Wichita Falls Independent School District
District Improvement Plan
2019-2020
Accountability Rating: B

Board Approval Date: November 12, 2019
Public Presentation Date: October 10, 2019
The Mission of the Wichita Falls Independent School District is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board Spring 2018.

Goals:

1. We will maximize human potential through a culture of high expectations.
2. WFISD will ensure students engage in meaningful and relevant learning experiences that develop creative problem solvers.
3. We will build a collaborative culture to foster ownership and increase engagement.
4. We will develop systems to identify and meet the physical, emotional, and social needs of students.
5. We will enhance pride and ownership in WFISD by increasing awareness and community outreach.

Vision

WFISD Strategic Plan 2018

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board Spring 2018.

Call to Action: All WFISD learners are resilient problem solvers equipped and excited to create and contribute to a successful future.

Our Learners Outcomes: All students ...

• will consistently demonstrate a healthy response to adversity.
• will maintain a state of mental, emotional, and physical well-being.
• will partner with various organizations yearly to complete a community project K-12 with measurable impact.
• 100% of students will demonstrate growth each year.
• will consistently demonstrate ethical behavior.
• will engage in meaningful learning every day.
• will demonstrate problem-solving skills through various approaches.

Core Beliefs

Our Beliefs: We believe ...
• in high expectations coupled with unwavering support.
• public education is a community endeavor.
• diversity of experiences and perspectives creates opportunity.
• education is a lifelong pursuit.
• everyone deserves the resources they need to be successful.
• a culture of safety and support is essential to learning.
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Comprehensive Needs Assessment

Needs Assessment Overview

The District Advisory Committee met multiple times to undertake the process of conducting a Comprehensive Needs Assessment. Committee members worked through the process in groups, with two NCLB components assigned to each group. Each group presented the findings from the review of data, identified needs, and developed strategies to address the needs. All needs and strategies were approved by the committee and will be presented to senior staff, shared with campus administration, and approved by the district's board of trustees.
Demographics

Demographics Summary

As of September 2019, district's enrollment count is 14,095 students. There are twenty five (25) traditional campuses within the district (17- elementaries, 3- Middle Schools, 3 High Schools), (4) Head Start campuses, (1) Career Education Center, and (2) Alternative campuses.

Data from the TEA 2018-19 Accountability report reflects the following demographic breakdown within the district:

- African American - 13.8%
- Hispanic - 36.3%
- White - 40.9%
- American Indian - 0.6%
- Asian - 2.4%
- Pacific Islander - 0.1%
- Two or more races - 6%

Student groups:

- English Language Learners - 8.7%
- Economically Disadvantaged - 66.1%
- At-Risk - 57% *
- Special Education - 11.7%
- Homeless - 0.86% *

* Data source 2017-18 Fall PEIMS Report (not available under TEA Accountability Report)

Demographics Strengths

- The demographic data for the WFISD reflects a diverse student population.
- At-Risk support systems are in place to help at-risk students in demographic groups who continue to struggle academically.
- Low student retention rates overall.
- The district is able to address the academic and social needs of the students through their participation in locally developed curriculum, special programs, and thorough parent and community partnerships.
- Low dropout rate / high graduation rate.
Problem Statements Identifying Demographics Needs

**Problem Statement 1**: Retain/recruit high quality, experienced teachers. (combined 3D and 1PP) **Root Cause**: Low salaries, limited mentoring support, and challenges with facilities, human, and material resources contribute to teacher turn over.

**Problem Statement 2**: Increase services and supports for high needs students served in BIL/El, SpEd, 504, Dyslexia, and for students who DNQ for services from highly trained educators at all levels. **Root Cause**: More students will be served through SpEd, 504, and Dyslexia programs; and a renewed focus on RtI/MTSS and the student support team process will be needed.

**Problem Statement 3**: Address effective communication for parents/families, assess inconsistencies in parent/family involvement amongst campuses, and find ways to meet parent/family needs of our school communities. **Root Cause**: Centralized communication systems to promote district-wide programs and initiatives for all stakeholders is not being utilized as effectively as possible; create a system to ensure that all parents feel welcome and valued; and create flexible times for parents and families to attend events/activities at schools; and train staff on how to adequately communicate and engage parents.
Student Academic Achievement

Student Academic Achievement Summary

WFISD earned a "B-Above Standard" in the 2018-19 academic accountability rating with a "B" in student achievement, "C" in academic growth, "B" in relative performance and "C" in closing the gaps.

