

Waco Independent School District

District Improvement Plan

2025-2026

Accountability Rating: D



Board Approval Date: September 25, 2025

Mission Statement

The mission of Waco ISD is to cultivate **WISDom**, inspire growth, and pursue excellence in every student.

Vision

Rooted in **WISDom**, Committed to Excellence.

Value Statement

In Waco ISD, we believe:

STUDENTS are empowered, equipped, and ready to lead with **WISDom**, wonder, and confidence.

PARENTS are empowered to engage as active partners and bring **WISDom** to the shared journey of their child's growth and success.

FACULTY AND STAFF are highly skilled professionals who lead with **WISDom**, foster meaningful relationships, and support every student to achieve their personal best.

CAMPUS ADMINISTRATORS are present and accessible leaders, inspiring students and staff to achieve their best, as they model **WISDom**, encouragement, and understanding.

SUPERINTENDENT AND CENTRAL OFFICE STAFF are driven by a commitment to high expectations, as they lead with **WISDom** and a strategic vision, inspiring excellence for all.

BOARD OF TRUSTEES lead with strategic focus and **WISDom**, while working together as a unified team, in service and support of Waco ISD and its community.

Strategic Plan Priorities

Priority 1: Students

- 1.1 Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth.
- 1.2 Ensure academic success for all students in math, literacy, and CCMR, as required by HB 3.
- 1.3 Create and sustain safe and supportive learning environments.

Priority 2: Staff

- 2.1 Recruit highly qualified staff and a diverse workforce committed to serving all students.
- 2.2 Train and develop all staff, in service to Waco ISD stakeholders.

2.3 Retain highly qualified staff and a diverse workforce committed to serving all students.

Priority 3: Community

3.1 Increase effective parent/family engagement opportunities to support student success and well-being.

3.2 Foster strong partnerships and organizations, business/industry, and higher education institutions.

3.3 Ensure district communication, marketing, and branding are strategic, targeted, and transparent to improve public perception of Waco ISD.

Priority 4: Financial & Operational Efficiencies

4.1 Ensure strategic allocation of resources to effectively address student/staff needs.

4.2 Technology - Equip our educators, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness.

4.3 Facilities/Operations - Ensure well-maintained, quality teaching/learning spaces and operational efficiencies.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Waco ISD serves the community of Waco, Texas in McLennan County. Waco ISD has 23 schools- including 14 elementary schools, 3 middle schools, 2 comprehensive 5A high schools, 1 disciplinary alternative school, and 2 CTE based academy programs (Greater Waco Advanced Health Care Academy, Greater Waco Advanced Manufacturing Academy). Additionally, there is a P-TECH program focused on an education preparation program called the Future Educators Academy. Two elementary schools are magnet schools and one middle school has a district GT program option.

Student Demographics:

Waco ISD has approximately 13,000 students enrolled.

The student demographic breakdown is as follows:

African American: 27%

Hispanic: 62%

White: 8%

Other (including Two or More, American Indian, and Asian): 3%

90% of our students are identified as economically disadvantaged.

76% of our students are identified as at risk.

25% of our students are identified as emerging bilingual or ESL.

16% of our students are identified as special education.

10% of our students are identified as gifted and talented.

Waco ISD has a 24% mobility rate among our students.

Waco ISD is has retention rates that significantly exceed the state for students identified as general education and special education.

Waco ISD has a teaching staff comprised of 47% identified as beginning or having 5 years or less experience, 11% higher than the state average.

(Information as reflected in the 2023-24 Texas Academic Performance Report)

Student Achievement:

Considering standardized assessment performance data spanning the last four academic years (2021-22 through 2024-25), there are multiple concerns. STAAR scores, grades 3-8, reflect little to no overall growth. Math has shown roughly 4% more students each of the last two years not meeting academic readiness. Reading has maintained a steady percentage of students approaching or meeting academic readiness over the last four academic years, while students achieving at the master's level of the reading assessments has dipped 5%. Although 2024-25 shows a slight recovery from the previous two years, it still reflects a concerning gap between the students earning a master's score in 2021-22.

Overall, the high school EOC scores over the last four school years indicate that student academic readiness does not reflect desired growth. What growth has occurred has been incremental and fluctuate and there is a significant gap between WISD's scores in each content area and the overall state and regional averages (up through 2023 as we are awaiting official release of results). Preliminary results reflect that four of the secondary campuses saw a dip in their overall academic achievement.

Distinction Designations

As of the most recent release in April 2025, the 2023 distinction designations remain the latest available. Waco ISD did not receive any districtwide distinction designations for 2023. However, two elementary campuses earned designation Academic Achievement in Science, while one campus earned designation in Top 25%: Comparative Closing the Gaps

Strengths

- 15-point increase in CCMR since 2021
- Strong growth in IBC participation and completion
- Improved outcomes in Social Studies across student groups
- Progress in TELPAS for Emergent Bilingual students

Areas for Growth

- Math performance declined across most grade levels
- Dual Credit participation down 10 percentage points
- Low AP test success rate despite rising enrollment
- Minimal improvement in overall student progress and growth metrics

Analyzing Waco ISD's College, Career, and Military Readiness (CCMR) at a deeper level shows:

Over the past four years, Waco ISD has demonstrated consistent and encouraging growth in College, Career, and Military Readiness (CCMR) outcomes among its graduates. It is important to note that CCMR data is lagging; the performance reported for a given year reflects outcomes from the previous graduating cohort.

Overall CCMR Performance

- CCMR indicators have increased from 47% for the Class of 2021 to 62% for the Class of 2024, marking a 15-percentage point gain.

- Students meeting TSI criteria in both RLA and Math increased from 22% to 37% over the same period.
 - TSI RLA: Increased from 47% to 58%
 - TSI Math: Increased from 27% to 46%, reflecting focused efforts to expand access and support particularly with College Prep courses.

SAT Performance

- While SAT scores improved overall since the Class of 2022, a slight decline occurred in the most recent year:
 - SAT RLA: Decreased 5% from the Class of 2023 to 2024
 - SAT Math: Decreased 3% during the same period
 Despite these short-term declines, both areas reflect a net gain over the four-year trend.

Advanced Placement (AP)

- AP course participation has more than doubled:
 - 2021–22: 610 courses taken
 - 2024–25: 1,236 courses taken
 However, CCMR outcomes for AP—defined as scoring a 3 or higher on at least one AP exam—have remained stable at approximately 10% of graduates.

Dual Credit

- Participation has decreased from 24% to 14%, a 10-point drop, possibly indicating a shift toward AP and CTE-related pathways.

Industry-Based Certifications (IBC)

- Significant improvements have been noted:
 - IBC CCMR outcomes increased from 17% to 32% (15-point gain)
 - IBC Completer status: Doubled from 9% to 18%

IBC certification attainment rose from 54% to 65% in the past three years
 These gains highlight strengthened CTE programming and improved alignment with workforce demands.

Overall Big Picture:

Waco ISD saw significant transitions during the 2024-25 school year. In September, the Superintendent who had been serving since 2019 retired. The Board of Trustees hired a new Superintendent, Dr. Tiffany Spicer, in October. While the new Superintendent rolled out her 100 day entry plan, she incorporated multiple methods to listen and learn about the Waco ISD and our staff and students. The survey results reflected much of the feedback she received.

Overall positive morale was reported by about 68% of employees who participated in the end of the year climate and culture survey. Information acquired through the newly hired Superintendent's structured campus visits, along with other methods like the Thought Exchange platform and focus groups from an external auditing firm revealed strengths as well as opportunities for growth. Strengths such as deep pride and passion for the Waco ISD community were consistently present. Many individuals have long standing ties to the area and specifically, Waco ISD.

There are opportunities to grow in areas such as communication and perceptions of support for campus staff from central administration, as well as specific targeted areas related to clarity of expectations, systems consistency, and improved Tier 1 teaching and learning supports across the organization. The Superintendent and her leadership team began responding and planning for the 2025-26 school year before the end of the 2024-25 school year and are excited for the anticipated outcomes! Numerous anecdotal responses indicate similar momentum from various departments and campuses. As identified in the goal portion of the District Improvement Plan, Waco ISD aims to see an increased participation rate in our climate and culture survey as well as see a minimum increase of 7% reporting overall positive morale in 2025-26.

Demographics

Demographics Summary

District Name	District	Region	County Name	Charter Status	Ethnicity	Gender	Student Count
WACO ISD	161914	12	MCLENNAN COUNTY	TRADITIONAL ISD/CSD	American Indian Or Alaska Nat	Female	<20
					American Indian Or Alaska Nat	Male	<20
					Asian	Female	20
					Asian	Male	14
					Black Or African American	Female	1,690
					Black Or African American	Male	1,893
					Hispanic/Latino	Female	4,082
					Hispanic/Latino	Male	4,277
					Native Hawaiian/Other Pacific	Female	<10
					Native Hawaiian/Other Pacific	Male	<10
					Two Or More Races	Female	184
					Two Or More Races	Male	176
					White	Female	460
					White	Male	552
					District Total		13,376

District Name (District #)	Region	All Enrollment	At Risk	Bilingual	Dyslexic	Economically Disadvantaged	Emergent Bilingual	ESL	Foster Care	Gifted & Talented	Homeless	Military Connected	Section 504	Special Education
WACO ISD (161914)	12	13,376	9,607	1,163	1,265	11,786	3,536	2,010	75	1,459	555	N/A	890	2,471

District Name (District Number)/Charter Status/Region						Primary Disability													
						OI	OHI	DHH	VI	DB	ID	ED	LD	SI	AU	DD	TBI	NCEC	
WACO ISD (161914)		TRADITIONAL ISD/CSD				12	N/A	348	25	10	N/A	305	106	929	407	291	N/A	N/A	33

Attendance rates have seen incremental improvement. We are continuing to set goals for improving our overall attendance rate as we understand the significant positive correlation to increased attendance and improved academic achievement and growth.

