

District Education Improvement Committee

Meeting Agenda

Location: Teaching, Learning, and Innovation Building - Main PD

Date: September 10, 2026 **Time:** 4:45-6:30

SLIDES

4:45-6:30

- **Welcome- DEIC Roles/ Responsibilities- East**
- **Update on District News- East**
- **ESSA Consolidated Grant - Title I, Title II, Title III & Title IV- Kubin**
- **Prioritization of Funds - Title II & Title IV- Kubin**
- **Objective and Measurable Outcomes - Title IV- Kubin**
- **District Parent Involvement Policy- Kubin**
- **District Improvement Plan Strategies Review- Swize**

District Education Improvement Committee Meeting Minutes

Location: Teaching, Learning, and Innovation Building - Main PD

Date: April 16, 2026 **Time:** 4:45-6:45

- **Welcome** - Christi Kubin, Director of Federal Programs and Grants welcomed the members and began the meeting at 4:50 P.M. She asked the committee to take a moment to review the minutes from the previous meeting as well as read over the recent evaluation of the District Improvement Plan Key Strategic Actions. Both would be up for approval during the meeting.
- **Approval of January 15, 2026 Meeting Minutes** - Stephanie Heimbuch, Asst. Supt. of Learning, asked for a motion to approve the Minutes of the DEIC January 15, 2026 meeting. Denise Armstrong made a motion to approve, Mary Schueler seconded the motion. Heimbuch asked if there was need for any discussion. The motion passed unanimously.
- **Title I, Title II & Title IV Budget Updates and Planning** - Kubin reported that the District will apply for the ESSA Consolidated Grant for Title I, II, III, and IV funding for the 2026–2027 school year. Community input regarding how Title funds should be spent will be collected through an online survey available on the District’s website under the Federal Programs tab from May 15 through June 1. Level funding is anticipated for Title I, II, III, and IV programs for the upcoming year; however, the District will remain flexible, as allocations and allotments may fluctuate throughout the grant cycle.

Kubin reported that approximately fifty-one of the Title II budget have been spent or allocated to date, with a significant portion of the remaining funds designated for summer teacher training and extra-duty pay for educators involved in revising and developing new curriculum. Seventy-one percent of Title III funds have been utilized to support emergent bilingual students, with the remaining funds reserved for planned summer programs, including Dual Language STEM and Newcomer camps. Title IV funds, which support well-rounded educational opportunities and mental health services, have reached a sixty percent expenditure rate.

Kubin also reviewed the intent and purpose of each grant program along with related expenditures. Updates were reviewed regarding the Title II, Part A LEA Special Data Collection report submitted last fall, as well as the Title IV LEA Special Data Collection report focused on objectives and measurable outcomes. While the Title II report was a one-time submission, the Title IV report is an ongoing requirement submitted three times a year, including initial, progress, and final reports over an 18-month cycle. The District is currently on track to meet both OMOs for the current year by exceeding last year’s number of AP-certified teachers and providing professional development to increase instructional capacity of teachers to support technology integration into the classroom. The committee was invited to provide input and ask questions regarding grant expenditures.

- **District Comprehensive Needs Assessment Training and Planning** - Kubin introduced the concept of a vision board as a tool for visualizing goals and aspirations, explaining that the Annual Comprehensive Needs Assessment serves a similar purpose by helping the District identify strengths, areas for improvement, goals, and strategies for the upcoming school year. Four subcommittees will be formed and led by the following: Ginger Robinson (Perceptions), Ryan Kahliden (Demographics), Brandee Morris (Student Learning), and Anteneshia Jones (Processes and Programs). Ginger Robinson and Dawn Hilburn shared the process for the 2025 CNA and their role as a committee lead. All DEIC committee members are expected to serve on a subcommittee and actively participate in the process. The training INCLUDED committee expectations, the use of multiple data sources and guiding questions, and the development of problem statements, goals, and strategies. The target completion date for the process is the end of June.
- **District Improvement Plan Formative Review** - Heimbuch led the committee as they reviewed the third-quarter (March) formative assessment of the District Improvement Plan Key Strategic Actions. The most recent review had been previously distributed to committee members, and an opportunity was provided for questions and discussion. The review included areas demonstrating minimal to moderate progress and the corresponding explanations, such as actions scheduled for later in the year or those dependent upon the availability of data or participation from specific directors. The committee also reviewed areas showing considerable progress, including the expansion of Armed Forces and postsecondary opportunities, as well as the continued development of the JROTC program, pending final official approval. Several strategic actions were identified as demonstrating minimal progress, while others reflected considerable advancement toward district goals. The importance of maintaining focus on established goals and making adjustments when necessary was emphasized throughout the discussion. Committee members asked questions regarding specific strategic actions that had not demonstrated expected growth and requested additional clarification to better understand the associated goals and outcomes. Following discussion and clarification regarding the criteria used to determine progress levels and the circumstances under which plans should be adjusted, Cindy Delgado made a motion to approve the March evaluation of the District Improvement Plan Key Strategic Actions, Amber Huckabee Dowell seconded the motion. Heimbush asked if there was need for any discussion. The motion passed unanimously.
- **Closing Remarks** - Kubin thanked everyone for their participation during such a busy time of year and emphasized the importance of their work for student success. Attendees were reminded to sign in on the attendance sheets and to sign up for the Comprehensive Needs Assessment committee. A follow-up email will be sent to those who could not attend, ensuring all questions are addressed and their input is considered. The meeting adjourned at 5:52 P.M.



WELCOME TO DEIC

September 10, 2026





APPROVE

April 16, 2026

Minutes



DEIC ROLES/ RESPONSIBILITIES

Rusty East





UPDATE ON DISTRICT NEWS

Rusty East



ESSA CONSOLIDATED GRANT

Title I, Title II, Title III & Title IV

Title funds are federal monies that are meant to supplement, not replace, existing state funding for education. Elementary and Secondary Education Act of 1965, NCLB 2002, ESSA 2015

- **Title I, Part A** - provide additional funding for school districts to fund resources used to improve the quality of educational programs and ensure students from low-income families have opportunities to meet challenging state assessment standards.
- **Title II, Part A** - increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly-qualified principals, etc.
- **Title III, Part A** -ensure that English Learners (EL) and immigrant students attain English language proficiency and meet the same challenging State academic content and students academic achievement standards all children are expected to meet.
- **Title IV, Part A** - applies to all students
 - Access to a well-rounded education
 - Improve school conditions safe & healthy schools
 - Technology integration



PRIORITIZATION OF FUNDS

Title II & Title IV

The district will focus on prioritization of Title II funds by providing low-income and minority students greater access to effective teachers, principals and school leaders and focus on school(s) that are identified for school improvement under Section 1111. Expenditures will be aligned with state academic standards [Section 2102(b)(2)(A)]. The district currently has one school identified as Comprehensive, three schools identified as Targeted Assistance and two schools identified as Additional Targeted; therefore, the district will insure prioritization of funds. Additionally, the district will focus use of Title II, Part A funds at campuses with the highest percentages of low-income students and possible 'red flags' for school improvement. The district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.

The district will focus on prioritization of Title IV funds to improve the academic achievement of all students by providing all students with well-rounded education opportunities, improving conditions for safe and healthy student learning, and improving technology in order to enhance academic outcomes and digital literacy of students. [Section 4106(e)(1)(A-D)]. Additionally, the district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community to meet the needs of students and staff.



OBJECTIVE AND MEASURABLE OUTCOMES

Title IV

2024-2025

- ~Increase student and staff access to reporting unsafe actions(TIP 411)
- ~Increase STEM experiences and education opportunities (SSEP)

2025-2026

- ~Increased number of teachers becoming APSI certified
- ~Increased number of teachers trained on technology integration

2026-2027 Proposals

- ~Increase number of general education students receiving behavior support by hiring additional paraprofessional
 - ~Increase number of teacher becoming ESL certified(not required)
- 