One (1) campus, Sheppard Elem, earned an "A" rating, twelve (12) campuses earned a "B" rating, eight (8) campuses earned a "C" rating, three (3) campuses earned a "D" rating, and two (2) an "F" rating. fifteen (15) of these campuses were labeled "Targeted Support" and one (1) campus was labeled "Comprehensive Reidentified".

Student Academic Achievement Strengths

- 98.5% of the students graduate on time (four year graduation rate) for the class of 2018.
- The percent of students scoring at "meets" for all grades and all subjects increased from 39% to 41% and at the "masters" performance increased from 16% to 17%.
- The percentage of students scoring at "meets" increased for Reading, Math, Writing, Science and Social Studies.
- The percentage of students scoring at "masters" increased for Math, Writing, Science and Social Studies.
- Met growth targets for the Asian, English Learners and Special Ed populations in Reading
- Met 100% of the School Quality Status (CCMR) based on the 18-19 closing the gap domain in the new accountability report.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math. Root Cause: While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students- even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.
District Processes & Programs

District Processes & Programs Summary

Based on the 2018-19 TAPR report, Wichita Falls ISD had a total of 1,005.9 teachers with a total of 1,834.1 staff members.

The district continues to take an aggressive approach in hiring by implementing a series of personnel programs. Starting with early notification of retirement or resignation in January and February, followed up with staffing discussions in March, as well as a teacher transfer window before the April annual job fair. This allows campuses to be aware of their campus needs before the end of May.

Even though the district average salary for teachers is below the state, the district has reduced the gap between the district and the state averages and has made the salaries more competitive with Region 9 area.

The district continues to develop a common language for teachers and students about content and processes. The district has its own locally developed curriculum, however in order to increase rigor in the instruction and to better align instruction, the district added the TEKS Resource System. This is the third year WFISD teachers have access to TEKS Resource system. Teachers and students are supported by curriculum staff, instructional coaches, CLTs and curriculum specialist. As of 19-20 school year, principal meetings are structured to allow for PLC time and allow for grouping by attendance zone/clusters.

Emphasis is placed on operating within a structure and context which increases student performance and ensures that they are prepared to compete globally post-graduation. The campus structure is based on meeting needs of students and creating a welcoming and secure environment where parents can become equal partners in this process.

Fourth year of STEAM activities on campuses, going from five to twelve campuses participating in 2019-20, as well as more community and business involvement.

In the 2018-19 school year a director of Social and Emotional programs was added to help organize, better facilitate and attend the social and emotional needs of the students by communicating and coordinating efforts with counselors, at-risk coordinators, social workers and community organizations.

District Processes & Programs Strengths

- Hosting an annual job fair, as well, as attending out of district job fairs.
• Competitive salaries for the Region 9 area.

• The district continues to implement strategies for hiring and retaining teachers on high need campuses.
  
  - Preview of district transfer list a week before other campuses
  
  - Preview of applicants before other campuses
  
  - New hires stay on campuses for three years before approved for a transfer

• Staff will continue to receive high quality professional development opportunities on campus, at the district level, and though outside agencies such as the Region 9 Service Center.

• Actively communicating with the Alternative Certification Programs to identify candidates that are going through ACP programs and are eligible for hire. As well as with representatives of Midwestern State University to recruit new teachers.

• Hiring bonuses offered for teachers in high need areas, such as High School Science, High School Special Education, and LOTE (Languages Other Than English). As well as stipends offered in areas such as ESL/Bilingual and Special Ed. certifications.

• TEKS Resource System is researched-based system with proven instructional strategies.

• District Data disaggregation meetings.

• Data Analysis system: Accessible data: Eduphoria, OneSuiteData; Data meetings and presentations; fidelity checks; and year round cycle.

