

Waxahachie Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



Board Approval Date: December 11, 2018
Public Presentation Date: November 12, 2018

Mission Statement

Continuing our tradition of “excellence in education,” the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

District Motto

"Excellence in Education"

Vision

The Waxahachie Independent School District will support and empower our community of learners for success in the 21st century.

Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all students.

Value Statement

We believe:

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly

environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.
- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas.
- Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2018

Demographics

Demographics Summary

The Waxahachie Independent School District is a rural/suburban school district in Ellis County. The county is estimated to have a population of 173,620 residents in 2017. In that same year, Waxahachie's population included approximately 34,345 people. The school district closely mirrors the demographics of the county. The students in WISD are 50% white, 11% African American, 34% Hispanic, 3% two or more races, and less than 1% American Indian, Asian, and Pacific Islander respectively. The Staff is approximately 1,187 people. The District employs about 591 teachers. 79% of those teachers are female, 84% of them are white, 5% are African American, and 9% are Hispanic.

All ethnic demographics increased except American Indian in WISD from last year. Enrollment numbers are not reported by semester, but enrollment numbers are increasing district-wide. The African American population growth is stagnant despite the overall growth of the community and increasing level of overall affluence. They are becoming a smaller percentage of the total population.

Mobility is very low and we do not have any migrant students.

Indicators show that the students who dropout are usually 17 years old and a sophomore. No patterns for race or gender or socio-economic status were found among students who actually dropped out; however, a very significant portion of dropouts have been retained twice at some point in their schooling career.

The make-up of the students who were retained closely resembles the overall make of the district population racially, but 64% of them were male. White students are 50% of the district population and they represent 36% of the students in the at-risk population. Additionally, Hispanic students are 34% of the district but they represent 45% of the at-risk population. It is clear that Hispanics are identified at a higher rate than should be expected; however, this may be due to the fact that limited English proficiency is an at-risk indicator. Finally, African American students make up 11% of the district and comprise 14% of the students identified at-risk for dropping out. White students are disproportionately underrepresented in the at-risk category compared to Hispanic and African American students. There are no programs targeted for students at-risk of dropping out. These students are not targeted for interventions and thus there is no participation to report.

The office of civil rights reports used to collect data about the race of students disciplined in WISD revealed that white students are underrepresented for in-school suspensions at 38% and African American students were over represented at 23%. African American students are 11% of the population in WISD. These students are also over represented at 29% for out-of-school suspensions. Of the 8 expulsions from the district, 4 students were Hispanic and 4 were African American. When looking at the 3196 referrals to ISS, 73% of the assignments were for male students and 67% of the assignments were for students

who were economically disadvantaged. A total of 1320 days were missed for out-of-school suspensions. 1046 of those days were missed by males and only 274 were for females. Male students are far more likely to miss school for a suspension than female students.

In 2016-2017, 53 students were identified as homeless in WISD. This is down in 2017-2018 to 41 for reporting purposes next year. These students receive free lunch, and breakfast in some cases, free transportation, we have a backpack program to send food home with them over the weekend, and they are provided with counselor lessons.

The Special Education department does not track the ethnicity of students who are referred for evaluation; however, white students are 50% of the district population and they represent 47% of the SPED population. Additionally, Hispanic students are 34% of the district and 34% of the sped population. Finally, African American students make up 11% of the district and comprise 16% of the sped students identified for services in WISD. The special education population closely mirrors the makeup of the district.

The district does not keep student-level data on excused versus unexcused absences or tardy rates. Attendance is promoted at various campuses in a variety of ways including, but not limited to, bicycle giveaways, dancing in the halls on Fridays, a car giveaway, detentions, principal plans (truancy), and Saturday school. The district-wide attendance rate is 96.4%.

African American students are underrepresented in the gifted/talented program. They comprise 11% of the district population, but only 3% of the GT students in WISD. Hispanic students are 34% of the district and make up 31% of the GT students. White Students are half of the district population, but are over represented in GT at 60% of the population receiving services.

White students are 50% of the district population and they represent 54% of the population taking at least one AP course. Additionally, Hispanic students are 34% of the district and represent 32% of the AP population. Finally, African American students make up 11% of the district and comprise 10% of the AP students in WISD. It is important to note that while participation is reflective of the make-up of the district, white students are far more likely, at to take the AP test than Hispanic or African American students. Of the 2,592 students in the district at the high school level, only 411 attempt at least 1 AP class. Of those, only 168 took the test last year and only 77 of those students got a qualifying score. According to OCR data, enrollment in

Chemistry and Physics is very close to the racial makeup of the district; however, African Americans and Hispanics are underrepresented in Calculus. Additionally, OCR reports that participation in the SAT/ACT is 14% for African Americans, 57% for whites, and Hispanics are underrepresented at 24%.

Summer school in WISD is intended for RtI as mandated by the State to provide accelerated instruction in preparation for STAAR/EOC retesting.

128 students participate in Pre-K and 20 in Head Start. These students attend the Turner campus and 36% of them are white, 14% of them are African American, and 46% of them are Hispanic.

ELL students are supported in the bilingual, dual language, and ESL program in WISD. These data show that the trend is up over time from 20 percentage points below the state average for all tests in 2013 to only 6 percentage points below in 2017. These data suggest that the services and supports in meeting the cognitive, linguistic and affective needs of ELLs are effective.

In the class of 2014-2015, 54% of the graduates went on to institutions of higher learning in Texas. The Region average was 55% and the state average was

56%. In this cohort, 54% of the graduates met college course entrance requirements without remediation. No data by gender, ELL status, ethnicity, race and socioeconomic status is available.

In the class of 2015-2016 48% of students graduated from high school with two or more Advanced or Dual Credit Courses. This rate is below both the state average at 49%, and the region at 50%; however 27% of the students in this cohort graduated with 12 hours of post-secondary credit. This rate is far above the state average at 12% and the region at only 9%.

No data is available about the student employment rate while in high school at this time.

Demographics Strengths

The identification of SPED students closely mirrors the overall population of the district suggesting limited racial bias in the identification of students for services.

The data shows that the trend in state assessment scores is up over time for ELL students from 20 percentage points below the state average for all tests in 2013 to only 6 percentage points below in 2017. These data suggest that the services and supports in meeting the cognitive, linguistic and affective needs of ELLs are effective.

White students are 50% of the district population and they represent 54% of the population taking at least one AP course. Additionally, Hispanic students are 34% of the district and represent 32% of the AP population. Finally, African American students make up 11% of the district and comprise 10% of the AP students in WISD. These data closely mirror the makeup of the district.

In the class of 2015-2016, 27% of the students in this cohort graduate with 12 hours of post-secondary credit. This rate is far above the state average of 12% and the region at only 9%.

Staff was found to be high quality by equity plan research with low variances between campuses. Additionally, all teachers have appropriate certifications or are properly permitted in fields in which they teach. The district's turnover rate (12%) was significantly lower than the state's average (16.4%). is higher than that of the state average. According to the TAPR report, the district student to teacher ratio is 14:1. The district provides GUIDE mentoring for all staff new to the district. This is a positive tool for recruitment and has proven to be beneficial to staff when reviewing survey data and feedback provided.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a significant difference between the performance of sub-populations (SPED, African Americans, ELL, and Economically Disadvantaged) on State assessments and white students, the district average, and the state average. **Root Cause:** A bias could be present in assignments requiring internet access as well as access to tutorial or organizational support at home.

Problem Statement 2: African American and Hispanic students are less likely to take the Advanced Placement (AP) test when enrolled in an AP course. **Root Cause:** The cost of the AP test may be a barrier because the school only covers half the cost leaving the students to pay \$45 per exam.

Problem Statement 3: White students are disproportionately underrepresented in the at-risk category (when related to discipline referrals) compared to Hispanic and African American students. **Root Cause:** More students of color are referred to DAEP, students of color do not perform at the same level as white students on state assessments, Hispanic students are more likely to be identified because they comprise the majority of the WISD ELL population.

Problem Statement 4: African American students are underrepresented in the gifted and talented program and white students are over represented. **Root Cause:** The district has used the COGAT and full grade level screenings for 1st and 5th grades for two years. All parents or staff can nominate a child for screening at any time. Some parents may have advocate for the children at higher rates in years past.

Problem Statement 5: Dropout numbers are increasing by 1% in grades 9-12.

District Processes & Programs

District Processes & Programs Summary

Waxahachie ISD searches out and implements proven programs to provide a successful learning environment for our students and staff. WISD uses a guaranteed and viable curriculum through TEKS Resource System, utilizes District Common Assessments in grades 2-12 to gather data and make instructional decisions, and has implemented Level Literacy Intervention (LLI) district wide in grades K-12.

WISD has Targeted Professional Development opportunities to support teacher goals and district initiatives. The Tech Badge system provides personalized training options to give staff the skills needed to incorporate technology into their classrooms. The district utilizes Google Tools to increase collaboration among staff, both on the campus and in district departments. To facilitate this, the district has increased our internet speed and wireless connections.

With the increased use of technology in education, Waxahachie ISD applied for and was awarded a Technology Lending Grant funded through the Texas Education Agency. These funds have been used to purchase Chromebooks and mobile hot spots. Secondary students that do not have internet access in the home can apply to use the devices at home during the school year. The goals of this program, as stated in the grant application, are to “empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction” and to “leverage the latest technology to provided pathways to academic success in a dynamic world.”

Waxahachie ISD reaches out to students, parents, and staff via surveys to gather thoughts, opinions and advice on what district strengths are, what areas need to be improved, and suggestions on new ideas. WISD has a vibrant School Health Advisory Council and District Advisory Team. Both consist of district staff, parents, and community members that meet regularly to provide direction for the district.