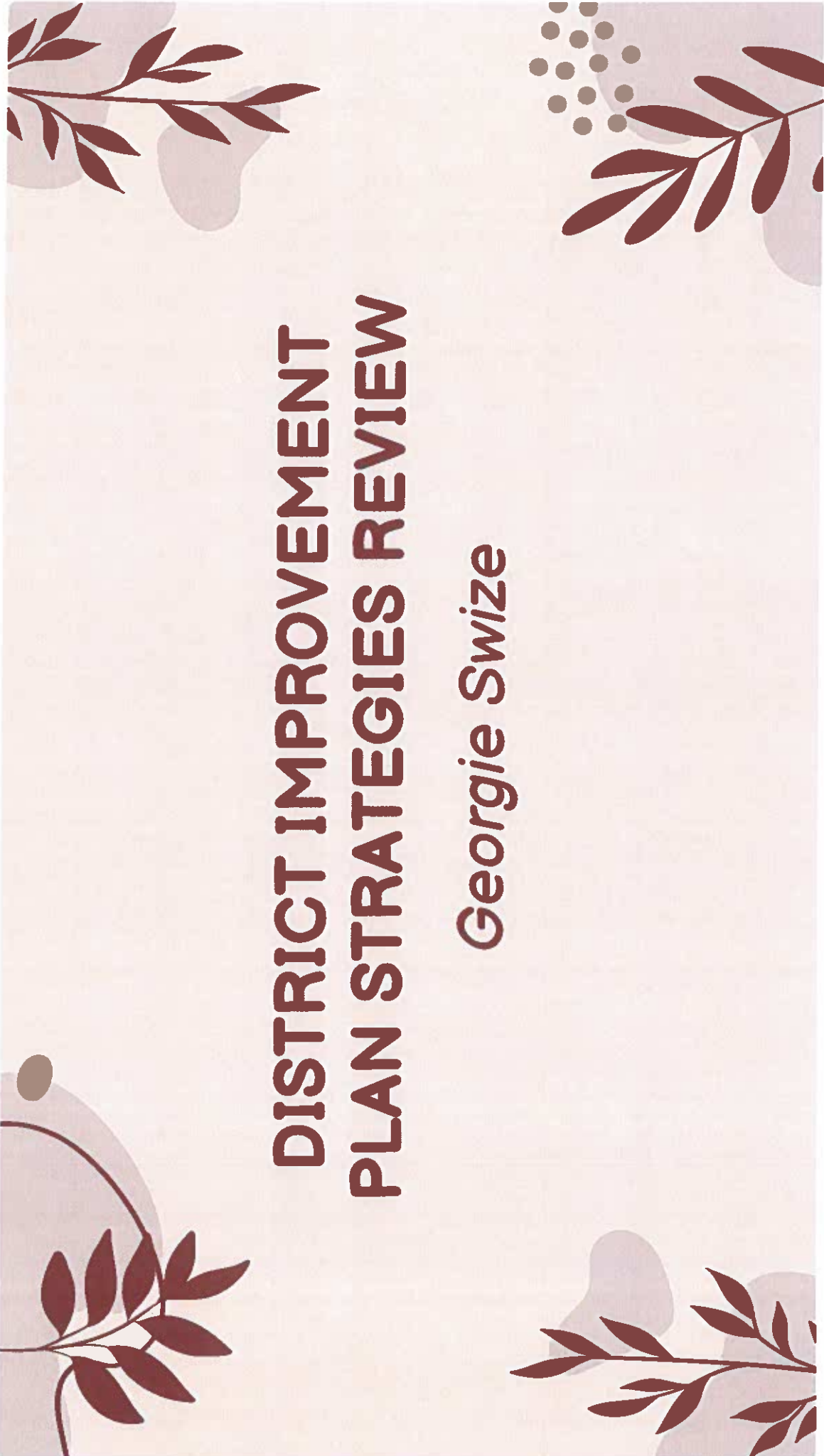


DISTRICT PARENT INVOLVEMENT POLICY

ENGLISH VERSION

Christi Kubin

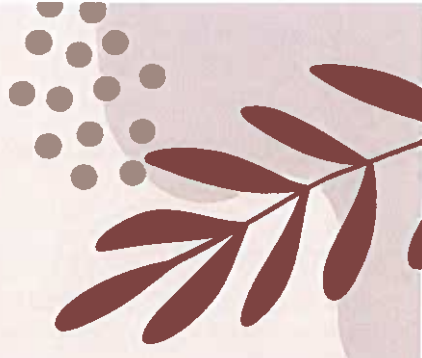




DISTRICT IMPROVEMENT PLAN STRATEGIES REVIEW

Georgie Swize

**THANK
YOU!**



Waxahachie Independent School District

2026-2027 Parent and Family Engagement Policy

Waxahachie Independent School District will implement the following statutory requirements:

- The school district will put into operation meaningful programs, activities, and procedures for parent and family engagement in all its schools with Title 1 programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the Title 1 requirements, and include, as a component, Parent-School Compact.
- The school district will incorporate this district-wide parent and family engagement policy into its district improvement plan.
- In carrying out the Title 1 parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school district will involve the parents of children served in Title 1 schools in decisions about how the one percent of Title 1 funds reserved for parent and family engagement is spent and will ensure that not less than ninety percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title 1 schools will carry out meaningful programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) That parents play an integral role in assisting in their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child;*

Statement of Purpose

Waxahachie Independent School District believes every child should have the opportunity to attain his/her full potential. Therefore, Waxahachie Independent School District will maximize its resources that will enable each child to become a successful learner. A key resource is its people: administrators, teachers, school staff, parents, and community members. We will work together to establish effective partnerships in order to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and stimulate student success.

Development of Policy

The Waxahachie Independent School District Education Improvement Committee consisting of parents, community members, teachers, school staff and administrators will develop and revise the Waxahachie Independent School District's Parent and Family Engagement Policy in conjunction with the district improvement plan. The parent volunteers will represent the diversity of the student population, and one or more parents on the advisory committee will have children participating in a Title 1 program.

Annual Meeting

Waxahachie Independent School District Title 1 campuses will hold an annual Title 1 meeting, at two different times, during the fall of the new school year for all parents. During this meeting, the Title 1 program will be described, the Parent and Family Engagement Policy and the Parent-School Compact will be adopted, and opportunities for parental participation will be explained. The annual meeting will be held for the convenience of parents and parents will be informed about the meeting through notices such as, notes sent home with students, Parent Square, social media, and/or postings on the campus and district website.

In addition, Title 1 information, including the District Parent and Family Engagement Policy, is covered at the district level through the District Education Improvement Committee (DEIC) meetings. Parents are encouraged to attend and invited through the DEIC notification process.

The top priority of Waxahachie Independent School District is student growth. The expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can understand. Information provided to parents may be done by means of: Student Performance Report, Campus Report Card, and parent conferences.

Parents will be advised that the effectiveness of the Parent and Family Engagement program will be evaluated annually, and the policy will be revised to meet the needs of the students, school, parents, family members and the community.

Building Capacity

Waxahachie Independent School District will build the schools' and parents' capacity for strong parent and family engagement to ensure effective involvement of parents and families and to support a partnership among the schools involved, parents and the community to improve student's academic achievement. The school/district, with the assistance of its Title 1 schools, will provide assistance to parents of children served by the school district or school, as appropriate, and understand topics such as the following:

- the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Title 1
- how to monitor their child's progress
- how to work with educators

The Waxahachie Independent School District will coordinate and integrate parent and family engagement strategies under Title 1 with Family Literacy programs, Parent Education classes, etc. In addition, Title 1

campuses coordinate and integrate parent and family engagement strategies that include, but are not limited to Parent Orientation meetings, Gifted and Talented meetings, FAFSA Night, SAT/ACT meetings, Dual Credit/Advanced Placement meetings, Math and Literacy Nights and parent trainings regarding social and emotional health of families.

Programs and the Community

Waxahachie Independent School District will assess the needs of parents and children in the district using a variety of tools including a survey, campus/district education improvement committees, and campus/district needs assessment meetings. The findings will be used to revise the Title 1 program to meet the needs of stakeholders. Workshops or other trainings will be made available to educators and parents to address such needs.

In addition, parents, family members and the community are encouraged to participate and volunteer their time by completing a PIE (Partners in Education) application.

Staff-Parent Communication

Waxahachie Independent School District will communicate with parents on a regular basis. Important information will be provided in the student handbook, the Parent-School Compacts, and on the district/campus website. Frequent notices about student performance will be sent home by the campuses or provided by phone calls, emails, and/or parent conferences. Insofar as possible, all communication will be provided in a language and format parents can understand. Parents are encouraged to contact the school or the child's teacher when questions or problems arise.

Parents will be notified about the training opportunities through various methods, including, but not limited to: social media, district/campus/teacher websites, Drumbeat (district newsletter), Lighthouse for Learning, Skyward Family Access and Parent Square.

In addition, students are expected to play an active role in communication with their parents. They, too, are responsible for making sure notices and information given to them is passed on to parents.

School-Parent Compact

As a component of the school-level parent and family engagement policy, each school, receiving Title 1 funds, shall jointly develop with parents for all children served under such a school, a Parent-School Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

For elementary Title 1 campuses, the compact will be provided to parents at the required annual parent conference in the fall. It will also be posted on the school's website. For secondary Title 1 campuses, the compact will be posted on the campus website. The Parent-School Compact will be reviewed yearly for updates and revisions.

Evaluation

Waxahachie Independent School District will work with its District Education Improvement Committee to evaluate the effectiveness of the parent and family engagement program. Surveys, classroom observations, assessment data, and other resources will be used to determine barriers and/or needs and subsequently develop strategies for student success. Particular attention will be paid to economically disadvantaged, disabled, limited English proficient, limited literacy, and racial/ethnic minority groups. Parental input will be sought. The district's Parent and Family Engagement policy will be posted on the district's website for parent access.

Funding

Waxahachie Independent School District is required to set aside at least 1% of its Title 1 allotment for the purposes of parental involvement. Those funds will be divided among the Title 1 campuses. The campus principal will consult with the Campus Education Improve Committee about allowable uses of funds. The campus principal will then authorize the use of funds designated for parent and family engagement.

Conclusion

Waxahachie Independent School District is committed to the success of all students. We will work together with parents to monitor the effectiveness of our parent and family engagement and Title 1 programs and to support excellence in education. The policy will be promoted by the administrators, principals, and other district and school staff as we seek active participation by our parents.

Adoption

This Waxahachie Independent School District Parent and Family Engagement Policy was reviewed, revised, and adopted by the WISD District Education Improvement Committee on September 10, 2026 and will be in effect for a period of one year. The school district will distribute this policy to all parents of participating Title 1, Part A children by way of the district website.

Distrito Escolar Independiente de Waxahachie

Póliza de Participación de Padres y Familias

El Distrito Escolar Independiente de Waxahachie implementará los siguientes requisitos estatutarios.