Year	District Attendance Rate
2021-2022	88.33%
2022-2023	90.77%
2023-2024	91.32%
2024-2025	91.72%

Demographics Strengths

We are seeing positive trends in student attendance rates. While we still need to see this percentage improve and are continuing to set goals and strategies to support continued improvement, this is a celebration for our district.

Student Learning

Student Learning Summary

CCMR Analysis

Over the past four years, Waco ISD has demonstrated consistent and encouraging growth in College, Career, and Military Readiness (CCMR) outcomes among its graduates. It is important to note that CCMR data is lagging; the performance reported for a given year reflects outcomes from the previous graduating cohort.

Overall CCMR Performance

- CCMR indicators have increased from 47% for the Class of 2021 to 62% for the Class of 2024, marking a 15-percentage point gain.
- Students meeting TSI criteria in both RLA and Math increased from 22% to 38% over the same period.
 - TSI RLA: Increased from 47% to 59.9%
 - TSI Math: Increased from 27% to 47.2%, reflecting focused efforts to expand access and support particularly with College Prep courses.

SAT Performance

- While SAT scores improved overall since the Class of 2022, a slight decline occurred in the most recent year:
 - SAT RLA: Decreased 4.2% from the Class of 2023 to 2024
 - SAT Math: Decreased 2.2% during the same period
- Despite these short-term declines, both areas reflect a net gain over the four-year trend.

Advanced Placement (AP)

- AP course participation has more than doubled:
 - 2021–22: 610 courses taken
 - 2024–25: 1,236 courses taken
- However, CCMR outcomes for AP—defined as scoring a 3 or higher on at least one AP exam—have remained stable at approximately 10% of graduates.

Dual Credit

- Participation has decreased from 24% to 14%, a 10-point drop, possibly indicating a shift toward AP and CTE-related pathways.

Industry-Based Certifications (IBC)

- Significant improvements have been noted:
 - IBC CCMR outcomes increased from 17% to 32.5% (+15-point gain)
 - IBC Completer status: Doubled from 9% to 18%
 - IBC certification attainment rose from 54% to 65% in the past three yearsThese gains highlight strengthened CTE programming and improved alignment with workforce demands.
-

Emergent Bilingual STAAR and TELPAS Analysis

STAAR Performance (Emergent Bilingual Current/Monitored Students)

- Overall STAAR performance declined:
 - Approaches level: Decreased by 1%
 - Meets level: Maintained 23%
- RLA: Maintained at approaches but decreased 1% at meets levels
- Math:
 - Approaches: Decreased by 6%
 - Meets: Decreased by 3%, raising concerns about grade-level readiness
- Science: Increased by 5% (approaches), 3% (meets)
- Social Studies: Increased from 48% (2022) to 60% (2025) at the approaches level

TELPAS

- A 2% increase was observed in the percentage of students progressing at least one proficiency level between 2024 and 2025.
-

STAAR Performance Analysis

Overall Trends

- Minimal change across most performance levels over the past several years
- Social Studies: Notable 3% increase at approaches level from 2023 to 2025
- Math: Declined by 7% (approaches) and 3% (meets), remaining a significant area of concern

Student Group Highlights

- African American Students:
 - Social Studies: Increased 10% (approaches), 9% (meets)
 - Math: Decreased 4% (approaches), remained relatively steady at meets
- Hispanic Students:
 - Social Studies: Increased 5% (approaches)
 - Math: Decreased 7% (approaches)
- Students Receiving Special Education Services:
 - Science: Increased 6% (approaches)
 - Social Studies: Increased 14% (approaches)
 - Math: Declined across all levels by at least 3%

Grade-Level Highlights

- Grade 3 RLA: Recovered from a dip in 2024; increased by 3% since 2023
- Grade 5 RLA: Decreased 11% (approaches) over two years; stable at 13% (masters)
- Grade 7 Math: Most significant decline
 - 2023: 46% (approaches), 21% (meets)
 - 2025: 17% (approaches), 3% (meets)

Student Progress

- Declined by 2% in both overall growth and accelerated instruction over the past two years
 - RLA Accelerated Growth: Increased by 1% from 2024 to 2025
 - Math Growth: Decreased by 3% overall and 4% in accelerated growth
-

Areas for Growth

- Math performance declined across most grade levels
- Dual Credit participation down 10 percentage points

- Low AP test success rate despite rising enrollment
- Minimal improvement in overall student progress and growth metrics

Student Learning Strengths

Distinction Designations

As of the most recent release in August 2025, Waco ISD did not receive any districtwide distinction designations for 2025. However, two campuses earned designation Academic Achievement in Science and Academic Achievement in Reading, while one campus earned Academic Achievement in Social Studies designation.

Strengths

- 15-point increase in CCMR since 2021
- Strong growth in IBC participation and completion
- Improved outcomes in Social Studies across student groups
- Progress in TELPAS for Emergent Bilingual students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Waco ISD Math scores continue to reflect significant gaps compared to where the district's scores were five years ago as well as where we compare with other districts across the region and state.

Root Cause: Our Tier 1 curriculum and related assessments had been outdated and therefore misaligned to changes in standards in the state curriculum. There are inconsistencies in best practices such as PLC, DDI, and RTI.

Problem Statement 2 (Prioritized): Waco ISD has seen declines in high school students enrolling in college level dual credit courses.

Root Cause: There was a district focus on Advanced Placement courses and exams that determined policy adjustments related to GPA incentives for Advanced Placement course enrollment made in 2021.

Problem Statement 3 (Prioritized): Waco ISD has seen an increased enrollment in Advanced Placement courses but not seen an increased success rate with the Advanced Placement exams.

Root Cause: Originally, there was no expectation on students to take the Advanced Placement exams. Additionally, there were no benchmarks, practice assessments or structured opportunities provided to students to prepare for these exams.

Problem Statement 4 (Prioritized): Waco ISD has seen minimal improvement in overall student progress and growth metrics.

Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

District Processes & Programs

District Processes & Programs Summary

Waco ISD is undergoing an exciting transformation!

A new Superintendent was named in October of 2024. In her first 100 days, Dr. Spicer visited every campus and engaged in structured campus visits with three stakeholder groups: staff, students, and families to listen and collect feedback on what was working and where there were opportunities for growth. She relied on this information in combination with other modes of feedback such as an end of year survey and Thought Exchange feedback from all employees within Waco ISD. The feedback collected over the first 6 months of her arrival helped develop a deeper understanding of the organization's strengths and constraints.

Dr. Spicer recognized several immediate needs which included a need to create a better balance while restructuring to ensure there was a focused support for school leaders. The previous organizational chart highlighted a significant imbalance in which over 50% of the central administration and related departments were overseen by a single individual. These two pieces contributed to a reorganization. A new Deputy Superintendent was hired in January and was assigned a newly formed department, The Office of School Leadership. Two Executive Directors were moved from Curriculum and Instruction to oversee and support the elementary and secondary campuses. Another position was pulled from C & I and was restructured to become a Director of School Improvement. Additionally, after an external audit on our Special Education department was conducted, this department was also reassigned to the Deputy Superintendent. This allows the Assistant Superintendent of Teaching and Learning to provide a renewed, targeted focus and oversight of teaching and learning.

Aside from the new Superintendent and Deputy Superintendent, there were four other new hires for district level leadership positions. These were comprised of a combination of internal and external hires. Additionally, there were at least five new principals during the 2024-2025 school year and there were four new principals named for the 2025-2026 school year. This amount of change reflects addressing concerns at six of our underperforming campuses and underscores the strategic support the Superintendent recognized school leaders in Waco ISD need.

Additionally, the Superintendent worked in a collaborative capacity with the Board of Trustees, cabinet level leaders, and a committee comprised of district employees, parents, and community members (including city officials, business owners, and local IHE representatives) to revise the district's mission and vision. Based on those revisions, information was collected to envision where we want to be in five years. Baseline data was used in a backwards design capacity to build out a five-year strategic plan. The strategic plan has been adopted by the Board of Trustees and is being used with last year's data and needs assessment to construct this year's District Improvement Plan, which is aligned to accomplishing the first year's worth of growth towards the five-year vision.

Furthermore, the Superintendent is implementing new efforts to align inconsistencies present throughout the organization with a focus on systems. Thus far, programmatic adjustments have been made, along with communication channels that are continually examined and improved. Strategic supportive measures have been put in place with campus leaders, including a dedicated director of school improvement to assist the leaders of our turnaround campuses. Fiscal reviews have led to immediate adjustments and are ongoing as we continue evaluating how to maximize our resources. Standardized assessment scores from the last few years, reiterate a need for new curriculum in math and revisions to the curriculum for reading and English language arts. Those were approved by the Board of Trustees this past July.