• Continued implementation of targeted inititatives

• Student access to technology at all levels with ongoing integration

• Established Professional Learning Communities

• After school clubs and activities that allow students engagement

• Periodic SST meetings

• CTE fully operational

**Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Too many inexperienced teachers in high needs classrooms causing an increased discipline referrals which end up removing
students from the classroom. **Root Cause:** Students are less prepared to deal with emotional and social stresses/situations; teachers are adequately trained on how to properly deescalate impulsive behaviors.

**Problem Statement 2:** Varying instructional practices and program implementation strategies throughout the district. **Root Cause:** Instructional practices and campus needs are dependent on the demographics and cultural needs at each campus.
Perceptions

Perceptions Summary

Based on the 2017-18 TAPR report, the district's attendance rate for 2016-17 of 96.3% increased by 0.1% compared to the prior year. The district's attendance rate was higher than the state's by 0.6%.

In regards to discipline, in 2018, 1.26% of the students were placed in an alternative education setting. The subpopulations with the highest placement are: Black or African American (2.24%), Two or more races (1.46%), and Hispanic (1.45%). Boys continue to have more placements (1.78%) in DAEP than girls (0.70%).

WFISD continues to work on building relationships between staff and students. WFISD has increased the number of campuses implementing Capturing Kid's Hearts from 4 two years ago to 12. The 12 campuses implementing CKH are: Burgess, BT Washington, Lamar, Haynes, Zundy, Scotland Park, Kirby, Barwise, Crockett, Ben Franklin, Ben Milam and Hirschi.

Based on the 2018 TEA Accountability data, WFISD 4 year graduation rate for all students was 98.4%, 98.1% for African American, 97.7% for Hispanics, 98.7% for White, 100% for Asian and Two or More races, 98.1 for Economically Disadvantaged, 96.0% for English Learners and 97.6% for Special Education students.

Teacher turn over rates for 2017-18 was 15.8% compared to 16.6% for the state.

The district, with the support of a consultant group, completed this past year a new strategic plan for the coming years with the collaboration of all stakeholders through meetings held at the district and at Region 9, surveys and data analysis. The plan outlines the district beliefs, learner outcomes, learner profile and goals with specific results.

The Community Relations Office shares information about the district with parents and the community through multiple media sources. Parent engagement activities are offered throughout the year at the district and campus level to support parents with information, trainings and opportunities to be involved with the implementation and coordination of parent programs.

WFISD culture and climate reflects one where students are educated in a family-oriented, safe, secure and rigorous academic environment.

Perceptions Strengths

- 0.8% teacher turnover rate below the state.
- Increased student participation in clubs/activities
- Wide variety of communication tools
- Strong community partnerships
- Extensive two way communication
- Many parental involvement opportunities at the campus level
- Parent engagement activities at the district level increased from last year
Priority Problem Statements

**Problem Statement 1:** Retain/recruit high quality, experienced teachers. (combined 3D and 1PP)

**Root Cause 1:** Low salaries, limited mentoring support, and challenges with facilities, human, and material resources contribute to teacher turn over.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increase services and supports for high needs students served in BIL/El, SpEd, 504, Dyslexia, and for students who DNQ for services from highly trained educators at all levels.

**Root Cause 2:** More students will be served through SpEd, 504, and Dyslexia programs; and a renewed focus on RtI/MTSS and the student support team process will be needed.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Address effective communication for parents/families, assess inconsistencies in parent/family involvement amongst campuses, and find ways to meet parent/family needs of our school communities.

**Root Cause 3:** Centralized communication systems to promote district-wide programs and initiatives for all stakeholders is not being utilized as effectively as possible; create a system to ensure that all parents feel welcome and valued; and create flexible times for parents and families to attend events/activities at schools; and train staff on how to adequately communicate and engage parents.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math.