- El distrito escolar pondrá en funcionamiento programas, actividades y procedimientos significativos para la participación de los padres y la familia en todas sus escuelas con programas de Título I. Esos programas, actividades y procedimientos se planificarán y operarán con consultas con los padres de los niños participantes.
- El distrito escolar trabajará con sus escuelas para garantizar que las políticas requeridas de participación de los padres y la familia a nivel escolar cumplan con los requisitos del Título I e incluyan, como componente, un pacto para padres de la escuela.
- El distrito escolar incorporará esta política de participación de padres y familias en todo el distrito en su plan de distrito.
- Al llevar a cabo los requisitos de participación de los padres y la familia del Título I, a medida que sea posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de padres con hijos con dominio limitado del inglés, padres con niños y discapacidades, y padres de niños migratorios, incluido el suministro de información e informes escolares en un formato comprensible y uniforme e incluyendo formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres entiendan.
- El distrito escolar involucrará a los padres de los niños servidos en las escuelas de Título I en las decisiones sobre cómo se gasta el uno por ciento de los fondos de Título I reservados para la participación de los padres y la familia, y se asegurará de que no menos del 90 por ciento del uno por ciento reservado vaya directamente a las escuelas.
- El distrito escolar será gobernado por la siguiente definición estatutaria de participación de los padres, y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos significativos de acuerdo con esta definición.

El compromiso de los padres y la familia significa la participación de los padres y los miembros de la familia de manera regular, bidireccional y significativa.

Comunicación que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluida la garantía de—

(A) que los padres juegan un papel integral en la asistencia al aprendizaje de sus hijos;

(B) que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;

(C) que los padres son socios plenos en la educación de sus hijos y están incluidos, según proceda, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos;

Declaración de propósito

El Distrito Escolar Independiente de Waxahachie cree que cada niño debe tener la oportunidad de alcanzar su máximo potencial. Por lo tanto, el Distrito Escolar Independiente de Waxahachie maximizará sus recursos para permitir que cada niño se convierta en un alumno exitoso. Un recurso clave es su gente; administradores, maestros, personal escolar, padres y miembros de la comunidad. Trabajaremos juntos para establecer asociaciones efectivas con el fin de lograr un mayor rendimiento estudiantil. Se producirá una comunicación continua, bidireccional y significativa para facilitar la comprensión mutua y estimular el éxito de los estudiantes.

Desarrollo de políticas

El Comité de Mejoramiento de la Educación del Distrito Escolar Independiente de Waxahachie, compuesto por padres, miembros de la comunidad, maestros y personal, y administradores, desarrollará y revisará la Política de Participación de Padres y Familias del Distrito Escolar Independiente de Waxahachie en conjunto con el plan general de mejoramiento del distrito. Los padres voluntarios representarán la diversidad de la población estudiantil, y uno o más padres en el comité asesor tendrán niños que participarán en un programa de Título I.

Reunión anual

Las escuelas del Distrito Escolar Independiente de Waxahachie de Título 1 llevarán a cabo la reunión anual del Título 1, en dos momentos diferentes, durante el otoño del nuevo año escolar para todos los padres. Durante esta reunión, se describirá el programa de Título 1, se adoptarán la Política de Participación de Padres y Familias y el Pacto de Padres y Escuelas, y se explicarán las oportunidades para la participación de los padres. La reunión anual se llevará a cabo para la conveniencia de los padres y los padres serán informados acerca de la reunión a través de avisos enviados a casa con los estudiantes o por Parent Square, medios sociales, mensajes en la escuela y el sitio web del distrito.

Además, la información de Título I, incluyendo la Política de Participación de Padres y Familias del Distrito, se cubre a nivel del distrito a través de nuestras reuniones del Comité de Mejoramiento de la Educación del Distrito (DEIC). Se alienta a los padres a asistir e invitarlos a través del proceso DEIC.

Puesto que la meta del Distrito Escolar Independiente de Waxahachie es el crecimiento estudiantil. Las expectativas para el desempeño escolar, las evaluaciones individuales de los estudiantes y el currículo de nivel de grado serán proporcionados en un formato que los padres pueden entender. La información proporcionada a los padres se puede hacer por medio de: Informe de Desempeño Estudiantil, Boleta de Calificaciones de la escuela y Conferencias de Padres.

Se informará a los padres que la efectividad del programa de Participación de Padres y Familias se evaluará anualmente y la política se revisará para satisfacer las necesidades de los estudiantes, la escuela, los padres y los miembros de la familia.

Creación de capacidad

El Distrito Escolar Independiente de Waxahachie desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres y la familia con el fin de garantizar la participación efectiva de los padres (y las familias) y apoyar una asociación entre las escuelas involucradas, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. La escuela/distrito, con la asistencia de sus escuelas de Título I, proporcionará asistencia a los padres de los niños atendidos por el distrito escolar o la escuela, según corresponda, para comprender temas como los siguientes:

- los estándares de contenido académico del estado
- los estándares de rendimiento académico estudiantil del estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
- los requisitos del título I
- cómo monitorear el progreso de su hijo
- cómo trabajar con educadores

El Distrito Escolar Independiente de Waxahachie coordinará e integrará las estrategias de participación de los padres y la familia bajo el Título I con los siguientes programas: Programas de Alfabetización Familiar y Clases de Educación para Padres. Además, las escuelas del Título I coordinarán e integrarán estrategias de participación de padres y familias que incluyen, entre otras, reuniones de Orientación para Padres, reuniones de Dotados y Talentosos, Noche FAFSA, reuniones SAT/ACT, Reuniones de Crédito Dual/Colocación Avanzada, Noches de Matemáticas y Noches de Alfabetización y capacitación de los padres sobre la salud social y emocional de las familias.

Programas y la Comunidad

El Distrito Escolar Independiente de Waxahachie evaluará las necesidades de los padres y niños en el distrito usando una variedad de herramientas incluyendo una encuesta en papel, comités del mejoramiento de la educación del campus/distrito, y reuniones de evaluación de necesidades del campus/distrito. Los hallazgos se utilizarán para revisar el programa del Título I para Satisfacer las necesidades de las partes interesadas. Se pondrán a disposición talleres u otras capacitaciones para educadores y padres para abordar estas necesidades.

Además, se alienta a los padres, familiares y a la comunidad a participar y ofrecerse como voluntarios de su tiempo completando una solicitud PIE (Partners in Education).

Comunicación entre el personal y los padres

El Distrito Escolar Independiente de Waxahachie se comunicará con los padres de manera regular. Se proporcionará información importante en los manuales del estudiante, los pactos entre la escuela y los padres y en el sitio web del distrito/escuela. Avisos frecuentes sobre el desempeño de los estudiantes serán enviados a casa con los niños o se proporcionarán llamadas telefónicas, correos electrónicos y conferencias. En la medida de lo posible, toda la comunicación se proporcionará en un idioma y formato que los padres puedan entender. Se alienta a los padres a comunicarse con la escuela o el maestro del niño cuando surjan preguntas o problemas.

Los padres serán notificados sobre las oportunidades de capacitación a través de varios métodos, que incluyen, entre otros: redes sociales, sitios web del distrito/escuela/maestros, Drumbeat (boletín del distrito), Lighthouse for Learning, Skyward Family Access y Parent Square.

Además, los estudiantes deben desempeñar un papel activo en la comunicación con sus padres. Ellos también son responsables de asegurarse de que los avisos y la información que se les da se transmita a sus padres.

Convenio Entre La Escuela Y Los Padres

Como un componente de la política de participación de padres y familias a nivel escolar, cada escuela que reciba fondos del Título 1 desarrollará conjuntamente con los padres para todos los niños atendidos bajo esta parte un pacto entre padres y escuela que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Para las escuelas de primaria de Título 1, el pacto se proporcionará a los padres en una conferencia anual de padres requerida en el otoño. También se publicará en el sitio web de la escuela. Para las escuelas secundarias de Título I, el pacto se publicará en el sitio web de la escuela y del distrito. El pacto para padres se revisará anualmente para actualizaciones y revisiones.

Evaluación

El Distrito Escolar Independiente de Waxahachie trabajará con su Comité de Mejoramiento de la Educación del Distrito para evaluar la efectividad del programa de participación de padres y familias. Las encuestas, la observación en el salón de clases, los datos de evaluación y otros recursos serán usados para determinar las barreras y necesidades y desarrollar estrategias revisadas para el éxito de los estudiantes. Se prestará especial atención a los grupos económicamente desfavorecidos, discapacitados, conocimientos limitados de inglés, alfabetización limitada y minorías raciales o étnicas. Se solicitará la participación de los padres. La política de Participación de Padres y Familias del distrito se publicará en el sitio web del distrito para el acceso de los padres.

Financiamiento

Se requiere que el Distrito Escolar Independiente de Waxahachie aparte por lo menos el 1% de sus fondos del Título I para los propósitos de la participación de los padres. Esos fondos se dividirán entre las escuelas del Título I. El director de la escuela consultará con su Comité de Mejoramiento de la Educación de la Escuela acerca de los usos permitidos de los fondos. El director de la escuela entonces autorizará el uso de los fondos designados para la participación de los padres y la familia.