Dr. Spicer is driving a vision that refocuses the organization on alignment of not only curriculum and instruction, but also on the practices associated with Professional Learning Communities. There is an ongoing set of steps to improve overall efficacy in relation to technology resources. Professional development is being redesigned for school leaders, and the focus for our teachers is related to continued efforts with Multi-tiered systems of support for behavior, new curriculum roll-out, and progress monitoring strategies.

2025-2026 will produce our first graduates from the P-Tech Future Teachers program. They will emerge with not only their diplomas but an Associates degree. These students will receive letters of intent to return as teachers to Waco ISD and even be provided the opportunity to work for us as paraprofessionals while they continue in higher education pursuing their degree and teacher certification. Overall, the 2025-2026 year is one that will yield improved outcomes based on the adjustments and we are excited to see what is on the horizon for our students and staff!

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Waco ISD has seen an increased enrollment in Advanced Placement courses but not seen an increased success rate with the Advanced Placement exams.

Root Cause: Originally, there was no expectation on students to take the Advanced Placement exams. Additionally, there were no benchmarks, practice assessments or structured opportunities provided to students to prepare for these exams.

Problem Statement 2 (Prioritized): Waco ISD has seen declines in high school students enrolling in college level dual credit courses.

Root Cause: There was a district focus on Advanced Placement courses and exams that determined policy adjustments related to GPA incentives for Advanced Placement course enrollment made in 2021.

Problem Statement 3 (Prioritized): Waco ISD Math scores continue to reflect significant gaps compared to where the district's scores were five years ago as well as where we compare with other districts across the region and state.

Root Cause: Our Tier 1 curriculum and related assessments had been outdated and therefore misaligned to changes in standards in the state curriculum. There are inconsistencies in best practices such as PLC, DDI, and RTI.

Problem Statement 4 (Prioritized): Waco ISD has seen minimal improvement in overall student progress and growth metrics.

Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Problem Statement 5 (Prioritized): Waco ISD has higher than average turnover and higher than average teaching staff with 5 years or less of experience.

Root Cause: The district is in need of improved strategies for recruiting as well as improved hiring and onboarding processes.

Perceptions

Perceptions Summary

In Waco ISD, we believe:

STUDENTS are empowered, equipped, and ready to lead with **WISDom**, wonder, and confidence.

PARENTS are empowered to engage as active partners and bring **WISDom** to the shared journey of their child's growth and success.

FACULTY AND STAFF are highly skilled professionals who lead with **WISDom**, foster meaningful relationships, and support every student to achieve their personal best.

CAMPUS ADMINISTRATORS are present and accessible leaders, inspiring students and staff to achieve their best, as they model **WISDom**, encouragement, and understanding.

SUPERINTENDENT AND CENTRAL OFFICE STAFF are driven by a commitment to high expectations, as they lead with **WISDom** and a strategic vision, inspiring excellence for all.

BOARD OF TRUSTEES lead with strategic focus and **WISDom**, while working together as a unified team, in service and support of Waco ISD and its community.

We believe all of our students can learn at high levels and that we can inspire excellence in all we do. We want Waco ISD to serve as a beacon in the central Texas area and Region 12.

We are in the process of strengthening partnerships among various groups, be it through efforts to increase meaningful parent engagement or support of campuses from central office administrative staff.

There were multiple opportunities for stakeholder groups to provide feedback:

Superintendent structured listening tours at every school for each of the three stakeholder groups (students, staff, families)

Thought Exchange open ended feedback for all WISD employees (February)

End of Year Climate Surveys for each of the three stakeholder groups (students, staff, families) (May)

Focus groups or committees:

QDAC- District improvement/professional development plan

SHAC- Student Health Advisory Council

GWAMA advisory council

Attendance boundaries committee

Mission, vision and strategic plan committee

Special Education focus groups for two stakeholder groups (staff and families) included in external audit

Superintendent Student Advisory Council started in spring 2025 (secondary students)

Student panel for principals

Multiple community partnerships (IHEs, businesses, non-profits)

- examples include but are not limited to YMCA, Raising Cane's, HEB, Transformation Waco, Inspiracion, Baylor University, Tarleton State University, McClennan County Community College, Boy Scout's of America

We learned through the feedback that there are opportunities for us to continue building upon our efforts to consistently and equitably support student behavior including a targeted focus on peer conflict resolution and bullying as both areas were two of the lowest favorably scoring prompts with all three stakeholder groups in our end of the year surveys. Additionally, students rated the lowest favorable rating in the prompt relating to students treating one another with respect. For staff, the other opportunity is to ensure increased opportunities are provided for their voices to be heard in decision making at their campuses.

These insights will allow us to be intentional about how we grow and improve.

Perceptions Strengths

Perception strengths were determined through survey data. Top three findings in each stakeholder group are provided below:

Staff

90% report having positive relationships with most of their colleagues

81% report having confidence in managing their classroom and maintaining a safe environment

75% report having a good working relationship with their campus administrative team

Students

83% report that they know their campus expectations for behavior

77% report that they have at least one adult at school they can come to with a problem

73% report that they believe their teachers care about them and want them to succeed

Parents

92% understand the rules and expectations of their child's school

80% feel the curricula the school provides is engaging and appropriate for their child

80% feel welcomed and respected by the school staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Waco ISD has seen minimal improvement in overall student progress and growth metrics.

Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Priority Problem Statements

Problem Statement 1: Waco ISD Math scores continue to reflect significant gaps compared to where the district's scores were five years ago as well as where we compare with other districts across the region and state.

Root Cause 1: Our Tier 1 curriculum and related assessments had been outdated and therefore misaligned to changes in standards in the state curriculum. There are inconsistencies in best practices such as PLC, DDI, and RTI.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 2: Waco ISD has seen minimal improvement in overall student progress and growth metrics.

Root Cause 2: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Problem Statement 2 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs - Perceptions

Problem Statement 3: Waco ISD has higher than average turnover and higher than average teaching staff with 5 years or less of experience.

Root Cause 3: The district is in need of improved strategies for recruiting as well as improved hiring and onboarding processes.

Problem Statement 3 Areas: Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Processes & Programs

Problem Statement 4: Waco ISD has seen declines in high school students enrolling in college level dual credit courses.

Root Cause 4: There was a district focus on Advanced Placement courses and exams that determined policy adjustments related to GPA incentives for Advanced Placement course enrollment made in 2021.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 5: Waco ISD has seen an increased enrollment in Advanced Placement courses but not seen an increased success rate with the Advanced Placement exams.

Root Cause 5: Originally, there was no expectation on students to take the Advanced Placement exams. Additionally, there were no benchmarks, practice assessments or structured opportunities provided to students to prepare for these exams.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. Priority 1: Students

Performance Objective 1: Develop and implement a multi-tiered instructional plan to ensure all students achieve more than 1 year's growth during the academic school year (from BOY to EOY) in both reading and math, thereby improving our accountability ratings from a D to a C. (Priority 1.1, 1.2, & 2.2) 25.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and EOC scores, BOY and MOY data, iReady data, attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a curriculum for math in grades K-12 using streamlined resources and a lesson internalization process. Strategy's Expected Result/Impact: Increased alignment in math instruction across all campuses, improved academic performance of students K-8 and 9th grade Algebra. Students scoring at Meets Grade Level on STAAR Math will increase 21% to 25% by May 2026.) 70% of students will score at meets level plus 5 on each Taught Curriculum Assessment in each core content tested area and on the semester exams. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Problem Statements: Student Learning 1, 4 - Student Achievement 1, 4 - District Processes & Programs 3, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 4 Funding Sources: Great Minds, WIN PD, BlueBonnet PD, Director of Professional Development - Title II, Part A (TPTR)	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a curriculum for reading in grades K-12 using streamlined resources and a lesson internalization process. Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Reading will increase 32% to 36% by May 2026.) 70% of students will score at meets level plus 5 on each Taught Curriculum Assessment in each core content tested area and on the semester exams. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Problem Statements: Student Learning 4 - Student Achievement 4 - District Processes & Programs 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4 Funding Sources: Amira, Coachman - Title 1, HMH PD, Brisbin Coaching - Title II, Part A (TPTR)	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Coordinate, implement, and monitor intervention systems and programs across the instructional program with fidelity. Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Math will increase 21% to 25% by May 2026. Students scoring at Meets Grade Level on STAAR Reading will increase 32% to 36% by May 2026. By MOY 30% of students on or above grade level will meet the typical growth goal on the iReady Diagnostic for both reading and math. By MOY, 20% of students 1+ years below grade level will meet their stretch growth goal on the iReady Diagnostic for both reading and math. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of Intervention Services and State and Federal Programs Problem Statements: Student Learning 1, 4 - Student Achievement 1, 4 - District Processes & Programs 3, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 4 Funding Sources: IReady, Summer School - Title 1, ThinkCerca, Edia, Edmentum, Same Goal, Branching Minds - State Compensatory Education	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Develop and implement Turnaround plans, Targeted Improvement Plans and Local Improvement Plans and systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students. Strategy's Expected Result/Impact: All campuses will be rated a C or higher by state accountability measures and improved federal ratings based on Domain 3 results. Staff Responsible for Monitoring: Director of School Improvement, Deputy-Superintendent, Executive Director of Elementary and Secondary Education Funding Sources: Instructional Leadership Network, Relay - Title II, Part A (TPTR) - LASO, ESF	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Waco ISD Math scores continue to reflect significant gaps compared to where the district's scores were five years ago as well as where we compare with other districts across the region and state. Root Cause: Our Tier 1 curriculum and related assessments had been outdated and therefore misaligned to changes in standards in the state curriculum. There are inconsistencies in best practices such as PLC, DDI, and RTI.
Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

District Processes & Programs

Problem Statement 3: Waco ISD Math scores continue to reflect significant gaps compared to where the district's scores were five years ago as well as where we compare with other districts across the region and state. **Root Cause:** Our Tier 1 curriculum and related assessments had been outdated and therefore misaligned to changes in standards in the state curriculum. There are inconsistencies in best practices such as PLC, DDI, and RTI.

Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. **Root Cause:** Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Perceptions

Problem Statement 1: Waco ISD has seen minimal improvement in overall student progress and growth metrics. **Root Cause:** Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Goal 1: Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. Priority 1: Students

Performance Objective 2: Adjust and assess our Special Education programming for our students receiving services to ensure increased academic achievement by no less than 5% in all grades as evidenced by STAAR math and reading scores. (Priority 1.1, 1.2, & 2.2)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and EOC math and reading scores, iReady, BOY/MOY assessments, external audit recommended outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement revised expectations of IEP development and implementation to include frequent and ongoing data collection and tracking. This is to occur at all campuses, but a specific emphasis with our targeted improvement schools. Strategy's Expected Result/Impact: Improved alignment of IEP goals related to specific needs and improved adherence to student support plans. Increased student engagement and academic growth. Staff Responsible for Monitoring: Executive Director for Special Education, Director of School Improvement Results Driven Accountability Problem Statements: Student Learning 4 - Student Achievement 4 - District Processes & Programs 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increased alignment in differentiated Tier 1 instruction strategies and accommodations included in student IEPs, ensuring increased inclusion of students receiving Special Education services in the general education classroom setting. This is monitored at all schools in WISD, but a specialized emphasis is placed on our targeted improvement schools. Strategy's Expected Result/Impact: Increased emphasis on Tier 1 instructional access for students with IEPs which will increase improved academic growth and achievement. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of Special Education, Director of School Improvement Results Driven Accountability Problem Statements: Student Learning 4 - Student Achievement 4 - District Processes & Programs 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.
District Processes & Programs
Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.
Perceptions
Problem Statement 1: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Goal 1: Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. Priority 1: Students

Performance Objective 3: Improve our students graduating having earned their College, Career, or Military Readiness indicator (CCMR) by no less than 5%. (Priority 1.2, 2.2)

High Priority

HB3 Goal

Evaluation Data Sources: CCMR tracker data, On Data Suite, Industry based certification, SAT, TSIA-2, Advanced placement and dual credit course success completion

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the number of students successfully completing a CTE pathway and earning an aligned industry based certification. Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2026 based on preliminary data for the class of 2026. The percentage of students earning an IBC will increase from 33% to 42% by August 2026 based on preliminary data for the class of 2026. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of CTE Problem Statements: Student Learning 2, 3, 4 - Student Achievement 2, 3, 4 - District Processes & Programs 1, 2, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2, 3, 4	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the number of students successfully completing an Associates' degree. Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2026 based on preliminary data for the class of 2026. The percentage of students earning an associate's degree will increase from 1% to 10% by August 2026 based on preliminary data for the class of 2026. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Director of Advanced Academics Problem Statements: Student Learning 2, 4 - Student Achievement 2, 4 - District Processes & Programs 2, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2, 4	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the number of students successfully passing Advanced Placement assessments and completing Dual Credit courses. Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2026 based on preliminary data for the class of 2026. The percentage of students passing AP exams will increase from 10% to 15% by August 2026 based on preliminary data from the class of 2026. The percentage of students completing dual credit course will increase from 14% to 20% by August 2026 based on preliminary data from the class of 2026. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Director of Advanced Academics Problem Statements: Student Learning 3, 4 - Student Achievement 3, 4 - District Processes & Programs 1, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3, 4 Funding Sources: Spring Board, Sup Scholars - Title IV	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the number of students successfully passing TSI criteria including TSIA2 in math and reading, and the SAT. Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2026 based on preliminary data for the class of 2026. The percentage of students meeting TSI criteria in RLS will increase from 31% to 36% by August 2026 based on preliminary data from the class of 2026. The percentage of students meeting TSI criteria in Math will increase from 23% to 28% by August 2026 based on preliminary data from the class of 2026. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Results Driven Accountability Problem Statements: Student Learning 2, 4 - Student Achievement 2, 4 - District Processes & Programs 2, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2, 4	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Waco ISD has seen declines in high school students enrolling in college level dual credit courses. Root Cause: There was a district focus on Advanced Placement courses and exams that determined policy adjustments related to GPA incentives for Advanced Placement course enrollment made in 2021.
Problem Statement 3: Waco ISD has seen an increased enrollment in Advanced Placement courses but not seen an increased success rate with the Advanced Placement exams. Root Cause: Originally, there was no expectation on students to take the Advanced Placement exams. Additionally, there were no benchmarks, practice assessments or structured opportunities provided to students to prepare for these exams.
Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

District Processes & Programs

Problem Statement 1: Waco ISD has seen an increased enrollment in Advanced Placement courses but not seen an increased success rate with the Advanced Placement exams. **Root Cause:** Originally, there was no expectation on students to take the Advanced Placement exams. Additionally, there were no benchmarks, practice assessments or structured opportunities provided to students to prepare for these exams.

Problem Statement 2: Waco ISD has seen declines in high school students enrolling in college level dual credit courses. **Root Cause:** There was a district focus on Advanced Placement courses and exams that determined policy adjustments related to GPA incentives for Advanced Placement course enrollment made in 2021.

Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. **Root Cause:** Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Perceptions

Problem Statement 1: Waco ISD has seen minimal improvement in overall student progress and growth metrics. **Root Cause:** Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Goal 1: Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. Priority 1: Students

Performance Objective 4: Create and sustain safe and supportive learning environments (Priorities 1.3, 2.2, 3.1)

Evaluation Data Sources: MTSS Data Fidelity Program Review of Campus & District Implementation; Safety Audits (Sentinel) and Climate Surveys; Discipline Data Review (Frontline)

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement tiered expectations of the Multi-Tiered System of Support for Behavior (MTSS~B) intervention processes with fidelity and consistency across the district. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, all campuses will show a reduction in behavioral incidents requiring administrative action, leading to improved student behavior, an increase in student academic engagement and achievement. (Priority 1.3) Staff Responsible for Monitoring: Assistant Superintendent of Student Services Problem Statements: Student Learning 4 - Student Achievement 4 - District Processes & Programs 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4 Funding Sources: Emergent Tree, Character Strong - Title IV	Formative		
	Oct	Jan	May
	 Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and maintain yearly support and training with updated legislation and district policies, procedures, and best practices for behavior, discipline, and safety measures for both physical and mental health services. Strategy's Expected Result/Impact: Improved alignment with updated safety requirements, as shown in district safety audits (Sentinel) submitted to TEA. All campuses will close any gaps of disproportionality in discipline, specifically those associated with our students identified as male African-American, receiving Special Education services by at least 4%. (Priority 1.3, 2.2) Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Chief of Facilities & Operations	Formative		
	Oct	Jan	May
	 Some Progress		
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop and consistently implement a student survey to assess perceptions of safety and well-being, aiming to show an increase in positive responses related to student and building safety. Strategy's Expected Result/Impact: Develop a baseline set of data points to drive appropriate plans that target meeting identified needs. (Priority 1.3, 3.1) Staff Responsible for Monitoring: Assistant Superintendent of Student Services Funding Sources: Emergent Tree - Title IV	Formative		
	Oct	Jan	May
	 Moderate Progress		

Strategy 4 Details	Formative Reviews		
Strategy 4: Comply with TEC SS37.081(d) by defining law enforcement duties and with Family Code SS71.0021 / TEC SS37.0831 by implementing a dating violence policy in the District Improvement Plan, Board Policies (CKE, FFH, FFI), Student Code of Conduct, and Student Handbook. Strategy's Expected Result/Impact: Ensure law enforcement duties exclude behavioral/administrative tasks and comply with dating violence requirements by defining dating violence, reporting and parent notification procedures, protective order enforcement, staff training, student counseling, and parent awareness education. Staff Responsible for Monitoring: Assistant Superintendent of Student Services and Chief of Police	Formative		
	Oct	Jan	May
	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.
District Processes & Programs
Problem Statement 4: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.
Perceptions
Problem Statement 1: Waco ISD has seen minimal improvement in overall student progress and growth metrics. Root Cause: Multiple factors contribute to this dilemma: decreased student attendance, outdated curriculum, and inconsistent practices in PLC and Tier 1 instruction. Furthermore, the district has seen a high percentage of staff turnover coinciding with higher than average numbers of teaching staff with less than 5 years' experience.