District Processes & Programs Strengths

- Districtwide guaranteed and viable curriculum through TEKS Resource System
- District Common Assessments utilized in Grades 2-12 for data conversations to make instructional decisions
- Leveled Literacy Intervention (LLI) by Fountas and Pinnell implementation districtwide K-12
- Targeted professional development to support teacher goals and district initiatives
- Overall, more increases than decreases in state testing
- Above Region 10 in all categories Grades 3-6 on state assessments
- US History STAAR EOC is above the state average
- Special Ed percentages increased from 2016 to 2017 in Grades 3-5
- Tech Badge Program was implemented with success to impact technology instruction
- Collaboration among staff increased using Google Tools
- 5x Increased internet speed and wireless connections

- Various district departments using Google tools and technology (admin, energy programs, etc...)
- Quality of technology support on campuses
- Strong parent communication is reported using tech tools such as Remind, Bloomz, and Seesaw
- STAAR successfully given online to 280 students at Waxahachie High School
- Purchase of Chromebook carts for each individual Language Other Than English teacher using Instructional Materials Allotment funds under new adoption to integrate a strictly tech-based curriculum

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: 8th Grade Social Studies scores have been below state average the last several years. In 2017, state scores were 63% and 59% for WISD. **Root Cause:** There is a high percentage of turnover for Social Studies teachers. This content area is not always emphasized in other grade levels.

Problem Statement 2: Based on our BrightBytes survey, students and teachers need to increase their use of the four Cs (collaboration, creativity, critical thinking, and communication) into daily instruction. **Root Cause:** There is a lack of teacher knowledge on how to implement these successfully.

Problem Statement 3: 40% of elementary students do not find work as challenging, although parents and teachers find it as challenging. **Root Cause:** Gifted and talented pullout program is two hours a week and GT lab time has been removed. Teachers are not differentiating to the level necessary and course advancement is necessary at elementary.

Problem Statement 4: The ELL student populations scores dropped from 79% in Grade 5 Reading to 54% in Grade 6 Reading. **Root Cause:** Dual Language students do not have the option to take the state assessments in Spanish once they reach 6th grade.

Problem Statement 5: Based on our BrightBytes survey, 71% of teachers spend less than three hours per year on teaching Digital Citizenship; students and teachers need to increase their knowledge of Digital Citizenship. **Root Cause:** Teachers have a misconception that digital citizenship has to be taught as a stand-alone unit when it should be taught and integrated in all subject areas through various projects and assignments.

Problem Statement 6: Each campus has its own implementation procedures for Response to Intervention (RtI) process: documentation, intervention, and progress monitoring. **Root Cause:** District wide training for teachers has not been conducted since 2012.

Problem Statement 7: K-12 teachers are hesitant to use technology in instruction daily due to lack of classroom devices available to students and the reliability of various student devices brought in through the Bring Your Own Device (BYOD) program. The district's current student to device ratio is 3:1 **Root Cause:** There is lack of funding for devices to be purchased for each student.

Problem Statement 8: Lack of evidence of Sheltered Instruction strategies. **Root Cause:** Although campuses have provided training, district-wide training for teachers is needed.

Problem Statement 9: According to our BrightBytes survey, 63% of students believe foundation skills, such as email, creating spreadsheets, typing, and

using search tools, are difficult tasks; these skills need to be improved for us to create 21st century learners. **Root Cause:** Elementary students visit the computer lab only one time per week in the specials rotation, and junior high students are not required to take any kind of technology course when those skills need to be introduced and developed.

Problem Statement 10: According to our BrightBytes data, only 23% of students are asked to write online at least once a month; students are not encouraged to share their works with a global audience which gives students more credibility to their work. **Root Cause:** Teachers may be hesitant in order to protect students, not knowledgeable of how to implement, and unaware of how sharing student work with a global audience would positively impact their students.

Problem Statement 11: According to teacher feedback, teachers would like more open access to instructional resources to use in planning and to engage students. **Root Cause:** Popular teacher resource sites are blocked through the district filter; extra funding for additional instructional resources is not always available.

Problem Statement 12: According to our BrightBytes survey, only 19% of students are a part of a tech support team; students with advanced technology skills should hone these skills through hands-on opportunities to assist teachers and students. **Root Cause:** There is a lack of time for teachers who are needed to support such a group.

Perceptions

Perceptions Summary

Waxahachie ISD believes in the worth and dignity of all students and staff. We constantly strive to assure the right of each student to receive the best education possible and to be successful in a caring environment. Based off of student surveys, 95% of our students feel welcomed on campuses, 60% feel challenged, and 98% feel they are believed in. Teacher surveys show that 94% of our teachers feel welcomed, 89% feel challenged, and 93% feel believed in. All district stakeholders are given multiple opportunities to provide input, feedback and needs through online survey data, feedback response forms and face-to-face sessions.

Waxahachie ISD is dedicated to providing a safe environment for all students, staff, parents, and community members who enter our buildings. Currently, student surveys show that 92% of our students feel safe at school and our staff surveys show that 93% of our staff feel safe. In order for our students and staff to be better prepared for any crisis or emergency situations that may occur, Waxahachie ISD has recently partnered with The I Love U Guys Foundation to provide staff and students training on the Standard Response Protocol (SRP) and the Standard Reunification Method (SRM). The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. SRP demands a specific vocabulary but also allows for great flexibility. The SRP is based on four actions: Lockout, Lockdown, Evacuate and Shelter. One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method (SRM) provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification. For more information related to these trainings, please visit <http://www.iloveguys.org/>.

When it comes to bullying, students surveys show that 90% of students say that teachers stop bullying and 64% of students say that their campus is bully-free. Waxahachie ISD has adopted a policy on bullying, teen dating violence to help students and parents report such act against them and to provide assistance to all involved to create a better climate.

In order to increase appropriate behavior, varying programs are on many of our campuses. We have Peer Mediation on K-8 campuses and Capturing Kids' Hearts has been implemented at several elementary campuses.

Communication to parents has been a focus for WISD with improvements happening by varying means (School Messenger, social media, text, and email) over the past three years. Student nutritional needs are met throughout the district by using the Backpack Program. This program provides students in need with a backpack full of food to take home. Parent Teacher Organizations exist on on all campuses with increasing enrollment and community partnerships grow stronger each year. For the 2016-2017 school year, we had 5,100 volunteers with a total of 74,619 logged volunteer hours.

Waxahachie ISD gives parents, families, and the community many opportunities to get involved and to volunteer. Through Partners in Education, we provide many programs such as:

- Go Van Gogh (this is a fine arts program partnership with the Dallas Museum of Art presented to students in grades 1-5 by trained, local volunteers

- Adopt-a-Class (3rd grade classrooms are “adopted” by district wide businesses, service groups or churches to provide needs)
- Waxahachie ISD Counselors Mentoring
- Grandfriends Week
- DEAR (Drop Everything and Read) Day (this one day reading event involves 500 volunteers as guest readers to PreK-8th grade students)
- Guest speakers/Tutoring
- Seniors WISD projects

Parent Education Classes are provided to educate our parents. The district and campuses use the Practical Parent Education courses to support parents along with the Love and Logic program. The PPE program is evidence-informed using the best available research and information about best practices to be responsive to families' cultural backgrounds, community values and individual preferences. It provides Parental Involvement facilitators with the practical tools, parenting curriculum and training to create and sustain an effective parental involvement program in both English and Spanish.

A parent survey was conducted at mid-year. Information received showed classes that parents would like to be educated from the PPE curriculum. From the parents that took the survey, it revealed that 96% of parents felt welcome at their child's school, a 5% increase from the previous school year.

In addition to Partners in Education and the Parent Education classes, Waxahachie ISD offers adult community/continuing education classes. The Waxahachie Independent School District believes that education is a lifelong pursuit. In order to carry out this belief, the district implemented the "Lighthouse for Learning" community education program. Lighthouse for Learning is a cooperative effort between Waxahachie ISD, the Texas A&M Extension Agency, master gardeners and other organizations and businesses to give adults the opportunity to become lifelong learners.

Lighthouse for Learning offers adult community/continuing education classes at Waxahachie High School on Monday and/or Thursday nights. Classes are offered that are technical in nature and others that are “for fun.” Many classes can enhance and provide skills for individuals. Classes are offered in both the fall and spring semesters. The fall semester begins in late September and the spring begins in mid-February. The current online Lighthouse for Learning catalog lists all available classes that can be found at https://www.wisd.org/apps/pages/index.jsp?uREC_ID=1080753&type=d&pREC_ID=1369106.

Additionally, participants may register and pay online for added convenience.

Perceptions Strengths

- Waxahachie ISD has strong parent volunteer support. The number of volunteers increased by 6.5% and volunteer hours have increased by 3.6%.
- WISD has strong community support through programs that are facilitated by Partners in Education.
- We have great partnerships with parents that share resources and talents.
- We have strong communication on multiple levels.
- We have diverse groups within student populations.
- There are many opportunities to become involved at campuses and at the district level.
- All campuses offer parent education classes and the district offers parent education classes.
- We provide translation to parents where there is a need (specifically in Spanish)

- Caring environments
- Consistency
- Welcoming/strong customer service
- High expectation for student achievement and engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey shows parents are concerned about the safety measures put in place with all the recent shootings. **Root Cause:** Recent shootings nationwide has many concerned across the nation.

Problem Statement 2: An additional Security Resource Officer (SRO) is desired by stakeholders. **Root Cause:** Improved security and safety is a concern.

Problem Statement 3: Diversity training and modeling of tolerance to staff and students is needed **Root Cause:** Cultural awareness among staff and students needs to increase.

Problem Statement 4: Survey shows we need to improve on communicating with our parents at the secondary level. **Root Cause:** Time and job assignment for campus staff, as well as a additional training in customer service for all staff.

Problem Statement 5: Parent Education Class sign in sheets show a decline in parent participation in practical Parent Education classes. **Root Cause:** Not enough notice given to parents to plan and need more classes with varied class times.

Problem Statement 6: Data shows that we have more female volunteers than male volunteers. More male role models are needed. **Root Cause:** Many individuals work during the day reducing options to volunteer. We do not reach out to fathers and other males enough.