Conclusión

El Distrito Escolar Independiente de Waxahachie está comprometido con el éxito de los estudiantes. Trabajaremos junto con los padres para monitorear la efectividad de nuestro compromiso de padres y familia y programas de Título I y para apoyar la excelencia en la educación. Esta política será promovida por los administradores, directores, y otro personal del distrito y de la escuela mientras buscamos la participación activa de nuestros padres.

Adopción

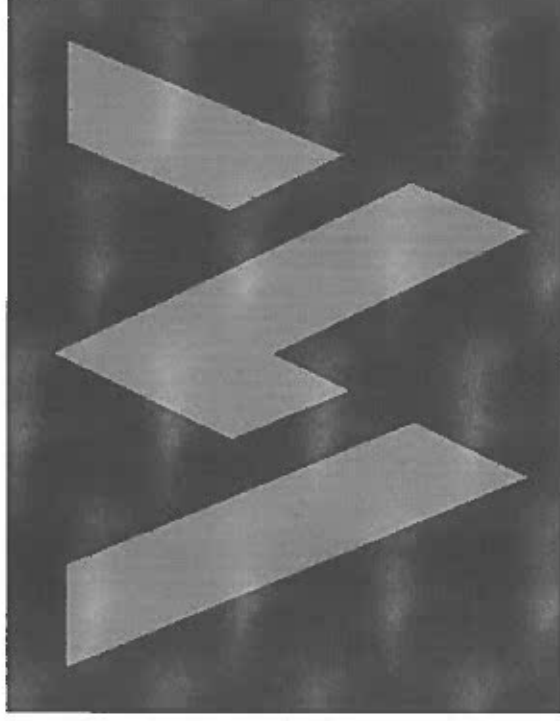
Esta Política de Participación de Padres y Familias del Distrito Escolar Independiente de Waxahachie fue revisada y adoptada por el DEIC de WISD el 10 de septiembre de 2026; y estará vigente por un período de un año. El distrito escolar distribuirá esta política a todos los padres de los niños que participan en el Título 1, Parte A a través del sitio web del distrito.

Waxahachie Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B



Vision

Our vision is to be a district where innovation thrives and growth is limitless.

Value Statement

We value choices because they make us unique and are critical to learning.

We value a collaborative culture that honors and supports all who positively impact the lives of our students.

We value an environment of belonging that respects individual differences and ensures equality for all.

We value relationships that broaden learning experiences and enrich our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waxahachie ISD is a district of over 11,000 students located in growing Ellis County, Texas. The district has been experiencing consistent student growth annually until the 2025-2026 school year where enrollment was flat. Our student population continues to evolve as it grows. Over the last 5 years, the district has seen a continuing trend in the ethnic makeup of the student population as the percentage of white students continues to decrease (-12.2%) while the percentages of black/african american (+4.8%) and hispanic/latino (+6.7%) students is rising. Currently, approximately 48.3% of our students qualify for benefits under the National School Lunch Program, a decrease of 5.8%. Other student data trends show increases in the percentage of students needing additional services increasing with students needing section 504 accommodations increasing 1.0%, emergent bilingual students +2.0%, students with dyslexia +2.6%, students experiencing homelessness +0.5%, students of immigrants +0.9%, and students with a connection to the military +4.8%. Over the past 5 years, the percentage of students with autism has increased 8.8%. Overall, the percentage of students who are at risk of not successfully graduating high school has increased 7.8% to 52.1% of the enrolled population.

In addition to student population changes, the district has experienced shifts in staffing demographics over the past 5 years. As a percentage of all staff, the district is seeing a decline in white (-8.4%) staff while the percentage of Black/African American (+2.8%) and Hispanic/Latino (4.2%) staff has increased. There has also been a shift in the percentage of males (+0.9%) employed by the district compared to females. There has been a discernible decrease in the percentage of staff holding bachelors degrees (-4.3%) while the percentage of staff holding a masters degree has increased (4.0%) by almost the same percentage over the last 5 years. The district has also seen a shift in the teaching staff to one that is less experienced with the percentage of teachers with zero experience rising 1.2%, the percentage of teachers with 1-5 years of experience rising 1.5%, while the percentage of teachers with 6-10 years of experience decreasing 4.8% and the percentage of teachers with 11-20 years of experience decreasing 0.8%. The district has also seen increases in experience among campus leadership over the last 5 years with principals overall (0.4), principals experience in Waxahachie ISD (0.4), assistant principals overall (0.9), and assistant principals in time in the district (0.4) all increasing in average number of years.

Demographics Strengths

Demographics Strengths

- Student enrollment growth
- Staff demographics that more mirror student population than in previous years
- Campus leadership has more overall experience and more experience with the district than in previous years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Population of students at-risk of non graduating high school has increased more than 7.8% in the last 5 years.

Root Cause: There are not enough student supports to eliminate educational barriers.

Problem Statement 2: Student attendance has been holding at below 95% since the 2021-2022 school year.

Root Cause: General apathy related to attending school from students and parents.

Problem Statement 3: Continually high population of economically disadvantaged students.

Root Cause: The percentage of students who qualify as economically disadvantaged is 48.3%.

Problem Statement 4: Students being disciplined for their actions has increased 1.0% over the last 5 years.

Root Cause: No Root Cause was determined.

Student Learning

Student Learning Summary

WISD continues to demonstrate overall stability in student achievement and growth, with district performance indicators remaining steady and positive trends emerging across several academic areas. Elementary campuses, in particular, are showing strong growth momentum, reflecting the district's investment in instructional alignment, PLC collaboration, high-quality instructional materials, and student ownership of learning. Across content areas, teachers and leaders are increasingly using data intentionally to drive instruction, provide targeted interventions, and build a culture where students understand and monitor their own academic progress. Advanced academic programs also remain a strength, with high AP performance rates, strong college readiness scores, and exceptional achievement in accelerated mathematics pathways.

At the same time, district data reveals important opportunities for growth as students transition into secondary grades. While elementary growth trends are encouraging, secondary performance has not accelerated at the same pace, particularly in higher levels of mastery. Across RLA, science, and mathematics, students consistently demonstrate foundational understanding, but performance at the "Masters" level and in advanced application, reasoning, and problem-solving remains an area of focus. Achievement gaps also persist for economically disadvantaged students, English learners, and students receiving special education services. In addition, local assessment performance often exceeds benchmark and state assessment outcomes, signaling a need to strengthen alignment between classroom rigor and state accountability expectations while preserving longitudinal data integrity.

Looking ahead, WISD is well positioned to strengthen both academic outcomes and postsecondary readiness by focusing on systems that build consistency from PreK through graduation. Opportunities exist to increase PreK participation and strengthen secondary achievement culture.. The district has already taken meaningful steps through expanded PLC structures, campus goal-setting around distinctions, improved intervention systems, and increased awareness of mastery-level expectations. With continued focus on rigorous Tier 1 instruction, student ownership, targeted intervention, and aligned instructional systems, WISD is poised to build a strong foundation for sustained student success across all grade levels.

Student Learning Strengths

- Overall student growth improved from 2024–2025 in multiple areas.
- Most campuses are maintaining a strong focus on student data analysis and goal setting to drive learning.
- Students are increasingly taking ownership of their academic data and demonstrating a stronger desire to succeed.
- Student performance has improved as more students understand and monitor their own progress.
- RLA
 - benchmark data in Grades 6 and 7 show strong "Masters" performance levels, with up to 25% of students achieving at the highest level, even as content rigor increases.
 - English II students achieved 91.98% at the "Approaches" level by Unit 2 and sustained strong performance through the semester exam.
 - Fall Progress Monitoring data showed Extended Constructed Response (ECR) averages ranging from 4.9 to 6.9.
 - Grades 6–8 consistently maintained "Approaches" performance levels between 80% and 90%+ throughout the year.
 - Grade 8 "Meets Grade Level" performance exceeded 80% during Unit 3 assessments.
- AP Calculus passing rates averaged above 90%, more than double the national average.
- Pre-AP Algebra I and Global Algebra I students demonstrated notably high percentages at the "Masters" level on the Algebra I EOC.

- Students participating in Math Acceleration programs across all three levels scored almost exclusively at the "Masters" level on STAAR assessments.
- Local assessments are focusing more on spiraling standards and building stamina after noticing that students perform well on small, focused assessments but have a hard time retrieving learning over time and on more multi-focused assessments.
- We have seen some district improvement in secondary meets and masters in certain content areas. We want to continue this trend.
- Students taking TSIA2 have been pretty successful on the math portion.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Economically disadvantaged students, emergent bilingual students, and students receiving special education services continue to perform below district averages, particularly at the Meets and Masters levels (source: 2025 RDA; 2024-25 TAPR)

Root Cause: Targeted intervention systems and Tier 1 instructional supports are not consistently implemented for all student groups across campuses and classrooms. Suggested Strategy: Strengthen targeted small-group instruction, progress monitoring, and Tier 1 supports for student groups needing assistance.

Problem Statement 2: Across content areas, students consistently perform stronger at the "Approaches" level than at the "Meets" and "Masters" level. (source: 2024-25 TAPR)

Root Cause: Instruction and assessment practices have focused more heavily on foundational skills than on rigorous application, reasoning, and higher-level mastery tasks. Suggested Strategy: Increase the use of rigorous questioning, problem-solving, cross-content writing, goal setting for Distinction Designations, and mastery-level tasks in daily instruction and assessments. Continue teacher mindset building

Problem Statement 3: Time out of class, whether for behavior, attendance, or otherwise is taking away from student learning and performance.