Goal 2: Recruit, develop, and retain highly qualified teachers and staff. Priority 2: staff

Performance Objective 1: Develop and implement systems and practices that improve district climate and morale and lead to increased recruitment and retention of highly qualified staff by at least 5%. (Priority 2.1, 2.3, & 3.3)

High Priority

Evaluation Data Sources: district climate surveys, exit interviews, stay surveys, annual retention trend data, along with MOUs, retention data related to our grow-our-own programs, tracked data of those participating in and successfully completing programs

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and consistently conduct a staff survey by campus/department/district to assess culture, climate, and employee satisfaction that has high levels of participation. Strategy's Expected Result/Impact: By May 2026 conduct the following employee surveys: 1) New Teacher Onboarding Survey (August 2025); 2) Employee Satisfaction Survey in Spring 2026 with an expected participation rate of 85%; and 3) Campus Empathy Surveys to assess a well-being and sense of belonging. Continuous data collection of Exit Interviews will be reviewed for continuous improvement. (1.1 & 2.1) Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Student Services	Formative		
	Oct	Jan	May
	<div><div></div></div> Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop, refine and strengthen partnerships with local teacher preparation programs (i.e. IHEs, ACP, ESC 12, etc.) to ensure there are qualified candidates to fill vacancies. Strategy's Expected Result/Impact: Measurable outcomes will be assessed through analysis of partner programs, tracking the number and percentage of candidates who enroll in and complete preparation programs, and monitoring retention rates of those hired through grow-your-own initiatives, decreasing annual vacancies of paraprofessional and teacher positions. This data will inform the effectiveness of partnerships in addressing staffing needs. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Equity Plan Funding Sources: Talent and Pipeline Coordinator - Title II, Part A (TPTR)	Formative		
	Oct	Jan	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>			

Goal 2: Recruit, develop, and retain highly qualified teachers and staff. Priority 2: staff

Performance Objective 2: By June 2026, the district will make progress in building a steady candidate pipeline through streamlined onboarding, mentorship, and alignment of leadership frameworks with teach competencies. (1.1, 2.1, & 2.2)

Evaluation Data Sources: Documentation of annual engagements with local teacher preparation programs. Year to year vacancy data at the end of the hiring season. Grow Our Own program 2025-26 outcomes and tangibles related to the district developed Leadership Framework. Retention data year-to year, internal promotion data, staff climate survey results, exit surveys and stay interviews.

Strategy 1 Details	Formative Reviews		
Strategy 1: Begin recruitment earlier in the school year, with 7-10 day applicant review windows and scheduled hiring events to accelerate candidate selection. Continuously refine onboarding to ensure smooth integration of new hires. Strategy's Expected Result/Impact: Decreased time-to-hire due to front-loaded recruitment efforts. Fewer end-of-season vacancies, as candidates are secured earlier in the hiring cycle. Improved screening efficiency, with evidence of reduced lag between application, interview and onboarding stages. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Equity Plan Funding Sources: Talent and Pipeline Coordinator - Title II, Part A (TPTR)	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop, refine, and improve leadership pipeline efforts to ensure a more comprehensive and scaffolded strategic plan to decrease turnover and strengthen retention. Strategy's Expected Result/Impact: Increase retention of internal staff from 92% to 93%. Increase overall employee participation in Waco ISD's staff climate survey to 85%. Additionally, see an improved morale of WISD employees as reported via climate survey data, moving from 68% in 2025 to 75% in 2026. Consistently employed high quality staff yields improved academic achievement, so increased student growth and academic achievement would serve as further evidence of successful implementation of Strategy 2. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Teaching and Learning, Executive Directors of Secondary and Elementary Schools Equity Plan	Formative		
	Oct	Jan	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Engage families and the community. Priority 3: Community

Performance Objective 1: Increase effective parent/family engagement opportunities to support student success and well-being. (Priority 3.1)

Evaluation Data Sources: Annual Student Services Survey, Parent Square usage analytics, campus agendas and sign in sheets from PFE activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement systems that accurately assess and allow tracking of parent engagement. Strategy's Expected Result/Impact: Increased favorable response rate to prompts in parent surveys from 74% to 76% by 2026. Parent Square parent engagement will grow from 96% to 99% by 2026. Staff Responsible for Monitoring: Executive Director of Intervention Services and State/Federal Funding, Executive Director of Communications Funding Sources: Family Fest, PK Roundup, Teen/Comic Book Fest, - Title I Parent Involvement	Formative		
	Oct	Jan	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Engage families and the community. Priority 3: Community

Performance Objective 2: Foster strong partnerships with organizations, business/industry, and higher education institutions. (Priority 3.2)

HB3 Goal

Evaluation Data Sources: Internship and externship data provided by district Career and Technical programs. The creation of a tiered partnership/sponsorship program. Year to year community partner and donation data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a tiered sponsorship program to implement with current and new community partners to foster stronger partnerships and retention. Strategy's Expected Result/Impact: Increased internships among CTE students by 25% year over year. Increased externships among staff by 20% year over year. Increased business/industry involvement by 25% and donations valued in dollars by 10% year over year. Staff Responsible for Monitoring: Executive Director of Communications, Director of Career and Technical Education	Formative		
	Oct	Jan	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Engage families and the community. Priority 3: Community

Performance Objective 3: Ensure district communication, marketing, & branding are strategic, targeted, and transparent to improve public perception of Waco ISD. (Priority 3.3)

Evaluation Data Sources: SMART goals that are developed within a targeted communications plan will be used as an evaluation source. Media stories on television and newspaper outlets will be tracked and quantified in dollar value and viewership.

Strategy 1 Details	Formative Reviews		
Strategy 1: Investigate and implement a data tracking tool to assist the district in recruitment and enrollment. Strategy's Expected Result/Impact: The District will implement a centralized data tracking tool for recruitment and enrollment, with at least 90% of relevant staff using it to generate monthly reports and improve prospective staff and student engagement tracking. Staff Responsible for Monitoring: Executive Director of Communications, Chief of Staff Equity Plan	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Employ a variety of marketing strategies to include special events, digital, billboards, social media, and parent communication. Strategy's Expected Result/Impact: By June 2026, the district will create and implement at least one strategic communications and marketing plan to encompass events, parent communication, public perception, recruitment and enrollment. Staff Responsible for Monitoring: Executive Director of Communications, Chief of Staff Equity Plan	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue assertive pitches to local media. Strategy's Expected Result/Impact: With a proactive media campaign, the district will receive increased media coverage, build stronger relationships with journalist and television reporters, improve public perception of the district; and build a track record of proactive engagement which will hedge the impact when a crisis arises. The expected result is to increase media coverage in dollar value by 5% year over year. Staff Responsible for Monitoring: Executive Director of Communications	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Evaluate, develop, and/or refine financial and operational processes and systems

Priority 4: Financial & Operational efficiencies

Performance Objective 1: Ensure strategic allocation of resources to effectively address student/staff needs (Priority 4.1)

Evaluation Data Sources: District budget outline, outline of individual campus budgets, attendance data, STAAR and STAAR EOC performance data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Accurately identify and target low socio-economic status (SES) students for funding purposes, moving beyond direct certification through social service programs (e.g., SNAP, TANF, Medicaid). For the 2024-2025 school year, 86.0% of students were identified as low socio-economic. Use this data to support efforts for the 2025-2026 school year. Strategy's Expected Result/Impact: Increased identification will generate additional funding for programs aimed at supplementing resources to these students. Staff Responsible for Monitoring: Chief Financial Officer, Executive Director of Intervention/State and Federal Programs, PEIMS Director, Campus Principals Funding Sources: General Supplies - Title 1, - State Compensatory Education	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Distribute state/federal resources based on student need and campus needs to support increased student achievement for all groups, focusing on low socio-economically identified students. Strategy's Expected Result/Impact: Individual student needs are better met at each school, resulting in improved equitable alignment of resources based on percentage of economically disadvantaged population by campus. Improved growth and achievement of students identified as low socioeconomic status. Staff Responsible for Monitoring: Chief Financial Officer, Assistant Superintendent of Human Resources, Director of Intervention/State and Federal Programs Funding Sources: - Title 1 - \$18,000, - State Compensatory Education	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a district wide attendance intervention program to address the loss in average daily attendance and academic achievement of Waco ISD students. Strategy's Expected Result/Impact: Increase district-wide average daily attendance from 91.6% to 93.6% by the end of 2026-2027 through phased improvements, including targeted communication, early intervention, and a new attendance platform--aiming for a 0.5% gain in 2025-2026 and 1.5% in 2026-2027. Staff Responsible for Monitoring: Chief Technology Officer, Assistant Superintendent of Student Services, Executive Directors of School Leadership Funding Sources: - Title 1, - State Compensatory Education	Formative		
	Oct	Jan	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Evaluate, develop, and/or refine financial and operational processes and systems

Priority 4: Financial & Operational efficiencies

Performance Objective 2: Equip our educators, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness. (Priority 4.2)

Evaluation Data Sources: Frontline inventory, Incident IQ deployment platform, TCEA Online Training, KACE Helpdesk Platform.