Problem Statement 7: We need to increase parent involvement by providing meaningful events. **Root Cause:** There is a lack of communication and incentive to parents.

Problem Statement 8: Survey shows parents need more training in digital citizenship. **Root Cause:** Training needs to be offered to parents on this topic.

Problem Statement 9: We need to improve student respect for teachers. **Root Cause:** Students feel a sense of entitlement.

Problem Statement 10: We need to improve student initiative and motivation toward accomplishing goals. **Root Cause:** Apathy and lack of value in goal setting.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: November 12, 2018

Goal 1: Strategic Plan Goal: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.

Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 1: (SB) The Academic Growth rating on the state report card will increase from 73 to 90 by June 2023.

Target 2019 - 75, 2020 - 80, 2021 - 84, 2022 - 84, 2023 - 90

Evaluation Data Source(s) 1: State assessment data: Academic Growth Data Table, Relative Performance Data Table, District Common Assessment Data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS 1) Middle school classrooms will maintain below 30 students per class in all core content area classes.	2.4, 2.5, 2.6	Deputy Superintendent of Human Resources and Legal Services Principal	-Increase in student mastery of standards -Improved campus climate				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Campuses administrators lead data sessions at K-12 levels using current data for state and local assessments in all content areas according to district timeline and schedule of common assessments.</p>	2.6	Assistant Superintendent of Leadership and Academics, Director of Curriculum and Instruction	<p>-Consistency of instructional strategies used among all grade level staff will improve.</p> <p>-Timely data analysis will provide opportunities for immediate feedback and alterations to lessons plan based on students' needs.</p>				
<p>3) Do a cultural study of each sub-population that is performing below state average to assess if instruction in WISD is aligned with needs of students and to seek new instructional methods to benefit students. In addition, at Campus Leadership Team sessions study district campuses that are making gains in the lowest sub-populations and share instructional methods that are impacting gains.</p>		Assistant Superintendent of Leadership and Academics, Director of Curriculum and Instruction, Director of Assessment and Accountability, Principals	<p>- Increased scores in monitored sub-populations</p> <p>- Response to Intervention data showing improvements</p> <p>- Increased grades on district common assessment as instructional gaps are decreased</p>				
Problem Statements: Demographics 1							
<p>Critical Success Factors CSF 1</p> <p>4) Monitor LEP students not making progress on common assessments and indicators for TELPAS measures to provide intervention toward language acquisition.</p>	2.4, 2.6	Bilingual/ESL Coordinator, LPAC Committees, Principals, Teachers	- Increase in percent of students earning the highest achievement level on TELPAS (state assessment).				
<p>Critical Success Factors CSF 1</p> <p>5) Use intervention and remediation courses in grades 6-12 to provide classtime for students work on targeted goals.</p>	2.4	Curriculum Director, Principals, Teachers	-Increase in percentage of students meeting expectations on the Texas assessment instruments				
Problem Statements: Student Academic Achievement 3							
Funding Sources: Title I (211) - 171566.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>6) Provide staff development in Dual Language (DL) Framework for campuses in the feeder pattern for DL campuses, and programming to junior high.</p>		LEP/Bilingual/ESL Coordinator, Principals, LPAC Committees, Teachers	<p>-Increased bilingual/biliterate populations</p> <p>-Increased percentages of students meeting and exceeding state standards on assessments.</p>				
<p>7) Assess writing instruction needs in grades K - 12 on the formal writing process, editing, writing traits, and STAAR writing rubric using the TRS Scope and Sequence and use of Empowering Writers for K-8.</p>		Director of Curriculum, ELAR Coordinator, Principal, ELAR Teachers	- Improvement in writing samples, - Increase in STAAR writing scores at grades 4, 7, 9 and 10				
Problem Statements: Curriculum, Instruction, and Assessment 1							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>8) Provide intervention and tutoring in all content areas for grade K-12 students with instruction focused on gaps in student learning.</p>		Director of Curriculum and Instruction Principals Assistant principal	- Academic progress will occur for students being supported by the most effective teachers -Progress monitoring data for Leveled Literacy Intervention				
<p>9) CTE teachers receive individualized training and support on implementing modifications for special education students.</p>		Director of Career and Technical Education	Increased academic performance all areas.for students receiving special education services.				
<p align="center">PBMAS</p> <p>10) CTE teachers have access to specialized curriculum materials targeting SPED students in CTE classes</p>		Director of Career and Technical Education Director of Special Education	IEPs and goals written to address students' needs for each content areas, inclusive of CTE classes				
<p>Problem Statements: Demographics 1</p>							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>11) Evaluate effectiveness of inclusion and coteach instructional environments compared to student performance.</p>		Director of Special Education, Diagnosticians, Principals	-Improved student achievement on local and state assessments -Student mastery of individual education plan goals based on in class supports.				
<p align="center">Critical Success Factors CSF 2</p> <p>12) Monitor implementation of Literacy Framework in grades Pre-kindergarten-12.</p>	2.4	Curriculum Director, Curriculum Content Coordinators	-Professional development agenda -Evidence of research based best practices in English Language Arts classroom instruction				
<p>13) Development of Mathematics Framework to define vertical instructional strategies and relevant academic vocabulary for the content in grades Pre-K-12. Upon completion, provide professional development to provide depth of understanding for administrators and teachers.</p>		Curriculum Director, Math Content Coordinators	-Completed math framework, -Professional development agendas, -Sign in sheets for content framework training				
<p>Problem Statements: Demographics 1</p>							
<p>14) Development of Social Studies Frameworks to define vertical instructional strategies and relevant academic vocabulary for the content in grades PreK-12. Upon completion, provide professional development to provide depth of understanding for administrators and teachers.</p>		Curriculum Director, Curriculum Content Coordinators	Completed social studies framework, Professional development agendas and sign in sheets for content framework training.				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							

15) Development of Science Frameworks to define vertical instructional strategies and relevant academic vocabulary for the content in grades PreK-12. Upon completion, provide professional development to provide depth of understanding for administrators and teachers.		Curriculum Director, Curriculum Content Coordinators	-Completed science framework, -Professional development agendas -Sign in sheets for content framework training				
16) Utilize research-based instruction to support all students through a multi-tiered Response to Intervention model at secondary campuses.	2.4, 2.6	Assistant Superintendent of Leadership and Academics, Director of Curriculum and Instruction, Principals	-Improved data points -Varied strategies in lesson plans that correlate to students' needs -Use of research-based intervention tools.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 6							
Critical Success Factors CSF 1 CSF 3 CSF 7 17) Complete training for National Institute for Science Education to teachers at STEAM Academy		-Director of Curriculum and Instruction -STEM/Science Coordinator -Principal	-Implementation of STEM principles in all content areas -Evidence of engineering design process found throughout learning -Increase number of teachers trained in STEM				
PBMAS Critical Success Factors CSF 2 18) Educate PEIMS clerks about how PEIMS data is used for funding, accountability measures and data validation once submitted to the state.	2.6	-Assistant Superintendent of Leadership and Academics -Assistant Superintendent of Finance -Director of Assessment and Accountability	-Increased awareness of the purpose of data -Improved quality of work -Reduction in errors				
Critical Success Factors CSF 1 CSF 2 CSF 7 19) Seek and implement reading curriculum for use in special education classes to address students' learning needs.	2.4, 2.5, 2.6	Special Education Director	-Improvement in reading scores on state assessments -Decrease in the learning gap for students needing modifications in reading instruction				
Critical Success Factors CSF 3 CSF 7 20) Provide quarterly campus data reports to district administrators to show areas of growth, areas of need and information specific to low socioeconomic population, as well as other subpopulations.	2.6	Assistant Superintendent of Leadership and Academics	-Improvement in overall student performance -Enhanced communication about district trends and areas of need for professional development.				

Critical Success Factors CSF 1 21) Provide dyslexia therapy program to all students showing areas of concern based on screener administered in grades K and 1 or any student not making progress and showing weakness in areas relevant to diagnosis in dyslexia.	2.4, 2.6, 3.2	Director of Special Education Principal	-Increase in students served in dyslexia program -Increase in student performance on state assessment.				
	Problem Statements: Student Academic Achievement 3						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Keeping up with the collection, review, revision, approval, and organization of student data to personalize instruction has become a challenge. Root Cause 1: Increased growth in district, federal requirements through ESSA and lack of a software tool to assist in organization of data.
Demographics
Problem Statement 1: There is a significant difference between the performance of sub-populations (SPED, African Americans, ELL, and Economically Disadvantaged) on State assessments and white students, the district average, and the state average. Root Cause 1: A bias could be present in assignments requiring internet access as well as access to tutorial or organizational support at home.
Student Academic Achievement
Problem Statement 1: The overall STAAR EOC exam passing rates are declining within certain subpopulations: limited English proficient, English as a Second Language, and special education students. Scores range between these percentages on the following EOCs: Biology- 27%-38% Algebra I- 38%-56% English I - 13%-16% English II - 12%-19% Root Cause 1: Prescriptive interventions need to be monitored closely and adjusted for student needs.
Problem Statement 2: Students in the Response to Intervention (RTI) process at times are placed on tier III and not moved to a lower tier upon making progress. Tier interventions and accommodations are not adjusted as student needs change. Root Cause 2: Response to Intervention procedures and Tier advancements need to be understood and streamlined throughout the district.
Problem Statement 3: State assessments taken STAAR tested grade levels where retests are not provided have lower passing rates than those grade levels that are required to offer multiple retest options under state SSI guidelines (5th, 8th Math and Reading). Root Cause 3: Non-SSI grade levels have less targeted interventions with one opportunity to pass the test.
School Processes & Programs
Problem Statement 6: Each campus has its own implementation procedures for Response to Intervention (RtI) process: documentation, intervention, and progress monitoring. Root Cause 6: District wide training for teachers has not been conducted since 2012.

Goal 1: Strategic Plan Goal: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.

Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 2: (SB) The Graduation Rating on the state report card will increase from 65 to 90 by August 2023.

Targets: 2019 - 68, 2020 - 70, 2021 - 80, 2022 - 85, 2023 - 90


Evaluation Data Source(s) 2: District Report Card, Graduation Rate score report, quarterly performance reports on 12th grade students, PEIMS snapshot and reports, Senior Conferences Reports, High School of Choice Enrollment Data

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide access to high quality, research based online learning management system that supports mastery of the TEKS, credit advancement and credit recovery.</p>		<p>Assistant Superintendent, Instructional Technology Coordinator, Digital Learning Coordinator, Principals</p>	<p>-Improvement on EOC retakes -Successful completion of required courses for graduation</p>				
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) Utilize small group instruction for pre-teach practices and/or intervention methods for any student in grades 6-12 that would benefit from early introduction of concepts, reteach practices, repeated exposure to content or methods</p>		<p>-Director of Curriculum and Instruction -Campus administration</p>	<p>-Improved academic performance of students being affected by these best practices.</p>				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) To provide accelerated education options to high school students, committee consisting of the high school principal, HoC principal, student's counselor, student's assistant principal, district director will be utilized to review student applications for entrance to High School of Choice using guidelines and student's historical information to determine best placement to support graduation</p>	2.4, 2.6	-Assistant Superintendent of Leadership and Academics -High School of Choice, Principal	-Increase in students graduating within four years or sooner. -Improved student survey results				
<p align="center">PBMAS Critical Success Factors CSF 2</p> <p>4) Leaver data will be reviewed on a monthly basis to determine trends in students leaving the district and to evaluate accuracy of data.</p>	2.6	-Director of Assessment, Accountability and Counseling	-Leaver data will be more accurate -Improved understanding of students reasons for leaving the district				
<p align="center">PBMAS</p> <p>5) Secure individual to monitor students on the leavers list to prevent dropouts and follow-up on reasons and location once student has withdrawn.</p>	2.4, 2.6	Assistant Superintendent of Finance Director of Assessment, Accountability and Counseling	-Increase in students staying in school through monitoring support. -Decrease in students with unknown locations or dropout codings.				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>6) Implement comprehensive Response to Intervention model at high school in conjunction with methods at junior high to systematically monitor students' progress and needs.</p>	2.4, 2.6	Campus principals, Counselors	-Determine appropriate supports for students not making progress upon the time that the student begins to fail.				
<p>7) 12th grade senior transcript audits will be completed in fall and spring annually to ensure that each student is on track for graduation and that endorsements have been met.</p>	2.6	-Lead Counselor	-Reduction in dropout rate -Increased graduation rate -Increase in students' meeting endorsement requirements				
<p align="center">Critical Success Factors CSF 2 CSF 4</p> <p>8) Maximize enrollment at district alternative education campus for students seeking an accelerated instruction option toward graduation.</p>		High School of Choice Principal High School Administration	-Increased graduation rate -Reduction in dropout rate				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 6</p>							
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>							

9) Secure auditor to evaluate quality of PEIMS data to ensure that submissions are accurate according to state submission guidelines.		-Assistant Superintendent of Finance	-Increase in funding based on clean, thorough data submissions throughout the year.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
							

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Keeping up with the collection, review, revision, approval, and organization of student data to personalize instruction has become a challenge. Root Cause 1: Increased growth in district, federal requirements through ESSA and lack of a software tool to assist in organization of data.</p>
Student Academic Achievement
<p>Problem Statement 2: Students in the Response to Intervention (RTI) process at times are placed on tier III and not moved to a lower tier upon making progress. Tier interventions and accommodations are not adjusted as student needs change. Root Cause 2: Response to Intervention procedures and Tier advancements need to be understood and streamlined throughout the district.</p>
School Processes & Programs
<p>Problem Statement 6: Each campus has its own implementation procedures for Response to Intervention (RtI) process: documentation, intervention, and progress monitoring. Root Cause 6: District wide training for teachers has not been conducted since 2012.</p>

Goal 1: Strategic Plan Goal: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 3: (SB) The College, Career, and Military Readiness Rating on the state report card will increase from 86 to 94 by 2023.
 Targets: 2019 - 87, 2020 - 89, 2021 - 91, 2022 - 93, 2023 - 94





Evaluation Data Source(s) 3: District Report Card, PEIMS submission, CTE Industry-Based Certifications, CTE coherent sequence reports, Special education workforce readiness data, Navarro College Completion Data for Associates degrees, AP Examination Criteria, TSIA performance criteria

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide career and college awareness for each student in grades 8-12, (a). Naviance Phase 2 (b). Scholarship and grant opportunities, (c). Financial aide (FAFSA) information workshop, (d). Texas Virtual Schools Network, and (e). Personal Graduation Plans</p>	3.2	CTE Director, Advanced Academics Coordinator Counselors, Principals, Teachers Post Secondary Advisors	-Increase the percent of students who attend a 2 or 4 year career/technical school or college/university by using the following strategies/programs -Increase graduation rate -Increase percent of students attaining Advanced level on state assessments				
<p>Critical Success Factors CSF 2</p> <p>2) Provide information to students and parents participating in Pre-AP, Advanced Placement courses about coursework and students' preparedness for success on AP tests.</p>		Assistant Superintendent of Leadership and Academics, Advanced Academics Coordinator, Principal, Counselor, Teachers	- Increase student enrollment in pre-AP and AP coursework - Increase in number of students participating in AP tests.				
Problem Statements: Demographics 2							

<p align="center">Critical Success Factors CSF 2</p> <p>3) Provide Pre-ACT and PSAT assessments to all 10th grade students during the school day.</p>		<p>Advanced Academics Coordinator, Counselors, Principals</p>	<p>- Increase the percent of students taking PSAT and SAT or ACT tests - State Assessment data - TAPR Data - Implementation plan for PLAN/PSAT data</p>				
<p>Problem Statements: Demographics 2</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide opportunities for high school students to take national assessments, such as SAT, during the school day.</p>	2.6	<p>Advanced Academics Coordinator Campus administration</p>	<p>-Increase in student participation on national assessments -Improved performance on national assessments.</p>				
<p>Problem Statements: Demographics 2</p>							
<p>5) Hire two deans for the Global High School Academy models to recruit and promote each academy: international business and health sciences.</p>		<p>Assistant Superintendent of Leadership and Academics Global High principal</p>	<p>-Increased enrollment at Global High School -Decrease in students transferring away from Global.</p>				
<p>Problem Statements: School Processes & Programs 11 - Perceptions 10</p>							
<p>6) Monitor and support the Early College High School program at Waxahachie Global High School: (a). Meet quarterly with the ECHS Steering Committee (Navarro College), (b). Review the Interlocal Agreement each school year, and (c). Present a ECHS Steering Committee report to the Board each year</p>		<p>Assistant Superintendent, Global High School Staff, Director of Career and Technology</p>	<p>- Annual application for designation as an ECHS -Interlocal Agreements between the district and service providers</p>				
<p>7) Provide training to junior high students on College and Career Readiness strands as required by law: TEC Sec.28.016 added to require school districts to provide instruction to students in grade 7 or 8 in preparing for high school, college, and a career.</p>		<p>Career and Technical Education Director, Principals, Counselors</p>	<p>- Year at a Glance showing lessons embedded in lesson plans, - Implementation Plan - Campus schedule</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Offer parent informational session on college preparation, including Naviance, application process, FAFSA, and scholarships.</p>	3.2	<p>Director of Assessment and Accountability Advanced Academics Coordinator Post Secondary Advisors</p>	<p>-Presentation notes -Sign-in sheets -Survey to families in attendance</p>				
<p>Problem Statements: Perceptions 4, 7</p>							

<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>9) Maximize student opportunities to earn technical certification through Career and Technology Education coherent sequence of courses.</p>	2.4	Director of Career and Technology, High School Principals, High School Counselors	- CTE enrollment data - PEIMS data - 2016-2017 Course catalog offerings				
<p>10) Secure auditor to evaluate quality of PEIMS data to ensure that submissions are accurate according to state submission guidelines.</p>		-Assistant Superintendent of Finance	-Increase in funding based on clean, thorough data submissions throughout the year.				
<p>11) Monitor data related to national assessments (SAT and ACT) at the district level to analyze trends in performance, as well as instructional needs for corresponding courses.</p>	2.4, 2.6	Advanced Academics Coordinator Campus Administration responsible	-Increase in subject area scores -Improvement in test taking skills and overall composite scores				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 2: African American and Hispanic students are less likely to take the Advanced Placement (AP) test when enrolled in an AP course. Root Cause 2: The cost of the AP test may be a barrier because the school only covers half the cost leaving the students to pay \$45 per exam.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 11: According to teacher feedback, teachers would like more open access to instructional resources to use in planning and to engage students. Root Cause 11: Popular teacher resource sites are blocked through the district filter; extra funding for additional instructional resources is not always available.</p>
<p>Perceptions</p>
<p>Problem Statement 4: Survey shows we need to improve on communicating with our parents at the secondary level. Root Cause 4: Time and job assignment for campus staff, as well as a additional training in customer service for all staff.</p>
<p>Problem Statement 7: We need to increase parent involvement by providing meaningful events. Root Cause 7: There is a lack of communication and incentive to parents.</p>
<p>Problem Statement 10: We need to improve student initiative and motivation toward accomplishing goals. Root Cause 10: Apathy and lack of value in goal setting.</p>

Goal 1: Strategic Plan Goal: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

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Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 4: (SB) The Social Studies Approaches Grade Level performance on the STAAR test will increase from 75 to 85 by 2023.