Root Cause: Poor attendance, inconsistent behavior supports, unclear classroom expectations, and limited use of proactive intervention strategies are leading to increased student removal from class, resulting in lost instructional time and decreased academic performance. Suggested Strategy: Provide staff training and ongoing support in proactive classroom management and Tier 1 behavior strategies...

Problem Statement 4: The percentage of secondary students meeting or exceeding expected growth on STAAR is less than the percentage for elementary students meeting or exceeding expected growth. (source: STAAR 2025; STAAR 2026)

Root Cause: Secondary systems for student ownership, intervention, and academic goal-setting are not yet consistently aligned to the strong practices. Suggested Strategy: While continuing a focus on elementary growth, implement consistent 6-12 student data tracking, goal-setting, and intervention processes across all secondary campuses. Focus on growth for all students regardless of performance...

District Processes & Programs

District Processes & Programs Summary

Waxahachie ISD utilizes a variety of programs and processes to support student achievement, staff development, and organizational effectiveness. Core academic programs include Bluebonnet Reading, Bluebonnet Math, TRS, Cengage, McGraw Hill, HMH, Savvas, Studies Weekly, Studies Sync, Active Classroom, Carnegie, TrueWay, iReady, and the district's Multi-Tiered System of Supports (MTSS) framework. Curriculum and instruction are supported through Professional Learning Communities (PLCs), data analysis, intervention systems, and ongoing professional development aligned to campus and district needs.

Leadership development opportunities include the Principal Focus Meetings, Assistant Principal Meetings, Aspiring Principal Academy, LEAP Academy, and the MINT (Teacher Mentor) Program. District decision-making occurs through collaborative committees, leadership teams, and stakeholder groups that analyze data and identify district priorities.

The district utilizes multiple communication systems to support transparency and collaboration among staff, students, families, and community stakeholders. Support services include Special Education, counseling, intervention programs, and behavior support systems. Students have access to a variety of extracurricular and co-curricular opportunities that support college, career, and military readiness.

Technology is integrated throughout the district through instructional platforms such as Panorama, iReady, IXL, and other digital learning tools used to monitor student progress, support interventions, and guide instructional decision-making. The district continues to refine systems and processes to ensure consistency, accountability, and high-quality educational experiences across all campuses.

District Processes & Programs Strengths

- Established district-wide academic support systems, including MTSS, iReady, IXL, Tribe Time, Bluebonnet Reading, Math Catalyst, and mCLASS, to support student achievement and intervention efforts.
- Strong commitment to leadership development through programs such as the Principal and Assistant Principal Focus meetings, Aspiring Principal Academy, LEAP Academy, and MINT Teacher Mentor Program.
- Ongoing investment in professional learning through PLCs, campus leadership training, instructional coaching, and targeted support based on campus needs.
- Implementation of Panorama and MTSS systems to support data-driven decision making, intervention planning, behavior documentation, and student support services.
- Collaborative decision-making processes that involve district leaders, campus administrators, teachers, and stakeholders in district improvement planning.
- Development of Campus Problem-Solving Teams and district MTSS cohorts to build capacity and strengthen intervention systems across campuses.
- Strong support services for students, including Special Education, counseling services, academic interventions, and behavioral supports.
- Commitment to continuous improvement through the Comprehensive Needs Assessment process, data analysis, and strategic planning efforts.
- Access to a variety of extracurricular and co-curricular opportunities that promote student engagement, leadership development, and college, career, and military readiness.
- District recognition of implementation challenges and proactive planning to establish model campuses to demonstrate best practices and improve consistency across the district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite significant district investments in MTSS systems, training, and support structures, implementation fidelity varies across campuses, resulting in inconsistent application of district MTSS frameworks, documentation practices, and intervention processes.

Root Cause: Variability in campus-level implementation, monitoring, and accountability systems has resulted in inconsistent utilization of established MTSS frameworks, procedures, and documentation practices across the district.

Problem Statement 2: Foundational classroom management practices are inconsistent across teachers, resulting in varied student behavior expectations and learning environments that impact engagement and academic outcomes.

Root Cause: Teachers have not received consistent, ongoing professional development and coaching in effective foundational classroom management strategies. Additionally, there is a lack of clearly defined campus and district-wide expectations and accountability systems to support consistent implementation.

Problem Statement 3: There is not a consistent implementation of district initiatives, expectations, and systems across campuses.

Root Cause: District-level initiatives, expectations, and systems are not clearly communicated, consistently delivered, or effectively monitored at the campus administration level, resulting in variation in understanding and execution.

Perceptions

Perceptions Summary

Staff view WISD as a supportive, family-oriented district where strong relationships, mutual respect, and positive leadership contribute to a positive work experience. While progress has been made, staff believe WISD should continue focusing on competitive compensation, transparent communication, and enhanced training and support systems for employees.

Parent perception of Waxahachie ISD campuses is very positive. Most survey items averaged above 4.0 on a 5-point scale, indicating strong parent satisfaction across the district. Parents continue to express strong confidence in Waxahachie ISD schools, particularly regarding campus safety, cleanliness, leadership, and student opportunities. The most significant opportunities for growth center around communication, consistency in discipline practices, and increasing the frequency and quality of parent feedback regarding student progress. Comments suggest continued attention to facilities, traffic flow, supervision, and ensuring specialized programs are consistently reflected in classroom experiences. Bottom line: The survey reflects a district with strong parent support and satisfaction, with communication and consistency emerging as the clearest district wide improvement priorities.

Perceptions Strengths

Parents rated the district highest in:

- Campus grounds are clean and well maintained 4.55
- Campus has necessary supplies/materials 4.34
- Campus staff provide a safe environment 4.32
- Principal is an effective leader 4.26
- Staff are approachable and reachable 4.24

Areas for Improvement

The lowest-rated areas were:

- Regular feedback from school staff 3.90
- Communication about campus issues 3.98

- Consistency of discipline/rules 3.98
- Overall satisfaction with educational quality 4.07
- The common theme is not instructional quality, but rather communication, feedback, and consistency.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stakeholder survey data indicate a need for improved communication, transparency, and engagement between district leadership, staff, and families.

Root Cause: Communication systems and expectations are not consistently implemented districtwide, resulting in varying levels of information sharing, stakeholder feedback, and engagement opportunities.

Problem Statement 2: Staff feedback indicates concerns related to compensation, training, and employee support that may affect retention and organizational effectiveness.

Root Cause: Current systems for compensation communication, onboarding, professional development, and employee support do not consistently meet staff needs or provide equitable levels of support across the district.

Priority Problem Statements

Problem Statement 1: Despite significant district investments in MTSS systems, training, and support structures, implementation fidelity varies across campuses, resulting in inconsistent application of district MTSS frameworks, documentation practices, and intervention processes.

Root Cause 1: Variability in campus-level implementation, monitoring, and accountability systems has resulted in inconsistent utilization of established MTSS frameworks, procedures, and documentation practices across the district.

Problem Statement 1 Areas: District Processes & Programs

Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

High Priority

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Use multiple forms of data to measure student performance and growth. Strategy's Expected Result/Impact: Inform instruction and improve student outcomes. Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Use of high-quality instructional materials and research-based instructional strategies to ensure fidelity of the written, taught and tested curriculum. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Funding Sources: Scholastic Magazine - Title III (263) - Ahora, El Sol, Que Tal - \$2,046.78, Vista Higher Learning - Title III (263) - Get Ready (Title III Immigrant funds) - \$4,420.51, Mavisoft Ed. Tech. - Title III (263) - Epic Tales 7th & 8th History - \$14,472, Amira Learning - Title III (263) - Amira Lectura(Dunaway&Wedge) - \$6,750, Lead4ward - Title II (255) - Field Guide Bundles for all levels - \$6,300, Lead4Ward - Title II (255) - Think Along Toolkit for all levels & Spanish for elementary - \$8,550				

Strategy 3 Details		Reviews		
Strategy 3: Ensure PLC's focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions. Strategy's Expected Result/Impact: Increased in teacher capacity Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership		Oct	Dec	Mar
				Summative June
Strategy 4 Details		Reviews		
Strategy 4: Continue development and implementation of walkthrough protocols to ensure desired classroom environments and research based instructional practices are in alignment with T-TESS and district expectations. Strategy's Expected Result/Impact: Increased in teacher capacity Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum and Instruction		Oct	Dec	Mar
				Summative June
Strategy 5 Details		Reviews		
Strategy 5: The district will revise and ensure the consistent use of a Multi-tiered System of Support that addresses needs of students at-risk of not mastering grade level material. Strategy's Expected Result/Impact: Fewer students will be identified for Special Education Services Staff Responsible for Monitoring: Director of Educational Support and Counseling Funding Sources: Panorama - Title II (255) - Year 1 of 3 - \$92,103.34		Oct	Dec	Mar
				Summative June
Strategy 6 Details		Reviews		
Strategy 6: The district will recruit students by hosting Kinder and Pre-K Roundup in the Spring. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Elementary Leadership		Oct	Dec	Mar
				Summative June
Strategy 7 Details		Reviews		
Strategy 7: WISD Bilingual department will host Dual Language Summer STEM and NewComers Camps for Emergent Bilingual students and support the Bilingual Summer school program. Strategy's Expected Result/Impact: Increased EB student achievement Increased Parental Involvement Staff Responsible for Monitoring: Director of Bilingual Education		Oct	Dec	Mar
				Summative June

Strategy 8 Details		Reviews			
Strategy 8: By the end of the first semester, campuses who have been identified as Comprehensive School Improvement, Targeted or Additional Targeted Support will have developed a Target Improvement Plan, Turn Around Plan, or Local Improvement Plan. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum and Instruction		Oct	Dec	Mar	Summative June
Strategy 9 Details		Reviews			
Strategy 9: Throughout the 2026-2027 school year, elementary campuses will work closely with a technical assistance provider, funded by LASO IV LIFT grant, to provide capacity building leadership support and strengthen instructional practices in math and literacy. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum and Instruction Funding Sources: Great Minds - Title I (211) - PLC Support for CSI, TSI & ATS campuses - \$60,000, Great Minds - Support - LASO IV LIFT grant for all elementary schools - \$394,000, Great Minds - Support - LASO IV LIFT grant-additional coaching days - \$118,200		Oct	Dec	Mar	Summative June
☐ No Progress ☒ Accomplished Continue/Modify <input checked="" type="button" value="Discontinue"/>					

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Evaluation Data Sources: Monthly discipline and infraction reports supplied by Director of Student services.