**Root Cause 4:** While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students; even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.
**Problem Statement 4 Areas**: Student Academic Achievement

**Problem Statement 5**: Too many inexperienced teachers in high needs classrooms causing an increased discipline referrals which end up removing students from the classroom.  
**Root Cause 5**: Students are less prepared to deal with emotional and social stresses/situations; teachers are adequately trained on how to properly deescalate impulsive behaviors.  
**Problem Statement 5 Areas**: District Processes & Programs

**Problem Statement 6**: Varying instructional practices and program implementation strategies throughout the district.  
**Root Cause 6**: Instructional practices and campus needs are dependent on the demographics and cultural needs at each campus.  
**Problem Statement 6 Areas**: District Processes & Programs
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

**Student Data: Assessments**
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
• Special education/non-special education population including discipline, progress and participation data
• At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
• EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
• Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
• Homeless 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
• Class size averages by grade and subject
• Enrollment trends

**Employee Data**

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

**Support Systems and Other Data**

• Budgets/entitlements and expenditures data
**Goals**

**Goal 1: Recruit, retain, and support teachers and principals.**

**Performance Objective 1:** The District will maintain a teacher retention rate of 85.0% or higher compared to the prior year.

**Evaluation Data Source(s) 1:** TAPR

**Summative Evaluation 1:**

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<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
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<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
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<tr>
<td>1) The district will fund sign-in bonuses for high-need/hard to fill content areas (secondary math, secondary science, special education, languages other than English, and bilingual self contained) and will pay salary stipends for teachers filling these vacancies.</td>
<td>Director of Human Resources</td>
<td>Signed teacher contracts payroll documents.</td>
<td>25%</td>
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**Problem Statements:** Demographics 1

**Funding Sources:** General - 0.00

| **TEA Priorities**   |          |         |                                  |                  |
| Recruit, support, retain teachers and principals | | | | |
| 2) Research Strategic Compensation for High Economically Disadvantaged campuses with high staff turnover ratios. | Associate Superintendent and Director of Federal and State Programs. | -Funding signing bonuses for new teachers ($500) and bonuses for returning teachers ($1,000). | 75% |

**Problem Statements:** Demographics 1 - School Processes & Programs 1

| **TEA Priorities**   |          |         |                                  |                  |
| Recruit, support, retain teachers and principals | | | | |
| 3) Attend job fairs at major universities in the state of Texas and Oklahoma in the spring and in the fall. | Director of Human Resources | - Number of teachers hired from attending job fairs. | 25% |

**Problem Statements:** Demographics 1

Wichita Falls Independent School District
Generated by Plan4Learning.com

District #243905
December 10, 2019 3:18 pm
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<td>4) Outreach activities with MSU Education graduates (December &amp; May), Alternative Certification Program candidates to encourage new applicants to work at WFISD. -Encourage paraprofessionals to apply to an alternative certification program.</td>
<td>Director and Asst. Director of Human Resources.</td>
<td>Increased number of applicants from MSU and alternative certification programs.</td>
<td>25%</td>
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<td>Problem Statements: Demographics 1</td>
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<td>Recruit, support, retain teachers and principals</td>
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<td>5) Provide an early notification of retirement and resignation incentive plan (pending board approval) to help administrators identify potential vacancies.</td>
<td>Director - Human Resources</td>
<td>Copies of resignation and retirement letters collected during the incentive period.</td>
<td>45%</td>
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<td>Funding Sources: General - 0.00</td>
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<td>6) The district will continue to implement Teacher Transfer Policy that requires teachers to remain on the campus for which they were initially hired for a minimum of 3 years prior to being able to request a transfer to another campus within the district. The district policy was first approved for implementation by the Board of Trustees for the 2017-18 school year.</td>
<td>Director - Human Resources</td>
<td>Teacher contracts and resignation letters will be used to determine whether new teachers hired during the 17-18 were retained at assigned campuses for a period of 3 year beginning this year.</td>
<td>25%</td>
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<td>Funding Sources: Not Funded - 0.00</td>
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<td>7) West Teacher of Excellence Awards, Teacher of the Year Celebrations, and IDEA Grant Awards will be utilized as systems for acknowledging and recognizing teachers for implementing innovative ideas in the classroom.</td>
<td>Community Relation Officer</td>
<td>A list of the various types of teacher celebration events, list of awardees for various grants, and grant applications.</td>
<td>75%</td>
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<td>Funding Sources: General - 0.00</td>
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<td>8) Support for new principals and assistant principals.</td>
<td>Director of Secondary Curriculum</td>
<td>Reports from assigned principals /APs will be submitted to determine impact.</td>
<td>50%</td>
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<td><strong>RDA</strong></td>
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<td>9) New Teacher Academies for Elementary Teachers</td>
<td>Directors of Elementary Curriculum</td>
<td>An analysis of training schedule, surveys, and sign-in sheets.</td>
<td>50%</td>
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<td>Problem Statements: Demographics 1</td>
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<tr>
<td><strong>RDA</strong> <strong>TEA Priorities</strong></td>
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<td>Directors of Elementary and Secondary Curriculum and Director of Special Education</td>
<td>Training schedules, sign-in sheets, and evaluations.</td>
<td>Nov 50% Nov 50% Nov 50%</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<td>-Directors of Elementary and Secondary Curriculum, Social and Emotional Services, Special Education.</td>
<td>Training schedule, sign-in, walk-through documentation. TBSI teams for each campus will be sent to the SPED director and training schedules and sign-in sheets maintained.</td>
<td>50%</td>
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<td><strong>TEA Priorities</strong></td>
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<td>Associate Superintendent</td>
<td>Log-in for online access to the system, lesson plans, state assessment results, and walk-through documentation.</td>
<td>60%</td>
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<td><strong>TEA Priorities</strong></td>
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<td>Director of Social and Emotional Services</td>
<td>Training certification, schedule, sign-in sheets, agendas.</td>
<td>5%</td>
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*Problem Statements:* Demographics 1 - Student Academic Achievement 1  
*Funding Sources:* Title II Part A - 55894.00, Title 1 Part A - 26400.00