Targets: 2019 - 77, 2020 - 79, 2021 - 81, 2022 - 83, 2023 - 85

Evaluation Data Source(s) 4: STAAR testing data for all students, District common assessment data

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Secure Region 10 ESC consultant to perform program review on district social studies program.	2.4, 2.6	Curriculum Director Elementary Social Studies Coordinator Secondary Social Studies Coordinator	Increase in student performance on state and local common assessments.				
				Problem Statements: School Processes & Programs 1			
2) Conference with all social studies teachers in grades 6-12 to discuss needs for resources and instructional tools to meet the needs of students.		Curriculum Director	Improvement in instructional strategies Increase in student mastery				
	Problem Statements: School Processes & Programs 1, 11						
Critical Success Factors CSF 1 3) Evaluate alignment of district common assessments in social studies to state assessment expectations by standard through Region 10 Education Service Center representative.	2.4	Curriculum Director	Improved performance on STAAR social studies assessment				

<p>PBMAS Critical Success Factors CSF 2</p> <p>4) Implement baseline and common assessments administration social studies plan for elementary grades based on recommendations from Region 10 Education Service Center.</p>	2.4, 2.5	Assistant Superintendent of Leadership and Academics Curriculum Director Social Studies Coordinator	-Increase in student knowledge of social studies content -Increase in STAAR performance on social studies tests over the next three years.				
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>5) Analyze effectiveness of unit lesson plans for grades 6-8 to maximize student mastery of social studies standards through engaged learning.</p>	2.5	Curriculum Director Social Studies coordinators	-Improved performance on social studies assessed standards				
<p>Problem Statements: School Processes & Programs 1</p>							
							

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 8th Grade Social Studies scores have been below state average the last several years. In 2017, state scores were 63% and 59% for WISD. Root Cause 1: There is a high percentage of turnover for Social Studies teachers. This content area is not always emphasized in other grade levels.</p>
<p>Problem Statement 11: According to teacher feedback, teachers would like more open access to instructional resources to use in planning and to engage students. Root Cause 11: Popular teacher resource sites are blocked through the district filter; extra funding for additional instructional resources is not always available.</p>

Goal 1: Strategic Plan Goal: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92





Performance Objective 5: The percentage of students identified as gifted in grades K-12 will increase from 4.64% to 10% by 2023.
Targets: 2019 - 5.6%, 2020 - 6.6% , 2021 - 7.8%, 2022 - 8.9%, 2023 - 10%

Evaluation Data Source(s) 5: 2018-19 Gifted Program Data, 2018-19 Action Plan Status

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4</p> <p>1) Develop campus-based selection committees to evaluate admissions criteria for students under review for gifted program admissions.</p>		Advanced Academics Coordinator	-Increase in number of students qualifying for gifted services -Improved communication with parents				
<p>2) Allow probationary acceptance of all students enrolling in the district that were previously identified.</p>	2.5	Advanced Academics Coordinator	-Increase in program numbers -Improved perception of the district and campus				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Identify and serve elementary students by subject area through differentiated instruction within the classroom.</p>	2.5, 2.6	-Advanced Academics Coordinator -Principal	-Increase in advanced scores on state assessments in area where student receives				
<p>Critical Success Factors CSF 5</p> <p>4) Revision of all Advanced Academics department correspondence with a parent-friendly tone focused on educating parents on the criteria to qualify for the program and the decision making process.</p>		Advanced Academics Coordinator	-Increase parents' knowledge-base of the gifted program and the processes in place. -Increase in students being retested that do not qualify previously -Improved perception of the department and district				

<p>Critical Success Factors CSF 7</p> <p>5) Provide Advanced Academics Summit meetings quarterly with all advanced teachers in grades 8-12 to expose staff to college admission requirements and best practices for college preparation.</p>	2.5	<p>-Assistant Superintendent of Leadership and Academics -Advanced Academics Coordinator</p>	<p>-Development of a professional network among advanced secondary teachers -Improvement in instruction provided in advanced coursework -Improved performance on AP, SAT, and ACT tests.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Align advanced coursework in grades 6-8 to align with AP and dual credit courses offered at high school through analysis of course content, TEKS taught, acceleration and compacting of content to extend content.</p>	2.4	<p>Assistant Superintendent of Leadership and Academics, Director of Curriculum and Academics, Junior High Principals, Content coordinators</p>	<p>-Vertically aligned content for grades 6-12 in advanced courses. -Improvement in students' advanced scores on state and local assessments.</p>				
<p>Problem Statements: Demographics 4 - School Processes & Programs 3</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 4: African American students are underrepresented in the gifted and talented program and white students are over represented. Root Cause 4: The district has used the COGAT and full grade level screenings for 1st and 5th grades for two years. All parents or staff can nominate a child for screening at any time. Some parents may have advocate for the children at higher rates in years past.</p>
School Processes & Programs
<p>Problem Statement 3: 40% of elementary students do not find work as challenging, although parents and teachers find it as challenging. Root Cause 3: Gifted and talented pullout program is two hours a week and GT lab time has been removed. Teachers are not differentiating to to the level necessary and course advancement is necessary at elementary.</p>

Goal 1: Strategic Plan Goal: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92





Performance Objective 6: The district dropout rate will reduce from 2.4% to 1.0% by June 2023.
 Targets: 2018 - 2.2%, 2019 - 2.0%, 2020 - 1.8%, 2021 - 1.4%, 2022 - 1.2%, 2023 - 1.0%

Evaluation Data Source(s) 6: 2018-19 dropout rate for grades 7-8 and grades 9-12, Monthly leaver reports

Summative Evaluation 6:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Locate and validate students coded as a withdrawal code 98 on the district leaver report through the addition of a contract employee.</p>	2.4, 2.6	Director of Assessment, Accountability and Counseling	-Reduction of dropout codes and improved communication with families of students coded as leavers.				
<p>PBMAS</p> <p>2) Conduct student graduation progress monitoring meetings with each 11th and 12th grade student to ensure that graduation plans are in place and course requirements are being met.</p>	2.6	-Assistant principals monitoring 11th grade -Assistant principals monitoring 12th grade -Principal -Lead Counselor -Student's Counselor	-Increased graduation rate -Reduction in dropout rate				
<p>PBMAS</p> <p>3) 12th grade senior transcript audits will be completed in fall and spring annually to ensure that each student is on track for graduation and that endorsements have been met.</p>	2.6	-Lead Counselor	-Reduction in dropout rate -Increased graduation rate -Increase in students' meeting endorsement requirements				

<p align="center">PBMAS Critical Success Factors CSF 2 CSF 4</p> <p>4) Maximize enrollment at district alternative education campus for students seeking an accelerated instruction option toward graduation.</p>		<p>High School of Choice Principal High School Administration</p>	<p>-Increased graduation rate -Reduction in dropout rate</p>				
<p align="center">PBMAS</p> <p>5) District will analyze the number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate</p>	<p align="center">2.6</p>	<p>-Assistant Superintendent of Leadership and Academics -Director of Assessment, Accountability and Counseling</p>	<p>-Increased awareness of success rate of students not completing high school -Improvement in student supports based on current data of recent dropouts</p>				
<p align="center">PBMAS</p> <p>6) Review academic progress for students enrolled in 9th and 10th grades, using information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions</p>	<p align="center">2.6</p>	<p>Principals</p>	<p>-Decrease in student dropout rate for grades 9, 10 and 11.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Waxahachie ISD will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: Increase student perception of district counseling services from 87% to 95% by June 2023.
 Targets: 2018 - 88%, 2019 - 89%, 2020 - 91%, 2021 - 92%, 2022 - 93%, 2023 - 95%

Evaluation Data Source(s) 1: Student Survey Data, 2018-19 Discipline Referral Data Reported in PEIMS, 2018-19 Attendance Data, 2017-18 Dropout Rate in TAPR Report, 2018-19 District Survey Results

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Evaluate current counseling practices for responsiveness to students and parents, protocols for suicide, dating violence and all forms of abuse to ensure best practices are in place to with efficient reporting and immediate access to counseling staff.</p>		Director of Counseling Counselors Campus Administration	-Improved protocols for all areas evaluated. -Positive comments and an increase in perception of campus and district counseling services.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Partner with the Children's Advocacy Center, Child Protective Services and Waxahachie Police Department to provide comprehensive support for students in abusive situations.</p>	2.6	Deputy Superintendent of Human Resources and Legal Services Director of Assessment, Accountability and Counseling	Improved timelines in reporting concerns found in WISD to local partners related students needing support.				
<p>Critical Success Factors CSF 7</p> <p>3) Continue to provide an awareness education program and training for district staff members on Dating Violence according to TEC 37.0831; BQ [LEGAL}. (CS)</p>		Director of Assessment and Accountability, Counselors	-Increased student awareness through exposure to training -Increased communication with teachers and counselors and students				