Strategy 1 Details		Reviews			
Strategy 1: Ensure implementation of a discipline management plan and a proactive campus-based system to encourage leadership, positive behavior, and student well-being. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Director of Educational Support and Counseling Services Director of Student Services		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Consistently train and utilize safety protocols. Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Director of Safety and Security Director of Educational Leadership and Counseling Services		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Develop and implement a proactive comprehensive school counseling program that addresses student mental health and social/emotional wellness, positive behavior interventions and trauma-informed care, including conflict resolution, violence prevention, dyslexia treatments, school dropout, dating violence, physical, verbal and sexual harassment awareness [TEC 11.252(a)(3)(E)]. WISD will sustain a proactive mental health support system that fosters student well-being. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Director of Educational Support and Counseling Services		Formative		Summative	
		Oct	Dec	Mar	June

Strategy 4 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 4: Continue to provide an awareness education program and training for district staff and students on Recognizing and Reporting Child Abuse, Human Trafficking, Suicide Prevention(including a parental or guardian notification procedure), and Dating Violence according to [TEC 37.0831; BQ LEGAL], [TEC 38.0041(a)], [TEC 11.252(c)(9)], and [TEC 11.252(3)(B)(i)]. Strategy's Expected Result/Impact: Increased student awareness through exposure to training Increased communication with teachers and counselors and students Staff Responsible for Monitoring: Director of Educational Support and Counseling Services					
Strategy 5 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 5: WISD will sustain a proactive mental health support system that fosters student well-being. Strategy's Expected Result/Impact: Improvement in student academic performance Improvement in student mental well-being Staff Responsible for Monitoring: Director of Educational Support and Counseling Services					
Strategy 6 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 6: Implement training schedule to include de-escalation strategies for general education K-2 teaching staff. Strategy's Expected Result/Impact: Reduced number of Disciplinary Action Code 27 Staff Responsible for Monitoring: Director of Student Services					
Strategy 7 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 7: Continue to implement behavior strategies, such as PBIS, MTSS, Choose Love (K-8), Ch. 37 Para and Coordinator of Mental Health and Counseling. Strategy's Expected Result/Impact: reduced student behavior disruptions Staff Responsible for Monitoring: Exec. Director of Educational Support and Counseling Director of Special Education					
☐ No Progress ☒ Accomplished ☐ Continue/Modify ☒ Discontinue					

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Evaluation Data Sources: CCMR progress reports generated by Director of Assessment and Accountability, Director of CTE, and College and Career Advisors.

Strategy 1 Details		Reviews		
Strategy 1: Sustain and continually refine the district-wide college readiness frameworks through ongoing engagement and communication to inform staff, students, and parents of advanced academics opportunities. Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Director of Advanced Academics and STEM Education Director of CTE	Oct	Dec	Mar	Summative June
Strategy 2 Details		Reviews		
Strategy 2: Increase enrollment and success in advanced academics, Gifted and Talented, and sustain academic acceleration opportunities[TEC 11.252(c)(3)(H)]. Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Learning Director of Advanced Academics and STEAM Education	Oct	Dec	Mar	Summative June
Strategy 3 Details		Reviews		
Strategy 3: Define and evaluate the district-wide career readiness framework. Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Director of CTE	Oct	Dec	Mar	Summative June
Strategy 4 Details		Reviews		
Strategy 4: Increase community partnerships to enhance and broaden learning experiences. Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Various Directors	Oct	Dec	Mar	Summative June

Strategy 5 Details		Reviews			
Strategy 5: Increases exposure and awareness of Armed Forces post-secondary opportunities and implement a JROTC program. Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Director of CTE		Formative		Summative	
		Oct	Dec	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details		Reviews			
Strategy 1: Explore opportunities to provide additional enrichment activities. Strategy's Expected Result/Impact: Increase % of students engaged in activities Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Executive Director of Athletics Director of Fine Arts		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Collect and monitor engagement and success data of students in enrichment activities Strategy's Expected Result/Impact: Increase % of students engage in activities Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Executive Director of Athletics Director of Fine Arts		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Recruit and retain staff to lead and engage in student activities. Strategy's Expected Result/Impact: All Extracurricular, UIL, and co-curricular activities have staff leadership Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Executive Director of Athletics Director of Fine Arts		Formative		Summative	
		Oct	Dec	Mar	June
		No Progress Accomplished Continue/Modify Discontinue			

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details		Reviews			
Strategy 1: Establish and sustain a regular system of staff recognitions. Strategy's Expected Result/Impact: Increased staff capacity and job satisfaction Staff Responsible for Monitoring: Director of Public Relations Various Asst. Superintendents and Directors		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Establish clear pathways to the classroom to attract and retain staff. Strategy's Expected Result/Impact: Lower the teacher turnover rate Improved student achievement Staff Responsible for Monitoring: Asst. Superintendent of Human Resources		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: The district will form a committee of teachers and staff to analyze survey data and research ways to increase staff retention and satisfaction. Strategy's Expected Result/Impact: Increase staff retention and satisfaction Staff Responsible for Monitoring: Assistant Superintendent of Human Resources		Formative		Summative	
		Oct	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details		Reviews			
Strategy 1: Continue to distribute and analyze results of annual staff workplace satisfaction surveys. Strategy's Expected Result/Impact: Increased staff satisfaction and engagement Staff Responsible for Monitoring: Assistant Superintendent of Human Resources		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Continue Superintendent Campus Rounds and create action-oriented responses from staff survey results(once per semester). Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide staff with mental health resources through a variety of community-based programs. Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Director of Educational Support and Counseling Services		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide substitute teachers support and recognition. Strategy's Expected Result/Impact: Increased staff capacity and job performance Improvement in student academic performance Staff Responsible for Monitoring: Asst. Supt. of Human Resources		Formative		Summative	
		Oct	Dec	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Review and revise district processes and procedures to ensure transparency. Strategy's Expected Result/Impact: Increased staff satisfaction Lowered staff turnover Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership		Formative			Summative
		Oct	Dec	Mar	June
		No Progress Accomplished Continue/Modify Discontinue			

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details		Reviews			
Strategy 1: Sustain a consistent PLC culture through dedicated time and commitment to team collaboration. Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction		Formative			Summative
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Collaboratively identify and monitor the implementation of essential TEKS to ensure student learning Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction		Formative			Summative
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Implement initiatives of the guiding coalition to support campus instructional design and delivery. Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction Director of Advanced Academics and STEM Education		Formative			Summative
		Oct	Dec	Mar	June
☐ No Progress		☒ Accomplished		☒ Continue/Modify	
		☒ Discontinue			

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training[TEC 11.252(3)(F)].

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 1: Collaboratively develop a professional learning system focused on the staff growth. Strategy's Expected Result/Impact: Increased staff capacity and opportunities for meaningful leadership Increased job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction Funding Sources: Estrellita - Title II (255) - PreK Sonidos National - \$129, Sandra Mercuri(Oracy & Language Essentials) - Title III (263) - Teacher training Sept. 28, 2026 - \$4,000, Sandra Mercuri(Writing) - Title III (263) - Teacher training Nov. 2, 2026 - \$4,000, TCEA hotel and parking - Title II (255) - conference - \$7,969.44, GCA Con(Kubin) - Title I (211) - Registration and Travel costs - \$1,500					
Strategy 2 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2: Incorporate PLC process to support staff. Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Assistant Superintendent of Secondary Leadership Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction					
Strategy 3 Details		Reviews			
		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3: The district will partner with colleges and universities and participate in grant programs that recruit, support and sustain highly-effective teachers. Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Asst. Superintendent of Human Resources					

Strategy 4 Details		Reviews			
Strategy 4: Throughout the 2026-2027 school year, Title II funds will be used to build capacity in campus leaders, strengthen instructional practices and create a positive school culture. (Principal Institute-Marvin) Strategy's Expected Result/Impact: Improved school culture Improved student achievement Staff Responsible for Monitoring: Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction Funding Sources: Principal Institute - Title II (255) - Registration for A. Gabbard - \$6,000		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Throughout the 2026-2027 school year, Title I funds will be used to build capacity in campus leaders and create a positive school culture. (CKH-Clift) Strategy's Expected Result/Impact: Improved school culture Improved student achievement Staff Responsible for Monitoring: Assistant Superintendent of Elementary Leadership Assistant Superintendent of Curriculum & Instruction Funding Sources: Capturing Kids Hearts - Title I (211) - Clift. Elem. Process Champions - \$28,050		Formative		Summative	
		Oct	Dec	Mar	June
		No Progress Accomplished Continue/Modify Discontinue			