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish and maintain a minimum technology standard for classroom resources. Strategy's Expected Result/Impact: Ensure equitable, up-to-date instructional technology district-wide to meet student needs, raising satisfaction ratings from 4.0 to 4.5 on the TCEA end of course surveys and reaching 100% classroom MTS compliance by 2026. Staff Responsible for Monitoring: Chief Technology Officer, Coordinator of Technology Services Funding Sources: TCEA, SEESAW - Title IV	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide on-demand professional development for all faculty, staff, and students. Strategy's Expected Result/Impact: Build staff expertise in daily instructional technology usage, increase classroom technology integration, and raise TCEA online end of course satisfaction ratings from 4.0 to 4.5. Staff Responsible for Monitoring: Chief Technology Officer, Director of Professional Development, Executive Directors of School Leadership Funding Sources: TCEA - Title IV	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Integrate instructional technology into the curriculum guides and lesson plans. Strategy's Expected Result/Impact: Ensure all accessed instructional technology is vetted and district approved. Full integration into 100% of the elementary curriculum by 2026. Staff Responsible for Monitoring: Chief Technology Officer, Assistant Superintendent of Teaching and Learning	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Evaluate, develop, and/or refine financial and operational processes and systems

Priority 4: Financial & Operational efficiencies

Performance Objective 3: Ensure well-maintained, quality teaching and learning spaces that are operating at maximum efficiency. (4.3)

Evaluation Data Sources: Minimum cleanliness standards measurement tool (to be developed in 2025-2026), district work orders, energy usage reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct an efficiency audit through a third-party consultant. Strategy's Expected Result/Impact: Establish baseline data. Receive feasible recommendations that can be prioritized and carried out, resulting in improved operational efficiency. Staff Responsible for Monitoring: Chief of Facilities and Operations	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Launch campus landscape beautification pilot at at least 5 campuses. Strategy's Expected Result/Impact: Improved exterior appearance of campuses. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and/or morale. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school. Staff Responsible for Monitoring: Chief of Facilities and Operations, Director of Facilities and Maintenance	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase power washing from once to twice a year at all campuses. Strategy's Expected Result/Impact: Improved exterior appearance of campuses. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and/or morale. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school. Staff Responsible for Monitoring: Chief of Facilities and Maintenance, Director of Facilities and Operations	Formative		
	Oct	Jan	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 24.82

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adam Nulph	Distrcit Behavior Coach	1
Alain Humphrey	Reading Support	1
Alfonso Saldana	Coordinator	1
Angelica Serrano	Admin Assistant - Student Mangement	0.5
Beverly Williams	PCL	1
Brittany Sanders	Coordinator-Curriculum	1
Cathllen Rooney	District Instructional Prog Director	1
Danielle Conner	Curriculum Coordinator	1
Daphanie Latchison	Director-CRS	1
Debra Byford	Reading Support	1
Deedra Torres	Compensatory Ed Home Instruction	1
Donna Trigg	District Coordinator	1
Grace Benson	Director	1
Haily Parker	Coordinator-Curriculum	1
Jessica Steele	Director-Accountability	1
Kourtni Parnell	Ex Dir-Inter & State and Fed	0.32
Lora Disney	Admin Budget Assistant	0.5
Maria Cruz	PCL	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Tate	Curriculum Coordinator	1
Metalisa Hartford	LSPSP Case Manager	1
Pamela Williams	PCL	1
Pennie Graeber	Coordinator	1
Shannon Dunn	LSPSP Case Manager	1
Shierra Shaw	Liason-Parent	0.5
Tiffany Flores	Coordinator-Curriculum	1
Traci Minter	Curriculum Coordinator	1
William Bronshay	PCL	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Waco ISD is committed to providing a well-rounded instructional program that meets the academic, social, and personal needs of all students.

- **Supplemental Instruction:** Students who need additional support in closing academic skill gaps receive targeted interventions through supplemental instruction, including built-in intervention blocks, after-school tutorials, Saturday School, and summer learning opportunities.
- **Career and Technical Education (CTE):** Waco ISD offers students access to specialized programs at the Greater Waco Advanced Health Care Academy (GWAHCA), the Greater Waco Advanced Manufacturing Academy (GWAMA), and the Greater Waco Advanced Technology Academy (GWATC). These programs prepare students to be career-ready by providing hands-on training and opportunities to earn industry-recognized certifications.
- **Advanced Academics and College Readiness:** To support students in pursuing postsecondary success, Waco ISD provides multiple opportunities for advanced coursework and dual credit. The district covers tuition support for dual credit classes, offers preparation for SAT and AP exams, and organizes college tours to increase student awareness of postsecondary opportunities.
- **Fine Arts:** Waco ISD provides robust fine arts programs—including visual arts, music, dance, and theatre—that foster creativity, critical thinking, and self-expression. Participation in fine arts helps students build confidence, collaborate with peers, and develop skills that support success both in school and beyond.
- **AVID (Advancement Via Individual Determination):** AVID is offered at multiple campuses to provide students with academic strategies, organizational tools, and college-readiness skills. The program supports students in becoming independent learners and prepares them to successfully transition to higher education.
- **Athletics:** A wide range of athletic programs are available to students across the district, promoting physical wellness, teamwork, and discipline. Athletics also provide opportunities for scholarships, leadership development, and community involvement.

Through these combined academic, career, fine arts, AVID, and athletic opportunities, Waco ISD ensures that all students are supported in developing the knowledge, skills, and experiences needed for success in college, career, and life.

1.2: Identifying students who may be at risk for academic failure;

Three times a year, data including universal screeners (behavior and academic), STAAR/EOC, TCA, attendance, and behavior incidents are reviewed to identify students who may need additional support in academics or behavior. Based on these results, students are tiered according to need and provided supplemental instruction to close achievement gaps, behavior coaching, and/or SEL support. In addition to the assessments listed above, ongoing progress monitoring is conducted to determine whether students are making growth in the identified academic or behavioral areas.

Classroom teachers meet in PLCs every four to six weeks to review data for Tier 2 students. The Student Assistance Team (SAT) meets every three weeks to review Tier 3 student data. If a student requires additional support or intervention, they may be moved to the next tier level and/or referred for 504 or special education testing.

The district also employs an At-Risk Coordinator who trains campus-level at-risk coordinators to identify students meeting at-risk criteria. These students are coded in the district's

data tracking system. A district rubric is used for each identifying category, outlining the responsible personnel and the supports provided to reduce the likelihood of students dropping out.

At the high school level, cohort meetings are held monthly to review students who are at risk due to absences and failing grades. The Cohort Assistant Principal and Counselor contact students and parents to conduct conferences. These cohort teams also include Directors and Coordinators from other departments (Highly Mobile, EL, SEL, Special Education) to ensure students receive wraparound supports that promote student success.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Three times a year, Waco ISD reviews multiple data sources—including universal screeners (academic and behavioral), STAAR/EOC, TCA, attendance, and behavior incidents—to identify students who may need additional support. Students are tiered based on level of need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support.

In addition to benchmark assessments, ongoing progress monitoring is conducted to determine whether students are making growth in identified academic or behavioral areas. Tiered support is reviewed systematically:

- **Tier 2:** Classroom teachers meet in PLCs every four to six weeks to review student data.
- **Tier 3:** The Student Assistance Team (SAT) meets every three weeks to review student data.

Students requiring further intervention may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.

Academic Support Structures

- **Extended Learning:** Students are provided additional support through after-school tutorials, Saturday School, and summer school.
- **Instructional Specialists:** Funded by Title I, specialists engage in action coaching cycles with teachers to strengthen data-driven instructional practices.
- **Data-Driven Instruction (DDI):** Following each TCA, teachers participate in DDI meetings to analyze conceptual misunderstandings and reteach standards.
- **Built-in Intervention:** Campuses provide scheduled intervention blocks where core teachers reteach essential standards and prerequisite skills to Tier 2 students.
- **Supplemental Instructional Teachers:** These teachers deliver intensive intervention for students performing two or more grade levels below. Instruction is aligned to prerequisite TEKS skills, often pre-teaching content to build readiness for grade-level learning.

Behavioral and Social-Emotional Supports

- **SEL Curriculum:** Campuses implement *Character Strong* to develop social-emotional skills, character traits, and healthy relationships, supporting academic success and college/career readiness.
- **Counselors:** Each campus staffs counselors to provide additional social and emotional support.
- **Campus Support Specialists and Paraprofessionals:** These staff provide coaching and targeted, intensive interventions for Tier 3 students struggling with behavior.

Safety and Well-Being

- Waco ISD uses *STOPit*, an anonymous online and app-based reporting system, empowering students, parents, teachers, and others to report concerns such as cyberbullying, threats of violence, or self-harm.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Three times a year, Waco ISD reviews multiple data sources—including universal screeners (academic and behavioral), STAAR/EOC, TCA, attendance, and behavior incidents—to identify students who may need additional support. Students are tiered based on level of need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support.

In addition to benchmark assessments, ongoing progress monitoring is conducted to determine whether students are making growth in identified academic or behavioral areas. Tiered support is reviewed systematically:

- **Tier 2:** Classroom teachers meet in PLCs every four to six weeks to review student data.
- **Tier 3:** The Student Assistance Team (SAT) meets every three weeks to review student data.

Students requiring further intervention may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.

Academic Support Structures

- **Extended Learning:** Students are provided additional support through after-school tutorials, Saturday School, and summer school.
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Behavioral and Social-Emotional Supports

- **SEL Curriculum:** Campuses implement *Character Strong* to develop social-emotional skills, character traits, and healthy relationships, supporting academic success and college/career readiness.
- **Counselors:** Each campus staffs counselors to provide additional social and emotional support.
- **Campus Support Specialists and Paraprofessionals:** These staff provide coaching and targeted, intensive interventions for Tier 3 students struggling with behavior.

Safety and Well-Being

- Waco ISD uses *STOPit*, an anonymous online and app-based reporting system, empowering students, parents, teachers, and others to report concerns such as cyberbullying, threats of violence, or self-harm.