4) Provide an awareness education program on personal safety for grade 6-12 students on Dating Violence according to TEC 37.0831; BQ [LEGAL} through Choosing the Best lessons during science classes. (CS)		Director of Assessment and Accountability, Counselors	-Increased student awareness through exposure to training -Increased communication with teachers and counselors and students -Reduction in dropout percentages				
PBMAS 5) Provide an awareness education program on personal safety for grades PK - 5 students related to Dating Violence according to TEC 37.0831; BQ [LEGAL} through "Play It Safe" curriculum. (CS)	2.6	Director of Assessment, Accountability and Counseling Campus counselors	-Improved student performance -Increase in reporting of violations of inappropriate personal encounters				
6) Provide awareness education program, and training for district staff and students in grades 6-12 on Suicide Prevention training according to TEC 21.451(d), (d-1), (d-2); DMA [LEGAL]. (CS)		Director of Assessment and Accountability, Secondary Counselors	- Training sign-in sheets, - Professional Development Agenda, - Student Register				
7) Provide awareness education program and training for district staff and students on Bullying and Cyber-bullying, as required under TEC 37.0832. (CS)		Director of Assessment and Accountability, Campus Counselor, SHAC Committee	-Increased staff awareness of bullying situations -Increase in number of incidents reported				
Critical Success Factors CSF 4 CSF 6 8) Assess need for online reporting tools/site and smartphone app to report bullying to ensure immediate response to reports related to bullying and harassment.		Assistant Superintendent of Leadership and Academics, Director of Campus and Student Services, Director of Counseling	-Increase in anonymous reports of bullying and harassment -Decrease in district response time when report is placed				
Critical Success Factors CSF 1 CSF 2 9) Revise transition meetings intended to assist students transitioning from campus-to-campus to ensure that Section 504, Special Education IEP and Response to Intervention plans are successfully implemented when a student attends a new campus within the district.		Assistant Superintendent of Leadership and Academics, Principals, Counselors, Teachers, Federal Programs Coordinator, Director of Assessment and Accountability	-Improved implementation of student individual learning plans and IEPs -Improved course scheduling based on students' needs -Seamless implementation of student mandated plans for the upcoming school year -Timely decisions for staffing needs based on students' needs				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Maintain a Positive Behavior Intervention Supports (PBIS) program [or similar model] on each campus to provide incentives for positive behaviors. Successful PBIS programs will be enhanced with additional supports to target areas of need for each campus. (Example: Capturing Kids Hearts, Peer Mediation, Leader in Me, or campus developed plans focusing on school-wide discipline) [CS].</p>		<ul style="list-style-type: none"> -Assistant Superintendent of Leadership and Academics -Director of Student Services, -Director of Assessment and Accountability, -Campus Counselor, -SHAC Committee 	<ul style="list-style-type: none"> -Increase in academic performance by individual students and targeted sub-populations -Decrease in discipline referrals -School climate surveys for students, parents and staff will show positive data results 				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>11) Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students; (This program will help PRS students adjust academically, mentally, and physically and stay in school.): (a.) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, or additional PRS contact hours for the prenatal or postnatal special education homebound student provided by a certified teacher, nurse, counselor, or social worker, (b.) Individual counseling, peer counseling/support group, and self-help programs, (c.) Career counseling and job-readiness training, (d.) Child care for the students children, if applicable, (e.) Transportation for children of students to/from the campus or childcare center, (f.) Transportation for students to/from home, campus, and district childcare provider (if student meets WISD transportation guidelines), (g.) Instruction related to child development, parenting, and home and family living, (h.) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs. (CS)</p>		<p>Ellis County School Age Parenting/CTE Coordinator Pregnancy Related Services Staff CEHI Instructor</p>	<ul style="list-style-type: none"> -Reduced dropout rates for students participating in the PRS program -Increase in graduation rates for students served through PRS and Homebound services 				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>12) Provide coordinated school health programs in grades Pre-K through 8, including (a.) CATCH Texas Program, (b.) FitnessGram, (c.) Health TEKS, (d.) Health Courses, (e.) Human Sexuality Program (Grades 6-12), Body Changes (Grade 5) and Physical Hygiene (Grade 4) (CS)</p>		<ul style="list-style-type: none"> - Assistant Superintendent of Leadership and Academics, - Director of Assessment and Accountability, - Elementary and Secondary Counselors, - Principals, - Physical education certified teachers 	<ul style="list-style-type: none"> - Improved data results for FitnessGram - Reduction teenage pregnancy rate - Increased involvement of families with campus programming related to health and wellness 				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>13) Develop individual behavior support plans that provide opportunities for students to show improvement in behavior on a progressive scale of intensity. Note: Offenses classified as "mandatory placement" will be placed in an off campus placement.</p>		<p>Director of Student Services, Campus Behavior Coordinator</p>	<ul style="list-style-type: none"> - Reduction in percentage of students being placed in off campus settings for behavior offenses - School climate surveys for students, parents and staff will show positive data results 				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>14) Support campus staff in implementing Behavior Response to Intervention Plan (RtI) as a layered model of interventions for students not demonstrating success in the classroom/school environment. Use the district's tiered intervention model of strategies, contracts, timelines and data collection methods that prove if the action plan has been effective. Include: (a.) Restorative Discipline principles, (b.) training on discipline management, (c.) community service alternatives, (d.) behavioral contracts, (e.) other methods for reducing behavioral issues. (CS).</p>	<p align="center">2.5</p>	<p>Assistant Superintendent of Leadership and Academics, Director of Student Services, Director of Assessment and Accountability, Principals, Assistant Principals</p>	<ul style="list-style-type: none"> - Reduction in discipline offenses - Increase in grades and academic performance measures - Improved classroom management strategies - Increase in student engagement - School climate surveys for students, parents and staff will show positive data results 				
<p align="center">Critical Success Factors CSF 6</p> <p>15) Provide CPR training to all 7th grade and 12th grade students by WISD Registered nurse or other health official. (CS)</p>		<p>Director of Assessment and Accountability, SHAC Committee, WISD Lead Nurse, Secondary Campus Nurses</p>	<ul style="list-style-type: none"> - Increased knowledge of CPR as a method for saving the life of others - 100% compliance with Texas Education Code 				

Critical Success Factors CSF 4 CSF 6 16) Provide strategies in conflict resolution for students in grades PK -Grade 5 using "Kelso's Choices" to support improved student performance.	2.5, 2.6	Director of Assessment, Accountability and Counseling Campus counselors	-Improved student performance -Improvement in situations when students can resolve situations independently.				
	Problem Statements: Perceptions 10						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 10: We need to improve student initiative and motivation toward accomplishing goals. Root Cause 10: Apathy and lack of value in goal setting.

Goal 2: Waxahachie ISD will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Increase the number of students that report feeling safe and secure on campuses from 92% to 98% by 2023.
 Targets: 2018 - 93%, 2019 - 94%, 2020 - 95%, 2021 - 96%, 2022 - 97%, 2023 - 98%

Evaluation Data Source(s) 2: Student Survey Data, Training Reports

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Phase 3 of campus leadership and new administrative staff will be trained in Standard Response Protocol for crisis situations through the I Love U Guys Foundation.		Assistant Superintendent of Leadership and Academics, Safety Coordinator	-Increase in safety awareness -Improved communication amongst students, staff, first responders, and community				
2) Implement random metal detector wand checks at secondary campuses.		Safety Coordinator	-Decrease in student possession of unallowed weapons.				
3) Conduct campus drills at high density periods during the school day.		Safety Coordinator	-Increase in preparedness in all situations for staff and students.				
4) Using the expectations of the "I Love U Guys" Foundation, monitor and provide feedback on campus safety drills performed.		Security Coordinator, District Leadership	Improved processes for building security protocols.				
5) Evaluate effectiveness of mandatory visitor front office check in, including use of Raptor system, to ensure full disclosure of those with campus access.		Director of Security	-Focused attention on visitors -Accurate knowledge of all stakeholders present on campus -Improved student safety				
6) Require all staff to wear district-authorized badge when on school district property to support security team's ability monitor outside access to campuses.		Director of Security	-Focused attention to visitors on campus -Student awareness of campus staff members -Increased response time for security				
Critical Success Factors CSF 6		Assistant principal Campus security officer	-Reduce access to campus to unauthorized visitors -Increase in safety at each campus				
7) Staff or students allowing access to an individual through a secondary door in a school building will be reprimanded and/or disciplined using district Student Code of Conduct.							



Goal 2: Waxahachie ISD will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 3: The district's yearly attendance rate will increase from 95.8% to 96.8% by June 2019.

Evaluation Data Source(s) 3: Attendance Reports, PEIMS Final Submission Dropout Rates, Discipline Referrals

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Following state legislative requirements for truancy, students and parents will be notified according to the WISD Attendance Guidelines once tardies or absences have exceeded recommended amount. Parents will receive contact throughout the process.</p>		Director of Student Services, Principals, Assistant Principals, Campus PEIMS Clerks	- Reduction in unexcused absences in Skyward reporting - Increase in daily attendance rate				
<p>PBMAS Critical Success Factors CSF 5</p> <p>2) Develop methods to address principal plan implementation for elementary students not meeting required attendance with campus administration.</p>		Director of Campus and Student Services Assistant Principal Attendance Clerk	-Fully implemented principal plans -Reduction in students not meeting attendance requirements.				
<p>PBMAS Critical Success Factors CSF 5</p> <p>3) Campus staff will contact families when students are absent for an extended period of time or when attendance becomes frequent to address family needs and create a plan for student to return to school.</p>	2.6	Assistant principal Attendance clerk Counselor					
<p>Critical Success Factors CSF 4</p> <p>4) Utilize market proven practices to reduce germs in facilities during seasons of sickness.</p>	2.4	Director of Support Services	-Increase in attendance rate				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: Waxahachie ISD will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.





Performance Objective 4: The district will decrease African American DAEP placements from 37.6% to 22.9% June 2023.

Targets: 2019 - 34.6%, 2020 - 31.7%, 2021 - 28.8%, 2022 - 25.9%, 2023 - 22.9%

Evaluation Data Source(s) 4: District 2018-19 PEIMS data, Campus discipline reports, DVM Discipline Report 2018-19, 2019-20

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 6 1) Monitor discipline data by ethnicity, socioeconomic status and campus placements for the 2018-19 school year in a quarterly report.	2.4, 2.6	Director of Student and Campus Services Campus principals	-Decrease of discretionary placements each quarter -Increase in student performance				
	Problem Statements: Demographics 3						
2) Make decisions regarding appropriate consequences for discipline offenses based on all mitigating factors and using the best method proven to remediate the student's behavior.	2.6	Director of Campus and Student Services	-Continue to see a decrease being placed at Waxahachie High School of Choice.				
	Problem Statements: Demographics 3						
PBMAS 3) Ensure coding for discipline offenses and actions are charted according to Chapter 37 through training of staff entering discipline coding. (CS)		Director of Campus and Student Services	Decrease in coding errors impacting discipline coding				
PBMAS Critical Success Factors CSF 3 CSF 6 4) Counselors will be more visible to students throughout the campus to encourage positive behaviors and to provide support in a proactive manner.	2.6	Principal Lead Counselor Campus counselors	-Reduction in discipline issues resulting in office referrals -Improved relationships between counselors and all students				
	Problem Statements: Demographics 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: White students are disproportionately underrepresented in the at-risk category (when related to discipline referrals) compared to Hispanic and African American students. **Root Cause 3:** More students of color are referred to DAEP, students of color do not perform at the same level as white students on state assessments, Hispanic students are more likely to be identified because they comprise the majority of the WISD ELL population.