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 1: Creation and distribution of survey to student and families. Strategy's Expected Result/Impact: Increased student academic performance Increased student and family engagement and satisfaction Staff Responsible for Monitoring: Assistant Superintendent of Human Resources				
Strategy 2 Details	Reviews			
	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 2: Develop and implement connection and collaboration rounding(listening and learning)with students to determine level of engagement. Strategy's Expected Result/Impact: Increased student academic performance Increased student engagement and satisfaction Staff Responsible for Monitoring: Superintendent Director of Public Relations				
Strategy 3 Details	Reviews			
	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 3: Host parent and family informational and educational events for Bilingual and Emergent Bilingual families. Strategy's Expected Result/Impact: Improved communications and increased parent engagement Improved Parent relations Improved Student achievement Staff Responsible for Monitoring: Director of Curriculum				
Strategy 4 Details	Reviews			
	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 4: Ensure all teachers are using only ParentSquare to communicate with parents/families, and create a plan to transition all extracurricular groups to communication through ParentSquare by 7/1/2027. Principals will lead mandatory trainings on their campuses before school starts to ensure all staff understand how to use ParentSquare. Strategy's Expected Result/Impact: Parents and student satisfaction of process of information coming from the district. Staff Responsible for Monitoring: Director of Public Relations				

Strategy 5 Details		Reviews		
Strategy 5: Ensure families have numerous opportunities to complete parent survey, including hosting campus events where computers are set up for survey completion, numerous reminders on social media and ParentSquare, information to help parents find their child's ID for the survey, provide details about how the district uses the survey data, incentives for parents to complete surveys, and make changes to the survey to make it easier to complete. Strategy's Expected Result/Impact: An increased number of parents and students will complete the district survey. Staff Responsible for Monitoring: Director of Public Relations		Formative		Summative
		Oct	Dec	Mar
Strategy 6 Details		Reviews		
Strategy 6: WISD will continue to participate in and support community wide events. Strategy's Expected Result/Impact: Improved communications and increased parent engagement Improved community relationships Improved student achievement Staff Responsible for Monitoring: Director of Public Relations		Formative		Summative
		Oct	Dec	Mar
Strategy 7 Details		Reviews		
Strategy 7: In conjunction with parents and all required stakeholders, WISD will create and adhere to a Parent and Family Engagement policy and evaluate and revise it annually[1116(a)(2)]. Strategy's Expected Result/Impact: Improved communications and increased parent engagement Improved community relationships Improved student achievement Staff Responsible for Monitoring: Director of Federal Programs and Grants		Formative		Summative
		Oct	Dec	Mar
Strategy 8 Details		Reviews		
Strategy 8: The district will ensure stronger family-school partnerships with Emergent Bilingual families by using an electronic system to send out information and gain signatures in a timely manner. Strategy's Expected Result/Impact: Improved communications and increased parent engagement Improved student achievement Staff Responsible for Monitoring: Director of Curriculum Funding Sources: Curriculum Associates-Elevation Family Connect - Title III (263) - \$3,396		Formative		Summative
		Oct	Dec	Mar
☐ No Progress ☒ Accomplished Continue/Modify <input checked="" type="button" value="Discontinue"/>				

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details		Reviews			
Strategy 1: Creation and distribution of survey to community and stakeholders. Strategy's Expected Result/Impact: Increased community and stakeholder engagement and satisfaction Staff Responsible for Monitoring: Assistant Superintendent of Human Resources		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Develop and implement connection and collaboration rounding (listening and learning) with community to determine level of engagement. Strategy's Expected Result/Impact: Increased student academic performance Increased community and stakeholder engagement and satisfaction Staff Responsible for Monitoring: Superintendent of Schools Director of Public Relations		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Work with our Spanish-speaking families to determine how they would like to be communicated with, both in person and by electronic means. Based on our learnings, develop a comprehensive plan for communicating with Spanish-speaking families. Strategy's Expected Result/Impact: Improved communications and increased stakeholder engagement Staff Responsible for Monitoring: Director of Public Relations Director of Curriculum		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Host informational sessions to educate parents on the importance of student assessment preparation for tests such as SAT, ACT, and Advanced Placements. Strategy's Expected Result/Impact: More students will score at advanced levels on state and regional tests. Staff Responsible for Monitoring: Director of Advanced Academics and STEM Education		Formative		Summative	
		Oct	Dec	Mar	June
No Progress		Accomplished		Continue/Modify	
		X Discontinue			

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports
Comprehensive Needs Assessment Findings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Create adopted budget to actual expenditures quarterly comparison. Strategy's Expected Result/Impact: Stakeholder satisfaction Improve financial efficacy Staff Responsible for Monitoring: Chief Financial Officer				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Enhance clarity and transparency regarding the budget development process (revenue projections and expenditure projections). Strategy's Expected Result/Impact: Stakeholder satisfaction Improve financial efficacy Staff Responsible for Monitoring: Chief Financial Officer				
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Update and deploy annual budget development calendar. Strategy's Expected Result/Impact: Stakeholder satisfaction Improve financial efficacy Staff Responsible for Monitoring: Chief Financial Officer				
Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: Develop and deploy 10 year expenditure projection plan. Strategy's Expected Result/Impact: Stakeholder satisfaction Improve financial efficacy Staff Responsible for Monitoring: Chief Financial Officer				

Strategy 5 Details		Reviews		
Strategy 5: The district will focus on prioritization of Title II funds by providing low-income and minority students greater access to effective teachers, principals and school leaders and focus on school(s) that are identified for school improvement under Section 1111. Expenditures will be aligned with state academic standards[Section 2102(b)(2)(A)]. The district currently has one school identified as Comprehensive, three schools identified as Targeted Assistance and two schools identified as Additional Targeted; therefore, the district will insure prioritization of funds. Additionally, the district will focus use of Title II, Part A funds at campuses with the highest percentages of low-income students and possible 'red flags' for school improvement. The district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community. Strategy's Expected Result/Impact: Increased staff capacity, job satisfaction and engagement Improvement in student academic performance Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 6 Details		Reviews		
Strategy 6: The district will provide federal funds to Private Non-Profits, via Education Service Center, according to federal guidelines and ensure services are received. Strategy's Expected Result/Impact: Increased staff capacity Improvement in student academic performance Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 7 Details		Reviews		
Strategy 7: The district will provide services, according to Texas Education Agency guidelines, to homeless students, neglected students residing in a children's facility, transportation for students in foster care and will work with the Education Service Center to provide services to identified migrant students. Strategy's Expected Result/Impact: Improvement in student academic performance Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative		Summative	
	Oct	Dec	Mar	June
Strategy 8 Details		Reviews		
Strategy 8: The district will ensure a proper system of management is used to track Title funds expenditures and federally required documentation at the campus and district level. Strategy's Expected Result/Impact: ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance Staff Responsible for Monitoring: Director of Federal Programs and Grants Funding Sources: 806 Technologies - Title I (211) - Title I Crate - \$7,200	Formative		Summative	
	Oct	Dec	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: The district will focus on prioritization of Title IV funds to improve the academic achievement of all students by providing all students with well-rounded education opportunities, improving conditions for safe and healthy student learning, and improving technology in order to enhance academic outcomes and digital literacy of students. [Section 4106(e)(1)(A-D)] Additionally, the district will work in coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community to meet the needs of students and staff. Strategy's Expected Result/Impact: ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance Staff Responsible for Monitoring: Director of Federal Programs and Grants Funding Sources: Citizen Observer - Title IV - TIP411 - \$4,760	Formative		Summative		
	Oct	Dec	Mar	June	
Strategy 10 Details		Reviews			
Strategy 10: To consider the best use of Title funds, the district will engage parents, teachers, students, school administrators, paraprofessionals, specialize support personnel, and community partners to participate in a collaborative committee process to ascertain the needs and strengths of the district and evaluate programs to best serve the academic achievement of all students. Strategy's Expected Result/Impact: ~Increased compliance of federal guidelines by all staff at campus and district levels ~Audit Findings will continue to show sound practices in documentation compliance ~Increased student achievement Staff Responsible for Monitoring: Asst. Superintendent of Elementary Learning	Formative		Summative		
	Oct	Dec	Mar	June	
Strategy 11 Details		Reviews			
Strategy 11: At low performing schools, the district will work with a vetted improvement partner focusing on coaching campuses and principals in order to improve the academic achievement of all students. Strategy's Expected Result/Impact: Increased student achievement Improved school accountability ratings Staff Responsible for Monitoring: Asst. Superintendent of Learning	Formative		Summative		
	Oct	Dec	Mar	June	
		☐ No Progress ☒ Accomplished ☐ Continue/Modify ☒ Discontinue			

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details		Reviews			
Strategy 1: Develop and sustain a long range facilities plan. Strategy's Expected Result/Impact: Stakeholder engagement and satisfaction Increased student academic performance Staff Responsible for Monitoring: Superintendent Chief Financial Officer		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Develop and deploy long range (10+ year) plan for facilities. Strategy's Expected Result/Impact: Stakeholder engagement and satisfaction Increased student academic performance Staff Responsible for Monitoring: Chief Financial Officer		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Continue the work of the bond oversight committee. Strategy's Expected Result/Impact: Stakeholder satisfaction Improve financial efficacy Staff Responsible for Monitoring: CFO		Formative		Summative	
		Oct	Dec	Mar	June
		Continue/Modify			
		Discontinue			

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency.