Descriptor 2: Teacher Quality

Waco ISD recognizes the importance of ensuring that all students—particularly low-income students and students of color—have equitable access to effective, experienced, and appropriately certified teachers. To address and prevent disparities in teacher assignment, the district implements the following strategies:

- **Monitoring and Data Review:** The Human Resources Department regularly reviews teacher assignment data to identify whether low-income students or minority students are disproportionately taught by ineffective, inexperienced, or out-of-field teachers. This monitoring is embedded in the district’s equity plan and reported annually.
- **Targeted Recruitment and Retention:** Waco ISD actively recruits diverse and highly qualified educators, with targeted efforts to fill vacancies at campuses with the greatest need. Incentives and mentoring supports are provided to retain effective teachers in high-need schools.
- **Support for Certification and Professional Growth:** The HR Coordinator of Talent and Development Management provides direct support for teachers who are working toward certification. This includes guidance through alternative certification pathways, test preparation resources, and access to professional development aligned with state requirements.
- **Coaching and Mentorship:** Novice or out-of-field teachers are paired with instructional coaches and mentors to accelerate their growth and effectiveness in the classroom. Coaching cycles focus on evidence-based instructional practices, classroom management, and content-specific support.
- **Professional Development:** Teachers receive ongoing, differentiated professional learning to strengthen instructional skills, increase effectiveness, and ensure alignment to district and state standards.
- **Accountability and Continuous Improvement:** Principals and district leaders collaborate with HR to ensure staffing decisions are equitable. Data is regularly reviewed to evaluate progress, and adjustments are made as needed to address disparities.

Through these measures, Waco ISD works to guarantee that all students—regardless of income level or background—are taught by effective, well-prepared, and fully certified teachers.

Waco ISD provides multiple layers of support to ensure teachers are equipped for success and students receive high-quality instruction.

- **Mentor Program:** New teachers are paired with tenured staff members who serve as mentors, offering guidance, modeling best practices, and providing ongoing support throughout the school year.
- **New Teacher Orientation & Professional Development:** The district hosts new teacher orientation and additional professional development days focused on effective instructional practices, classroom management, and strategies for student engagement.
- **Professional Learning Communities (PLCs):** Each campus schedules regular PLC time for teachers to collaborate with Instructional Specialists or Master Classroom Learning Specialists (MCLs). During PLCs, teachers analyze student data, plan lessons, and internalize curriculum to ensure instruction is data-driven and aligned to student needs.

Through these supports, Waco ISD creates a professional culture that strengthens teacher effectiveness, reduces turnover, and ensures all students have access to high-quality instruction.

Descriptor 3: School Improvement and Support Activities

In alignment with the requirements under Section 1111(d)(1) and (2) of the Every Student Succeeds Act (ESSA), Waco ISD implements targeted supports and improvement activities to assist campuses identified in School Improvement.

- **Funding and Resources:** These campuses receive funding through the Effective Schools Framework (ESF) grant and LASO, which provides resources to strengthen leadership capacity, instructional practices, and systems of continuous improvement.
- **External Partnerships:** Waco ISD partners with external vendors, including Relay Graduate School of Education and the Instructional Partnership Network. These organizations conduct onsite visits, observe instruction and leadership practices, and provide immediate, actionable feedback to campus leaders and teachers.
- **Leadership Coaching:** Campus leaders participate in ongoing coaching sessions with the District Executive Director. These sessions focus on building instructional leadership skills, monitoring progress toward campus goals, and aligning practices with identified areas of need.
- **Instructional Coaching and Support:** District curriculum coordinators provide coaching to campus instructional specialists, focusing on the use of Action Coaching cycles. Through this model, instructional specialists are equipped to support teachers in implementing evidence-based instructional practices designed to close achievement gaps and address targeted areas of improvement.
- **Monitoring and Continuous Improvement:** Progress is regularly monitored through data reviews, classroom observations, and leadership meetings. Feedback loops ensure that campus leadership teams, district leaders, and external partners are aligned in their efforts to accelerate student achievement.

Through these coordinated supports, Waco ISD is addressing the requirements of Section 1111(d)(1) and (2) by providing comprehensive, evidence-based interventions that build leadership capacity, strengthen instruction, and close achievement gaps at identified campuses.

Descriptor 4: Measure of Poverty

Waco ISD determines poverty criteria for children using eligibility for free and/or reduced-price lunches under the National School Lunch Act. The district applies this same measure of poverty to:

- Identify eligible school attendance areas;
- Rank each area based on the percentage of students meeting the poverty criteria; and
- Determine Title I, Part A allocations to campuses.

This process ensures equitable distribution of Title I resources to campuses serving the highest percentages of economically disadvantaged students.

Descriptor 5: Nature of Programs

Title I, Part A funds in Waco ISD are used to support students who are at risk of falling behind or failing, regardless of their financial status. The goal is to ensure that all children have a fair and equal opportunity to receive a high-quality education.

Waco ISD operates as a **Title I schoolwide program district**, meaning that all available Title I funds are directed toward addressing the educational needs of all students. Schoolwide programs in Waco ISD provide a variety of services, including:

- **Academic Support:** Supplemental instruction, after-school tutorials, and summer school programs to help students close learning gaps.

- **Parent and Family Engagement:** Campus-level activities such as parent literacy nights and STEM nights, as well as district-wide events including PK Roundup and Family Fest.
- **Support for Homeless Students:** The district funds a Homeless Coordinator and allocates additional resources for clothing, personal care items, and transportation to ensure that homeless students have the necessary supports to succeed academically.

Waco ISD does **not** provide educational services for children living in local institutions for neglected or delinquent children, nor for neglected or delinquent children served in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

Waco ISD provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth, in alignment with the **McKinney-Vento Homeless Assistance Act**.

- **Dedicated Staffing:** District reserve funds support the salary of a Homeless Coordinator, who ensures all McKinney-Vento requirements are met and oversees services for students experiencing homelessness.
- **Provision of Essential Needs:** Title I, Part A funds are allocated to provide clothing, personal care items, and transportation to remove barriers that may prevent homeless students from attending and fully participating in school.
- **Academic Supports:** The Homeless Coordinator collaborates with the Intervention Department to ensure that homeless students are enrolled in, and able to access, supplemental academic programs such as after-school tutoring and Saturday School.
- **Enrollment and Attendance Assistance:** The Homeless Coordinator facilitates immediate enrollment for homeless students, regardless of documentation, and monitors attendance to ensure consistent participation.
- **Coordination and Advocacy:** Waco ISD ensures that homeless students have equitable access to all educational programs and services, including Title I supports, and advocates for their needs across campuses and district programs.

By implementing these strategies, Waco ISD addresses the barriers faced by homeless students and ensures compliance with federal McKinney-Vento requirements, promoting stability, equity, and academic success.

Descriptor 7: Parent and Family Engagement Strategy

Waco ISD Parent Family Engagement

Plan

Descriptor 8: Early Childhood Education Programs and Transition Plans

Waco ISD is committed to providing high-quality early childhood education to ensure that students enter school prepared to succeed academically and socially. Key initiatives include:

- **PK Roundup and Early Enrollment:** The district provides funding for the annual **PK Roundup**, which facilitates early enrollment for eligible Pre-Kindergarten students for the upcoming school year. This event helps families navigate enrollment requirements and ensures that children have timely access to early learning opportunities.
- **Pre-K Programming:** Waco ISD offers high-quality Pre-K programs that focus on early literacy, numeracy, social-emotional development, and foundational skills needed for academic success. Classrooms are staffed with certified early childhood educators trained in developmentally appropriate instructional practices.
- **Family Engagement:** Families are actively involved in their children's early education through campus-level events, parent workshops, and informational sessions. These activities provide strategies to support learning at home and strengthen school-family partnerships.
- **Readiness Support:** Waco ISD provides screenings and assessments to identify students' developmental needs and ensure that instruction is tailored to support growth across all domains. Support services, including supplemental interventions and referrals to community resources, are offered as needed to address learning gaps.

Through these coordinated efforts, Waco ISD ensures that young learners are well-prepared to enter kindergarten with the skills, knowledge, and confidence necessary for long-term academic success.

Waco ISD PK Family Engagement Plan

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Waco ISD operates as a **schoolwide Title I district**. In consultation with school leaders, parents, and specialized support personnel, the district identifies eligible children in need of services through a comprehensive review of data, including universal screeners (academic and behavioral), STAAR/EOC results, TCA assessments, attendance records, and behavior incidents. District staff—including school leaders and instructional support personnel—use this information to determine which students require additional support through Targeted Assistance Programs.

- **Tiered Support System:** Students are tiered based on need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support to close achievement gaps. Progress monitoring is conducted to track academic and behavioral growth over time.
- **Teacher Collaboration and Student Review:**
 - Classroom teachers meet in **PLCs every four to six weeks** to review Tier 2 student data.

- The **Student Assistance Team (SAT)** meets every three weeks to review Tier 3 student data.
- If additional intervention is required, students may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.
- **Supplemental Academic Supports:** Students receive additional academic support through after-school tutorials, Saturday School, and summer school programs.
- **Instructional Coaching and Professional Development:**
 - Waco ISD employs **Instructional Specialists** to coach teachers on best, data-driven instructional practices.
 - **Data-Driven Instruction (DDI) meetings** occur after each TCA assessment to identify conceptual misunderstandings, allowing teachers to reteach targeted standards.
 - **Supplemental Instructional Teachers (SITs)** provide intensive intervention for students performing two or more grade levels below. SITs align instruction with core TEKS, reteach prerequisite skills, and often pre-teach content so students are prepared for grade-level instruction.