Goal 2: Waxahachie ISD will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.


Performance Objective 5: The district will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Evaluation Data Source(s) 5: District Surveys from Students/Parents/Staff/Community, Maintenance Requests

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create equitable, attractive and sustainable facility plan for each existing and future campus to accommodate growth and foster pride.		Superintendent, Deputy Superintendent, Assistant Superintendent of Leadership and Academics, Assistant Superintendent of Finance Assistant Superintendent of Facilities	- 2017 Demographic Report - Long Range Plan Report - City of Waxahachie Land Use Zone Reports - A definition of the described facility plan. - PEIMS Data - Staffing Plans (current and 2018)				
2) Analyze both short and long term needs for buses and project the additional costs for potential staffing (bus drivers) and maintenance and operations budget (both new and current buses) needs		Assistant Superintendent of Facilities, Transportation Coordinator	-Fully staffed fleet of bus drivers to support student transportation needs in district. - Routes to optimize efficiency of the fleet.				
3) Maintain district Energy Management plan and evaluate staff needed to reduce energy costs by 20%.		Superintendent, Assistant Superintendent of Finance, Assistant Superintendent of Facilities, Energy Manager	- Monthly Energy Usage Report (2014, 2015, 2016 2017, and 2018) will decrease. - Savings will result in more available capital for other needs.				

4) Improve responsiveness to campus facility needs through School Dude reporting system refresh and targeted usage.		Director of Support Services	-Reduction in time to respond to facility maintenance requests				
							

Goal 3: Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified by June 2021.

Evaluation Data Source(s) 1: Reduction in employee turnover, Staff responses on WISD Climate and Culture survey





Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop action plan based on Texas Association of School Boards audit of human resources practices and procedures.		Deputy Superintendent of Human Resources and Legal Services	-Improvement in procedures within the department -Increase in stakeholder perceptions of the district -Improved communication of district hiring practices				
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7	2.4	Deputy Superintendent of Human Resources, HR Department	-Improved student performance across all campuses. -Equitable distribution of staff across the district				
	2) Assign highly qualified teachers in an equitable manner across all campuses. Problem Statements: Demographics 1 - School Processes & Programs 8 - Perceptions 3						
Equity Plan Strategy Critical Success Factors CSF 7		Deputy Superintendent of Human Resources	-District will retain staff at a higher retention rate -Quality of applicants will increase as salaries remain competitive.				
3) Maintain competitive salaries and benefits with comparison districts for all staff positions.							

<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Recruit teachers that have in-field certifications requirements for Every Student Succeeds Act (ESSA) for all courses.</p>		Deputy Superintendent of Human Resources and Legal Services	-Reduction in staff being monitored by Texas Education Agency -Increase of student mastery of standards				
<p align="center">Equity Plan Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 6</p> <p>5) Recruit applicants that are representative of the population of the student demographics.</p>		Deputy Superintendent of Human Resources and Legal Services, Principals	- Staff demographics will better align to the needs of the student populations.				
<p>6) Post vacancy notices in multiple sites/organizations and maintain an active webpage</p>		Deputy Superintendent of Human Resources, HR Department, Principal	Positions will be filled in a timely manner with highly qualified staff.				
<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 7</p> <p>7) Provide professional development that supports needs evident in student performance on state assessment data, goals set through T-TESS evaluation system and areas for new programs..</p>	2.4, 2.5	Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department	Increase in teachers meeting T-TESS goal setting/professional development plans				
<p align="center">Equity Plan Strategy</p> <p>8) Provide a Beginning Teacher in-service and Mentoring program (G.U.I.D.E. Program) to all new hires yearly.</p>		Assistant Superintendent of Leadership and Academics, Mentoring Coordinator, Campus G.U.I.D.E.(s)	-Increase in retention rate of new staff -Staff surveys will show positive results in relation to teacher support				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) Analyze data collected from 2017-18 TTESS staff observations and summatives to make decisions regarding professional development needs across the district to improve student achievement.</p>		<ul style="list-style-type: none"> - Assistant Superintendent of Leadership and Academics, - Director of Curriculum and Instruction - Director of Assessment and Accountability 	<ul style="list-style-type: none"> -Offerings for professional development will address areas of need for staff at a higher rate -Percent of TTESS goals met will increase 				
<p>10) Provide 21st century technology tools and training for teachers and administrators as expressed in survey data and through district and campus comprehensive needs assessments.</p>	<p align="center">2.4</p>	<ul style="list-style-type: none"> Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department Instructional Technologist Coordinator, Digital Learning Coordinator, Technology Department, Librarian/Media Specialists 	<ul style="list-style-type: none"> -Increase in lesson engagement through technology integration. -Increase in TTESS domains related to technology integration 				
<p>Problem Statements: School Processes & Programs 2, 7</p>							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>11) Increase the number of ESL certified teachers: (a). Provide certification training by district personnel, and (b). Provide reimbursement for ESL certification testing and certification fees (c.) Utilize ESL teachers to support the dual language model in grades K-5.</p>		<ul style="list-style-type: none"> Bilingual/ESL Coordinator, Principals 	<ul style="list-style-type: none"> -Increase ESL certified teachers at junior highs 				<p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title I (211) - 1000.00</p>

<p>Critical Success Factors CSF 2 CSF 5</p> <p>12) Develop an employee wellness program to promote health and wellness based on WISD Wellness Plan. Initiatives through the wellness program shall address the primary components of a healthy lifestyle including healthy eating, physical activity, tobacco use cessation, and stress management. The intent of this program is to provide a positive work environment, fewer health related absences and overall emotionally and physically fit employees.</p>		<p>- Director of Accountability and Assessment, SHAC Committee -Nurse Coordinator</p>	<p>- Improved employee morale demonstrated on Staff survey results - Improvement of Employee Attendance Rate</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a significant difference between the performance of sub-populations (SPED, African Americans, ELL, and Economically Disadvantaged) on State assessments and white students, the district average, and the state average. Root Cause 1: A bias could be present in assignments requiring internet access as well as access to tutorial or organizational support at home.</p>
School Processes & Programs
<p>Problem Statement 2: Based on our BrightBytes survey, students and teachers need to increase their use of the four Cs (collaboration, creativity, critical thinking, and communication) into daily instruction. Root Cause 2: There is a lack of teacher knowledge on how to implement these successfully.</p>
<p>Problem Statement 7: K-12 teachers are hesitant to use technology in instruction daily due to lack of classroom devices available to students and the reliability of various student devices brought in through the Bring Your Own Device (BYOD) program. The district’s current student to device ratio is 3:1 Root Cause 7: There is lack of funding for devices to be purchased for each student.</p>
<p>Problem Statement 8: Lack of evidence of Sheltered Instruction strategies. Root Cause 8: Although campuses have provided training, district-wide training for teachers is needed.</p>
Perceptions
<p>Problem Statement 3: Diversity training and modeling of tolerance to staff and students is needed Root Cause 3: Cultural awareness among staff and students needs to increase.</p>

Goal 4: Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.


Performance Objective 1: Improve infrastructure, connectivity and content to provide the most reliable access to all staff and students according by June 2023.

Evaluation Data Source(s) 1: Performance Reports, Line tests, HelpDesk Tickets

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct comprehensive audit of all technology elements, including hardware and instructional capacity for the district.		Director of Technology	-Definitive information about strengths and weaknesses of the system components.				
2) Review trends of network usage and storage capacity to develop plans for expansion of storage.		Director of Technology, Technology Department Staff	- Network Usage Report will increase as network access is strengthened and upgraded. - Server Usage Report will increase. - Wireless Connectivity Report will show more consistent connections throughout all campuses.				
<p>Critical Success Factors CSF 1</p> 3) Evaluate findings of technology audit for hardware and software usage and standards to develop an corrective action plan.		Assistant Superintendent of Leadership and Academics, Technology Director, Technology Department, Instructional Technology Specialist, EMAT Committee	-Improved technology service focused on areas of need.				

4) Develop district 5 year refresh cycle for internal and external hardware utilizing erate refunds to purchase technology hardware, infrastructure, and software in available locations and secure local funds beyond these funds.		Assistant Superintendent of Leadership and Academics, Technology Director, Technology Department, Instructional Technology Specialist,	-Improved use of funds to address campus and district needs before failures occur.				
5) Maintain content filtering and a secure online presence for all district users in compliance with Child Internet Protection Act (CIPA) federal guidelines for internet usage. District secures contract with Baracuda networks to maintain industry standard.		Director of Technology	-Improved protection against inappropriate content, malware and cyber threats for all users.				
<p style="text-align: center;">Critical Success Factors CSF 6</p> 6) Review trends of network usage and storage capacity to develop plans for growth with outside consultants to develop action steps needed to refresh current equipment.		Assistant Superintendent of Leadership and Academics, Technology Director, Technology Department	Overall positive data trends in: - Network Usage Report - Server Usage Report - Wireless Connectivity Report - Positive feedback on technology through campus staff survey.				
							

Goal 4: Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.





Performance Objective 2: Improve student engagement through increased access to technology from a device to student ratio from 1:3 to 1:2 by 2021.

