dates, and student achievements.

Use email updates to communicate important announcements, policy changes, and reminders to families.

Maintain an up-to-date school website with information on school policies, programs, and resources.

Provide access to online parent portals where families can view their child's academic progress, attendance records, and upcoming assignments. (Skyward)

Utilize messaging platforms (e.g., Remind, ClassDojo, Skyward, SeeSaw; Group Me) to send instant updates and reminders to families.

Host family fun nights or weekend events where families can participate in games and activities together.

Schedule regular parent-teacher conferences to discuss student progress, set goals, and address any concerns.

Encourage teachers to maintain an open-door policy and be accessible to parents for informal discussions and updates.

Host ceremonies to recognize students' academic achievements, leadership qualities, and contributions to the school community.

Organize events to celebrate and appreciate the contributions of parents and caregivers to the school community. (Volunteer Breakfast)

Feature stories and profiles in newsletters highlighting the accomplishments and successes of students, families, and staff members.

Invite families to contribute articles, photos, and testimonials to newsletters and school publications.
Staff Responsible for Monitoring: School Administrators: Principals and other school leaders set the tone for building strong partnerships between the school and the community. They prioritize family engagement as a core value and ensure that communication efforts are consistent, transparent, and inclusive. Administrators may host events, such as open houses or family nights, to foster connections and provide opportunities for families to engage with the school community.

Teachers and Staff: Teachers and staff members play a crucial role in building positive relationships with families. They communicate regularly with parents and guardians about student progress, upcoming events, and opportunities for involvement. Teachers may also provide resources and support to families to help them engage in their child's education at home.

Parent-Teacher Organization: PTO is instrumental in promoting family engagement and communication. They organize events, fundraisers, and volunteer opportunities that bring families together and support the school community. PTOs also serve as a liaison between parents and school administrators, advocating for the needs and interests of families.

Community Partners and Organizations: Collaboration with local businesses, community organizations, and nonprofits enhances family engagement efforts and strengthens connections between the school and the community. Community partners may sponsor events, provide resources or services, or offer support for initiatives that benefit students and families.

District Administrators: District-level administrators provide support and guidance to individual schools in family engagement efforts. They may develop district-wide policies and initiatives to promote family involvement and ensure that resources and support are available to schools as needed.

Technology and IT Departments: Technology and IT departments support communication efforts by maintaining communication platforms, such as websites, email systems, and communication apps. They ensure that these platforms are user-friendly and accessible to families, facilitating communication between the school and the community.

Students: Students play an active role in promoting a positive school environment and engaging families. Schools may involve students in communication efforts, such as creating newsletters or social media content, to share information and celebrate achievements with families.

By involving these stakeholders and fostering collaboration among them, educational institutions can promote a positive environment that fosters connections and keeps families informed, building strong partnerships between the school and the community for the benefit of students' academic success and overall well-being.

ESF Levers:
Lever 3: Positive School Culture

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

Addendums

Appendix A

COMPLIANCE ADDENDUM 2024-2025

Coordinated Health - SHAC Council

> **Objective:** Support School Wellness including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council.	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that identifies Demonstrates Success is performance on state fitness tests.

Discipline Management - Safe Environments

> **Objective:** Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide.

> **Objective:** Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

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Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying.	CISD Website; Counselors' website;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Student safety training for all staff including transportation and student nutrition conducted by counselors	"Summary of Bullying Changes"	Student Services	All staff trained in student safety.
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents' access; posted on district website and provided to principals and counselors for distribution to students.	Website: htt12://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

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<u>Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13</u>

<u>School Year</u>

<u>New definition of bullying:</u> "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

    (1)   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

    (2)   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

<u>Section</u> 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

<u>Section</u> 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

<u>Section 37.0832-Refers</u> to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:

1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can't be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan.

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Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81st Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.	Counselor Website	Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "O" in Special Education

Strategies	Resources	Staff Responsible	Evaluation

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• Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education	SIT Procedures	Exec Dir of SpEd CIS Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.
• Implement Multi-Tiered System of Supports (MTSS) to facilitate : o Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity; o Positive discipline and behavioral intervention and support; o Discipline and behavior management; o Provision of Early Intervening Services; o Increase in referrals to SAT that meet the criteria for			

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation

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The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about:
1.   Higher education admissions and financial aid opportunities
2.   TEXAS grant program
3.   Teach for Texas grant programs
4.   The need for students to make informed curriculum choices to be prepared for success beyond high school
5.   Sources of information on higher education admissions and financial aid [TEC 11.252(4)]
6.   Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. Allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.
  • Career Cluster/Programs of Study Templates
  • Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses
  • CTE program articulated sequence of courses
  • Carl Perkins Grant Funding
  • Graduate Profile
  • Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	CTE Career Pathways; Graduate Profile;
	Carl Perkins Grant
	
	Texas College & Career resource site:
	www.texascollegeandcareer .org
		CISD Administration
		
		Counselors
		Teachers
			Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school

State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081)
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation.

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SCE funds may not be used for any other purpose until Al is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081) 6.
Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk
prevention program [TEC 11.255)			

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Strategies	Resources	Staff Responsible	Evaluation
• Monitor truancy of 17-year old to file before 18 • PGP Plans in place for all At-Risk grades 7-12 • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs.		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
DAEP Requirements: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates
PREGNANCY RELATED SERVICES			
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

each/every service:	Texas Health Resources	B. Copy of ARD & IEP	pregnant students.

1. Compensatory Education Home Instruction
2. School Counseling
3. School Health Services
4. Alternative education
	Teenage Pregnancy Outreach
	
	Secondary Counselors
		C. PRS entry date D.
		   Date of delivery
		
		E. Doctor notes
		   requiring prenatal
		   confinement or
		   extension of 6 week
		   postpartum period
		
		PRS exit date
			Graduation of PRS program.

PRIORITY SERVICE FOR MIGRANT STUDENTS		

Strategies	Resources	Staff Responsible	Evaluation
The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps: 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students Use NSG PFS reports to give priority to these students in MEP activities		Special Programs Executive Director PEIMS Director	Number of migrant students served NCLB Compliance Report PBMAS

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Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at• risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus.

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students, 4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation

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Records and documentation including:		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS
A. Verification of each pregnancy B Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.			

Appendix A

Appendix A