*Problem Statements:* Student Academic Achievement 1  
*Funding Sources:* Title II Part A - 12500.00, IMA Funds - 76000.00

*Problem Statements:* Not Funded  
*Funding Sources:* Not Funded - 0.00
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<td>Recruit, support, retain teachers and principals</td>
<td>Director of Social and Emotional Services, Director of Human Resources, Risk Management Coordinator, and Executive Director of Administration</td>
<td>Training certification, schedule, sign-in sheets, agendas.</td>
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<td>Improve low-performing schools</td>
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<td>14) All district personnel whose responsibilities include counseling, reporting, and referring students and parents to proper agencies will be trained on policies for reporting and other available resources to address sexual abuse of children, harassment and dating violence. The training will be provided through the use of online videos for all areas.</td>
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<tr>
<td>Training will also include prevention of and the education of unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
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<tr>
<td>15) The district will grow new leadership. Training provided through the Leadership Cohort Training Program.</td>
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<td><strong>Problem Statements:</strong></td>
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<tr>
<td>Demographics 1</td>
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<tr>
<td><strong>Performance Objective 1 Problem Statements:</strong></td>
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<tr>
<td><strong>Demographics</strong></td>
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<tr>
<td><strong>Problem Statement 1</strong>: Retain/recruit high quality, experienced teachers. (combined 3D and 1PP) <strong>Root Cause 1</strong>: Low salaries, limited mentoring support, and challenges with facilities, human, and material resources contribute to teacher turn over.</td>
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<tr>
<td><strong>Student Academic Achievement</strong></td>
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<tr>
<td><strong>Problem Statement 1</strong>: Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math. <strong>Root Cause 1</strong>: While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students- even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.</td>
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<tr>
<td><strong>School Processes &amp; Programs</strong></td>
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<tr>
<td><strong>Problem Statement 1</strong>: Too many inexperienced teachers in high needs classrooms causing an increased discipline referrals which end up removing students from the classroom. <strong>Root Cause 1</strong>: Students are less prepared to deal with emotional and social stresses/situations; teachers are adequately trained on how to properly deescalate impulsive behaviors.</td>
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</tbody>
</table>
**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 2:** Develop and administer a climate survey for teachers to be conducted at the end of each semester of the school year.