Evaluation Data Source(s) 2: Campus Device Report, Eduphoria Professional Development Hours Report, Percent of staff being awarded badges for technology integration

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Increase student mobile devices in courses where needed (and when supported by curriculum), evidence of the need through student mastery of technology skills and/or TEKS with careful consideration of funds.</p>		Assistant Superintendent of Leadership and Academics, Director of Technology, Technology Department, Instructional Technology Specialist, Campus administration	-Increased student access to mobile devices on school premises. -Monitor checkout numbers to assess need for additional carts of mobile devices, needs compared to available technology.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Expand employee badge system to recognize progress toward digital fluency in WISD. System will include online training, support modules to enhance learning and accountability measure to prove competency in the practice.</p>		Digital Learning Specialists					

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Collect data for student and staff technology capacity quarterly using Bright Bytes. Information will be provided for each campus and for the district to guide professional development planning and appropriate spending of funds, both at campus and district level.</p>		<p>Technology Director, Curriculum Director, Digital Learning Specialists</p>	<p>Improved results on survey questions related to professional development</p>				
<p>4) Technology staff will continue to respond to end users within a maximum 48 hour window and maintain current high standards of service.</p>		<p>Director of Technology</p>	<p>-Increasing positive feedback on staff, parent and student surveys.</p>				
<p>5) Provide Digital Citizenship Curriculum for all grade levels on a weekly basis to provide foundational understanding of the digital world and expectations for management of it in all areas.</p>		<p>Instructional Technology Coordinator, Digital Learning Coordinator, Teachers</p>	<p>- Post assessment - Lesson plans - Student and staff survey</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: Waxahachie ISD will provide a transparent communication process for parents, students, employees, and the community.





Performance Objective 1: The district will work to provide increased internal communication so that all stakeholders are informed of district happenings.

Evaluation Data Source(s) 1: Annual Employee Survey, informal feedback.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Board Briefs will be published after regular board meetings, ensuring principals are aware of issues on other campuses as appropriate, and increased district-level communication to the campuses.</p>		Director of Public Relations	Increase in community and staff climate survey responses regarding communication.				
<p>Critical Success Factors CSF 5</p> <p>2) Increase contract amount budgeted toward webmaster hours of service for website development and maintenance to ensure all stakeholders have user-friendly access to regularly updated content.</p>		Director of Public Relations	-Increase usability of website for the purpose of communication to all stakeholders.				
<p>Critical Success Factors CSF 5</p> <p>3) Require all campuses and departments to place campus and district events on the district calendar for website publication.</p>		Director of Public Relations	-Increase usability of website for the purpose of communication to all stakeholders.				
<p>4) Make principals aware of issues on other campuses as appropriate</p>		Director of Public Relations	-Improved communication between the district and campus leadership -Improvement in leadership effectiveness				

<p align="center">Critical Success Factors CSF 5</p> <p>5) Include the following question on district survey to assess goal and performance objective attainment.</p> <p>Question 1: "Do you feel that you receive an appropriate amount of communication from Waxahachie ISD and your child's campus? a. No, I would like to receive more communication. b. Yes, I believe I receive the appropriate amount of communication. c. No, I would like to receive less communication." Coimment Box: _____</p> <p>Question 2: ("Do you feel that the communication you are provided is accurate and informative? a. Yes b. No c. Comment Box_____ "</p> <p>Question 3: (Website) "I believe that the Waxahachie ISD website is user-freindly and I am easily able to find the information that I am looking for." a. Yes b. No c. Comment Box</p>		<p>Director of Public Relations</p>	<p>-Increase in parent perception of district communication.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: Waxahachie ISD will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 2: The district will ensure that parent communications during crisis situations are smooth and transparent, and that parents are aware of the district's procedures during a crisis.

Evaluation Data Source(s) 2: Annual surveys of parents and employees, informal feedback

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Develop and communicate a parent communication policy, "Waxahachie ISD Emergency Communications Policy," and the "Waxahachie ISD Emergency Guide for Parents and Visitors," to be followed during all crisis situations.		Director of Public Relations	-Increase in parent perception of communication provided during crisis situations. -Increase in parent confidence of district personnel during crisis situations.				
Problem Statements: Perceptions 1							
Critical Success Factors CSF 5 2) Add a designated section for communication during a crisis on district website that will provide updates and information to stakeholders as needed.		Director of Public Relations	-Increase in parent perception of communication provided during crisis situations. -Increase in parent confidence of district personnel during crisis situations.				
Problem Statements: Perceptions 1							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Survey shows parents are concerned about the safety measures put in place with all the recent shootings. Root Cause 1: Recent shootings nationwide has many concerned across the nation.

Goal 6: Waxahachie ISD will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Achieve a district Financial Integrity Rating System of Texas a (FIRST) rating of "pass" by August 8, 2019.


Evaluation Data Source(s) 1: -Staff, student and parent survey feedback

-Budget reports-

-TAPR Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when federal, state or local funds are used to service students or implement new programs (CS).		Deputy Superintendent, Assistant Superintendent of Finance, All Directors, Grant Accountant, Federal Programs Coordinator	- Increased compliance by all staff of District Guidelines for Federal and State Funds - Audit Findings will continue to show sound practices in fiscal decisions				
2) Ensure all federal, state, and district guidelines to are being followed when obtaining technology for the classrooms (CS).		Deputy Superintendent, Assistant Superintendent of Finance, Assistant Superintendent of Leadership and Academics, All Directors, Grant Accountant, Federal Programs Coordinator	- District Technology Plan - Board Reports - Audit Findings - Reports and Audit Findings				

3) Transportation will be followed for foster care (if needed) according to Federal and State laws. (CS).		Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison	- Transportation records - Budget documents				
4) Provide training to personnel on identification of migrant students (as needed) and work with Region 10 to provide services to identified migrant students (if needed). (CS).		Migrant Coordinator	- Training sign-in sheets - Region 10 migrant form questionnaire				
5) Provide services to homeless students according to Texas Education Agency guidelines. (CS).		Coordinator of Federal Programs	- Budget documents - Purchase orders				
Funding Sources: Title I (211) - 1000.00							
6) Provide services according to Texas Education Agency guidelines to neglected students residing in a children's facility. (CS).							
7) Provide federal funds to Private Non-Profits according to federal guidelines and ensure that services are received. (CS).		Coordinator of Federal Programs	- Budget documents - Purchase orders - Grant application allocation sheet				
							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Jennifer	Intervention Teacher	Title I - Dunaway	1.0
Brown, Erica	Intervention Teacher	Title I - Clift	1.0
Caddell, Jena	Reading Intervention Teacher	Title I - Finley	1.0
Cain, Amber	Title I Aide	Title I - Wedgeworth	1.0
Campbell, Joanna	Title I Aide	Title I - Dunaway	1.0
Chambliss, Jessica	Math Intervention Teacher	Title I - Howard	1.0
Hill, Tammy Jo	Reading Recovery Teacher	Reading Recovery - Clift	1.0
Kahlden, Kelly	Title I Aide	Title I - Wilemon	1.0
Lewis, Holly	Reading Recovery Teacher	Title I - Marvin	1.0
Mace, Stephanie	Title I Aide	Title I - Wedgeworth	1.0
Nolan, Sydnie	Title I Aide	Title I - Marvin	1.0
Perlmutter, Lyla	Title I Aide	Title I - Northside	1.0
Rivera, Nydia	Reading Recovery Teacher	Title I	1.0
Rodriguez, Erin	Title I Aide	Title I - Northside	1.0
Scoggins, Monica	Math Intervention Teacher	Title I - WHS	.25
Seely, Amanda	Title I Aide	Title I - Marvin	1.0
Stewart, Dustana	Practical Writing Teacher	Title I - WHS (WNGA)	1.0
Tesei-Hill, Rebecca	Reading Recovery Teacher	Reading Recovery - Dunaway	1.0
Watkins, Gregory	Math Intervention Teacher	Title I - Finley	1.0
Wilson, Kathy	Reading Recovery Teacher	Reading Recovery - Marvin	.5
Winn, Elizabeth	Reading Intervention Teacher	Title I - Coleman	1.0

District Advisory Team

Committee Role	Name	Position
Administrator	Shelle Blaylock	Assistant Superintendent of Leadership and Academics
District-level Professional	Letty Bernal	Coordinator of State and Federal Programs
Classroom Teacher	Allyson Hauptmann	
Classroom Teacher	Amanda Grammer	
Parent	April Lee	
District-level Professional	Ashley Cieri	
Administrator	Bonny Cain	Interim Superintendent
Parent	Brittany Songer	
Parent	Damon Richardson	
District-level Professional	Dana James	
Parent	Dana Perkins	
Administrator	Darla Wilson	
Administrator	Dawn Hilburn	
Classroom Teacher	Debbie Davis	
Administrator	Debbie Gish	
District-level Professional	Debbie Needham	
Administrator	Derek Zandt	
Classroom Teacher	Dian Tuohy	
Parent	LaShera McElhany	
Classroom Teacher	Erica Brown	
Administrator	Ginger Robinson	
Administrator	Jacob Perry	
Parent	Jason Bang	
Classroom Teacher	Jena Caddell	

Classroom Teacher	Jessica Nelson	
Parent	John/Lacy Ulman	
Community Representative	John/Tara Boyle	
Paraprofessional	Judy Pelt	
Classroom Teacher	Julia Carrillo	
Administrator	Ken Lynch	
Classroom Teacher	Kristine Garrison	
Classroom Teacher	Lauren Dellert	
Classroom Teacher	Lauren Hargrave	
Administrator	Lee Auvenshine	
Classroom Teacher	Leeon Juarez	
Administrator	Lisa Mott	
Parent	Madeline Trevino	
School Board Member	Melissa Starnater	
Classroom Teacher	Michelle Bartosh	
Administrator	Mike Morgan	
Parent	Patrick Wilson	
District-level Professional	Ria Michener	
Administrator	Ryan Kahlden	
Parent	Sarah Lopez	
Parent	Sheri Richardson	
Parent	Sydney Rust	
Classroom Teacher	Teresa McGee	
Classroom Teacher	Virginia Cofer	
Administrator	Theresa Burkhalter	
Business Representative	Stuart Stephenson	

District Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$171,566.00
3	1	11			\$1,000.00
6	1	5			\$1,000.00
Sub-Total					\$173,566.00
Grand Total					\$173,566.00