Through these coordinated supports, Waco ISD ensures that students at risk of falling behind receive timely, targeted, and effective interventions, while teachers are equipped to deliver high-quality, data-informed instruction.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Waco ISD implements a variety of strategies to support students as they transition from middle school to high school and from high school to postsecondary opportunities.

- **Middle to High School Transitions:** In the spring, transition meetings are held at each Waco ISD middle school. Students and parents participate in informational sessions where they learn about high school career pathways, extracurricular activities, and state graduation requirements. These meetings provide families with guidance to make informed academic and course selection decisions.
- **High School to Postsecondary Transitions:** High school students have opportunities to attend college and career fairs, providing exposure to postsecondary education options, career pathways, and workforce opportunities.
- **Early College and Career Access:** Waco ISD increases access to early college programs by offering **dual credit courses** beginning in 9th grade for students who demonstrate readiness on state and district assessments. The district covers the tuition costs for these courses. Additionally, Waco ISD offers specialized career programs, including the **Greater Waco Health Care Academy** and the **Greater Waco Manufacturing Academy**, which allow students to gain technical skills and earn industry-recognized certifications.
- **College and Career Readiness Support:** Students receive targeted instruction during WIN time to prepare for the TSI, ACT, and AP exams, ensuring they are academically prepared for college-level coursework.
- **Recognition of Academic Achievement:** Waco ISD celebrates student success at monthly Board of Trustees meetings and hosts an annual **Academic Scholars Night**, recognizing students with a GPA of 96 or higher. The ceremony also honors National Merit Scholars and AP Scholars, highlighting excellence in academic achievement.

Through these coordinated efforts, Waco ISD ensures that students are supported academically, socially, and career-wise, providing multiple pathways to college and career readiness.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career

counseling to identify student interests and skills;

Waco ISD implements a variety of strategies to support students as they transition from middle school to high school and from high school to postsecondary opportunities.

- **Middle to High School Transitions:** In the spring, transition meetings are held at each Waco ISD middle school. Students and parents participate in informational sessions where they learn about high school career pathways, extracurricular activities, and state graduation requirements. These meetings provide families with guidance to make informed academic and course selection decisions.
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Through these coordinated efforts, Waco ISD ensures that students are supported academically, socially, and career-wise, providing multiple pathways to college and career readiness.

Descriptor 11: Discipline Disproportionality

Waco ISD implements a comprehensive approach to discipline and behavior support through data-driven decision making, professional development, and proactive, responsive strategies. These initiatives are designed to create **safe, respectful, and responsible learning environments** while minimizing disciplinary removals and maximizing instructional time.

1. Data-Driven Decision Making through Discipline Record Review

Waco ISD conducts regular, systematic reviews of discipline records at both district and campus levels to identify patterns and inform targeted interventions. Key areas of analysis include:

- **Frequency of incidents:** Identifying times of day, days of the week, or locations where incidents are more likely to occur.
- **Types of infractions:** Determining the most common behavioral issues leading to disciplinary actions.
- **Student demographics:** Examining disproportionalities in disciplinary actions based on race, ethnicity, socioeconomic status, or disability.
- **Consequences administered:** Evaluating which consequences are most effective in addressing specific behaviors.

This analysis guides professional development, resource allocation, and the creation of proactive strategies to address root causes of disciplinary issues.

2. Comprehensive Professional Development in Classroom Management

All staff—including teachers, administrators, and paraprofessionals—receive ongoing professional development focused on evidence-based classroom management strategies:

- **Clear expectations and routines:** Creating predictable, structured learning environments using common language and practices across classrooms.
 - **Aligned classroom behavior systems:** Implementing proactive systems that promote a safe, responsible, and respectful learning environment for all students.
 - **Proactive instructional strategies:** Teaching and acknowledging expected behaviors while providing connected feedback to reinforce positive actions and correct misbehavior.
-

3. Cultivating Positive Student-Staff Relationships

Strong, positive relationships are central to fostering supportive school climates and reducing disciplinary incidents. Waco ISD's strategies include:

- **Relationship-building initiatives:** Providing staff with time and resources to develop meaningful connections with students across all tiers of support.
 - **Social-Emotional Learning (SEL) integration:** Explicitly teaching skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - **Responsive circles and community-building activities:** Promoting empathy, understanding, and belonging within classrooms and across the school community.
-

4. Implementing De-escalation Strategies

Staff are trained to intervene early and de-escalate potentially challenging situations before they escalate to disciplinary actions:

- **Recognizing early warning signs:** Identifying cues of agitation or distress.
 - **Verbal and non-verbal techniques:** Using calm communication, active listening, and non-threatening body language to reduce tension.
 - **Problem-solving and conflict resolution:** Guiding students to collaboratively identify the root cause of conflicts and develop constructive solutions.
-

5. Utilizing Responsive Practices

Waco ISD implements responsive practices that emphasize repairing harm and restoring relationships rather than focusing solely on punishment:

- **Community conversations and circles:** Facilitating dialogue between those who have caused harm and those affected to understand the impact and develop ways to make amends.
- **Focus on repairing harm:** Promoting accountability and fostering empathy by encouraging students to take steps to repair relationships.
- **Reintegration support:** Assisting students in returning to the classroom after disciplinary incidents to ensure successful transitions and reduce recurrence.

Through these data-driven and relationship-focused strategies, Waco ISD creates environments where students thrive academically and socially. **Title I funds** are strategically allocated to support professional development, resources, and personnel dedicated to the effective implementation of the district's **MTSS-B (Multi-Tiered System of Supports for Behavior) framework**, ensuring equitable access to high-quality, supportive learning environments for all students.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Though Title I funds are not allocated for this area, Waco ISD coordinates academic and CTE instruction through a variety of **strategic and experiential approaches** to ensure students acquire the knowledge and skills needed for postsecondary success and in-demand careers in Texas.

- **Coordinated Instructional Strategies:** Academic and CTE teachers collaborate to align curricula and instructional practices. Core academic content is integrated with CTE pathways, allowing students to apply foundational skills in real-world, career-related contexts.
- **Experiential Learning Opportunities:** Students participate in hands-on learning through specialized programs such as the **Greater Waco Health Care Academy (GWAHCA)** and the **Greater Waco Manufacturing Academy (GWAMA)**. These programs provide opportunities to explore career pathways, apply technical skills, and earn industry-recognized certifications.
- **Early College Access:** Waco ISD offers dual credit courses beginning in 9th grade for students who demonstrate readiness. These courses allow students to earn college credits while still in high school, reinforcing the connection between academic knowledge and career preparation.
- **Targeted Skill Development:** Instruction in both academic and CTE courses emphasizes the development of skills aligned to **in-demand occupations and industries in the state**, ensuring students are prepared for workforce opportunities or further postsecondary education.
- **Data-Informed and Tiered Support:** Students who need additional academic support are provided interventions through supplemental instruction, WIN time for exam preparation (TSI, ACT, AP), and individualized guidance from instructional specialists, ensuring equitable access to career and college readiness opportunities.

Through these coordinated strategies, Waco ISD integrates academic and technical learning, promotes experiential skill-building, and prepares students for success in high-demand careers and higher education pathways.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Title I funds are not expended for work based learning opportunities. However, Waco ISD coordinates academic and CTE instruction through a variety of **strategic and experiential approaches** to ensure students acquire the knowledge and skills needed for postsecondary success and in-demand careers in Texas

- **Coordinated Instructional Strategies:** Academic and CTE teachers collaborate to align curricula and instructional practices. Core academic content is integrated with CTE pathways, allowing students to apply foundational skills in real-world, career-related contexts.
- **Experiential Learning Opportunities:** Students participate in hands-on learning through specialized programs such as the **Greater Waco Health Care Academy**

(GWAHCA) and the **Greater Waco Manufacturing Academy (GWAMA)**. These programs provide opportunities to explore career pathways, apply technical skills, and earn industry-recognized certifications.

- **Early College Access:** Waco ISD offers dual credit courses beginning in 9th grade for students who demonstrate readiness. These courses allow students to earn college credits while still in high school, reinforcing the connection between academic knowledge and career preparation.
- **Targeted Skill Development:** Instruction in both academic and CTE courses emphasizes the development of skills aligned to **in-demand occupations and industries in the state**, ensuring students are prepared for workforce opportunities or further postsecondary education.
- **Data-Informed and Tiered Support:** Students who need additional academic support are provided interventions through supplemental instruction, WIN time for exam preparation (TSI, ACT, AP), and individualized guidance from instructional specialists, ensuring equitable access to career and college readiness opportunities.

Through these coordinated strategies, Waco ISD integrates academic and technical learning, promotes experiential skill-building, and prepares students for success in high-demand careers and higher education pathways.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Title I funds are not expended for gifted and talented programs. However, Waco ISD assists schools in identifying and serving gifted and talented students by providing guidance, resources, and support to ensure appropriate instruction and enrichment opportunities are available at each campus.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Title I funds are not expended at the district level effective school library programs. However, Waco ISD assists schools in developing effective school library programs that provide students with opportunities to develop digital literacy skills and enhance academic achievement. These programs support research, critical thinking, and technology integration, ensuring students are prepared for both academic and career success.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Betty Mottley	Admin Budget Specialist	Title	.9
Britonoy Porter	Highly Mobile Program Supervisor	Highly Mobile	1
Kourtni Parnell	Ex Dir Intervention & State and Fed	Title	.41
Lora Disney	Admin Budget Specialist	Title	.5
Rose Johnson	Supplemental In Specialist	Tilte	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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