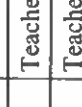
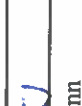
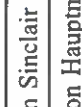
Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details		Reviews			
Strategy 1: Develop budget skills in all budget managers. Strategy's Expected Result/Impact: Increase staff capacity Improve financial efficacy Staff Responsible for Monitoring: Chief Financial Officer		Formative		Summative	
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: The district will review and discuss federal expenditures with District Education Improvement Committee. Strategy's Expected Result/Impact: Stakeholder satisfaction Improve financial efficacy Staff Responsible for Monitoring: Director of Federal Programs and Grants		Formative		Summative	
		Oct	Dec	Mar	June
		No Progress Accomplished Continue/Modify Discontinue			

Waxahachie ISD District Ed. Improvement Comm 26-27

Meeting Date: September 10, 2026 at 4:45 p.m.

TLI Main PD

Committee Role	Name	Position	Signature
Teacher	Alison Sinclair ✓	Teacher	
Teacher	Allyson Hauptmann	Teacher	
Teacher	Amanda Grammer	Teacher	
CTE Teacher	Amber Dowell	CTE Teacher	
Spec. Instructional Support	Amber Kirkpartick	Nurse- Finley	
Other School Leadership	Amberly Walker	Curriculum Coordinator	
Other School Leadership	Amos Williams	Assistant Principal- Howard	
Other School Leadership	Angela Strong	Assistant Principal- Coleman	
Other School Leadership	Anteneshia Jones	Assistant Principal- WHS	
Teacher	Blair Adoyi	Teacher	
District Level Professional	Brittany Griffith	Dir. of Teacher Incentive Allotment	
Teacher	Brittany Webb	Teacher	
Teacher	Chandria Edwards	Teacher	
Business	Chase Colwell	Edward Jones	
Spec. Instructional Support	Chastity Jackson	Asst. Director of Special Education	
Teacher	Cheryl Mathis	Teacher	
Partner with Expertise in Federal Programs	Christi Kubin	Dir. of Federal Programs and Grants	
Paraprofessional	Cindy Cantero	Paraprofessional	
Community Member	Claudia Perez	Community Member	
Spec. Instructional Support	Colleen Scott	Social Worker	
Teacher	Danielle Flores	Teacher	
Teacher Organization	Dawn Hilburn	Dir. of Accountability and Assessment	
Teacher	Denise Armstrong	Teacher	
Teacher	Elizabeth Gutierrez	Teacher	

Courtney Sutton / Northside / Courtney Sutton

Committee Role	Name	Position	Signature
Secondary Student	Emery Brackenridge	Student- WHS	
Elementary Principal	Erica Brown	Principal- Northside	
Teacher	Erin Bray	Teacher	
Secondary Student	Evan Medford	Student- WHS	
Counselor	Genesis Davila	Counselor	
LEA Administrator	Dr. Georgie Swize	Asst. Superintendent of TLI	
Non-Auxiliary	Ginger Robinson	Dir. of Educational Support, Counseling Services	
Non-Auxiliary	Gloria Walker	Coordinator TLI	
Teacher	Holly Hernandez	Teacher	
Secondary Student	Jackson Teague	WHS- Student	
Paraprofessional	Jennifer Bryant	Paraprofessional	
Spec. Instructional Support	Jessica Cisneros	Lead Diagnostician	
High School Leader	Josh Perry	Associate Principal- WHS	
Teacher	Julia Carrillo	Dyslexia Therapist	
Community Member	Kenya Landers	Community Member	
Teacher	Kim Brown	Art Teacher	
CTE Teacher	Klayton Blakely	CTE Teacher	
Business	Kyle Beller	Bat Security	
Teacher	Lauren Castleberry	Teacher	
Teacher	Laurie Culbreth	Teacher	
SLE Teacher	Layla Street	SLE Teacher	
Teacher	Leon Juarez	Teacher	
Local Government Leader	Leslie Deen	Local Government Leader	
Teacher	Leslie Jurkash	Teacher	
Teacher	Lorie Hanna	Teacher	
Local Government Leader	Mitchell Lambert	Local Government Leader	
Teacher	Monica Campbell	Teacher	
Teacher	Nevin Nichols	Teacher	
Teacher	Paige Phillips	Teacher	
Parent	Rebecca Mason	Parent- Coleman	

Committee Role	Name	Position	Signature
Secondary Student	Reese Wright	Student- WHS	
Teacher	Rosa Robles	Bilingual Teacher	
LEA Administrator	Rusty East	Asst. Supt. of Elementary of Leadership	
Parent	Ryan Pitts	Parent	
Secondary Student	Ryan Strong	Student- Coleman	
Student Support	Ryan Ward	Dir. of Transportation	
Teacher	Sharon Rigby	Teacher	
Paraprofessional	Shervante Caldwell	Paraprofessional	
Parent	Sidney Gardner	Parent	

Coordinator	Gloria M. Walker	EX/LOTE Coord.	
Head Counselor	BELIA MARTINEZ	WHS - Counseling	
Teacher	Latheisha Johnson	WHS (SP. Ed. Eng. Teacher)	
Teacher	Mary Hercules-Davis	WHS (ESL)	
Teacher	Garrett Davidson	WHS Gen. Ed. AP	
Teacher	VBURKETT STONE	Kymberli Burkett	DUNAWAY
Teacher	Lindsey Thompson	Teacher - WHS CTE	

District Education Improvement Committee

Meeting Minutes

Location: Teaching, Learning, and Innovation Building - Main PD

Date: September 10, 2026 **Time:** 4:45-6:30

Rusty East, Asst. Superintendent of Elementary Leadership, called the meeting to order at 4:45 P.M. and asked the members to be certain to sign in. He welcomed them and thanked them for serving on the committee.

Approve Minutes from Previous meeting

Minutes from the last D.E.I.C. meeting, April 15, 2026, were presented. East asked members to take a few minutes to read over the minutes from the previous meeting and then asked if there were any questions. Kyle Beller made a motion to approve the Minutes as is, while Leon Juarez seconded the motion. As no one opposed, the Minutes were approved unanimously.

Welcome - DEIC Roles/Responsibilities

In an effort to honor committee member's time and commitment, Mr. East relayed all meetings will start on time and work will be efficient. He added the District Education Improvement Committee (DEIC) work is extremely important in order to help students become academically successful. Work that is done here is to be shared with campuses and departments by respective members. He talked about different responsibilities the committee will have in the future including the development of the district calendar, District Improvement Plan evaluations, etc.

Update on District News

Mr. East pointed out in the future, Supt. McCutchen will attend and give updates but she is attending the varsity football game tonight. Currently, Principal Christopher Thompson is focusing on staffing and meeting with student groups planning the new Waxahachie Creek High School. Construction is going well. It's important we have community support for both high schools as Creek High School comes on board. Course selection, zones, etc., are being planned and will be as leveled as possible to offer students similar opportunities. A member asked why Creek won't open to all grade levels but only Freshman and Sophomores. East explained about the cost of funding all programs, etc. He allowed as several surrounding districts have opened up additional high schools with only two classes and it has proven successful.

ESSA Consolidated Grant - Title I, Title II, Title III & Title IV

Once again, the district applied and received funding. Christi Kubin, Director of Federal Programs and Grants, gave an overview of these funds, their purpose and examples of expenditures.

Prioritization of Funds - Title II & Title IV

Kubin explained how funds are planned and prioritized based on campus needs, at-risk population and student achievement and gave examples of expenditures. In addition to the annual ESSA Compliance reporting, Title II expenditures are submitted in the Title II Special Data Collection and submitted to the federal government. There were no questions from the committee members.

Objective and Measurable Outcomes - Title IV

Kubin explained how the district prioritizes certain objectives and measurable outcomes for Title IV funds and shared the past several years OMO. She then made a proposal for the 2026-2027 OMOs and opened the conversation up for discussion. OMOs for the 2026-2027 school year will be to increase the number of well-rounded teachers by obtaining an ESL certification, and the addition of a paraprofessional to assist campuses with student behavior.

District Parent Involvement Policy

Kubin presented a proposal for the 2026-2027 District Parent and Family Engagement Policy. She asked committee members to take a few minutes to read over the proposal and asked for input and feedback. Belia Martinez made a motion to accept the policy as written, and Josh Perry seconded the motion. With no one opposing, the motion passed unanimously.

District Improvement Plan Strategies Review

Georgie Swize, Asst. Superintendent of Curriculum & Instruction, explained the process for developing the District Improvement Plan, based on the Comprehensive Needs Assessment completed back in the Spring of 2026. She asked members to review the strategies and give any feedback or ask questions. Copies made for the meeting only had odd numbered pages, but the full plan will be sent via email as a follow-up. Swize went through each Priority and Performance Objective, and explained the vision of the district.

East followed up relaying the message that the district values the hard work of its teachers and staff. He also introduced several committee members who serve as district Directors and Coordinators and the role they play in the district. He encouraged members to feel free to reach out to them for support.

Adjourn

East adjourned the meeting at 5:28 P.M., Klayton Blakely made the motion to adjourn, Anateneshia Jones seconded, and the motion passed unanimously.