- **Evaluation Data Source(s) 2:** Climate Survey Questionnaire
  - Climate Survey Results

**Summative Evaluation 2:**

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

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
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</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
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</tr>
<tr>
<td>1) Develop and administer staff survey questionnaire</td>
<td></td>
<td>Director of Federal and State Program</td>
<td>Questionnaire developed with DAC collaboration.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>25%</td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
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<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
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</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
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<tr>
<td>2) Analyze and compare survey results administered during the year and use this data in the CNA process.</td>
<td></td>
<td>Director of Federal and State Programs.</td>
<td>Measurable data to be used in the development of the district's needs assessment.</td>
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<td></td>
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<td></td>
<td>0%</td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1</td>
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</tbody>
</table>

- 100% = Accomplished
- 0% = No Progress
- X = Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

- **Problem Statement 1:** Retain/recruit high quality, experienced teachers. (combined 3D and 1PP)  
  **Root Cause 1:** Low salaries, limited mentoring support, and challenges with facilities, human, and material resources contribute to teacher turn over.
**Goal 2: Build a foundation of literacy and numeracy.**

**Performance Objective 1:** Increase the number of Pre-K and Head Start 4 year old students ready for Kindergarten from 53% in 2018-19 to 60% in 2019-2020 as measured by the BOY TPRI in Kindergarten.

**Evaluation Data Source(s) 1:** BOY Kindergarten TPIR

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5</td>
<td>Director of Early Childhood Education</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Build a foundation of reading and math 1) Provide ongoing and high quality professional development for principals, teachers, paraprofessionals and district staff at Head Start, PreK, and Kindergarten regarding reading and math for early learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title II Part A - 8800.00</td>
<td></td>
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</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.6</td>
<td>Director or Early Learning</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Build a foundation of reading and math 2) Continue with the Parents as Teachers (PAT) program to help foster appropriate parenting skills for qualifying adults.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title III Part A LEP - 0.00, Title 1 Part A - 0.00</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.6</td>
<td>EL/Bilingual Director</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Build a foundation of reading and math 3) Pre-K and Kindergarten Bilingual summer program to improve their English language proficiency for qualifying students.</td>
<td></td>
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</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
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</tbody>
</table>
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the BOY TPRI score for Kindergarten by 36 percent points by the EOY TPRI.

Evaluation Data Source(s) 2: TPRI Results

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adopt and implement a phonics program across kindergarten and provide training along with support for implementation of the program.</td>
<td>Director of Early Learning</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Academic Achievement 1</td>
<td></td>
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<tr>
<td><strong>Funding Sources</strong>: IMA Funds - 0.00</td>
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</tr>
<tr>
<td>2) Provide New Teacher Academy for Head Start, Pre-K, and Kindergarten teachers new to the profession or grade level.</td>
<td>Director of Early Learning</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Demographics 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Title II Part A - 8800.00</td>
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<tr>
<td>3) Use Waterford Assessment of Core Skills (WACS) to determine the grade level at which all Pre-K through 1st grade students are performing and to determine overall effectiveness of the early childhood program.</td>
<td>Director of Early Learning</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Academic Achievement 1</td>
<td></td>
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<tr>
<td><strong>TEA Priorities</strong>: Build a foundation of reading and math</td>
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<tr>
<td>4) Offer Upstart Program for 4 year olds in the community who are not eligible for Pre-K or Head Start.</td>
<td>Director of Early Learning</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Academic Achievement 1</td>
<td></td>
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</tbody>
</table>

Performance Objective 2 Problem Statements:
### Demographics

**Problem Statement 1**: Retain/recruit high quality, experienced teachers.  (combined 3D and 1PP)  **Root Cause 1**: Low salaries, limited mentoring support, and challenges with facilities, human, and material resources contribute to teacher turn over.

### Student Academic Achievement

**Problem Statement 1**: Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math.  **Root Cause 1**: While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students— even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 90% of all first grade students will be reading at level J (J in Learning A-Z) and all 2nd grade students will be reading at level M in Fountas & Pinnell (P in Learning A-Z) by the end of the school year.


Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.6</td>
<td>PIE Coordinator</td>
<td>Readiness Assessment and Volunteer List.</td>
<td>Nov 25% Feb May</td>
</tr>
<tr>
<td>Build a foundation of reading and math 1) Continue the Read2Learn program to encourage reading in 2nd grade at targeted campuses.</td>
<td></td>
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</tr>
<tr>
<td>Funding Sources: Title 1 Part A - 0.00, General - 0.00</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.6</td>
<td>Director of Elementary Curriculum</td>
<td>Readiness Assessment Results and walk-through documents.</td>
<td>May 50%</td>
</tr>
<tr>
<td>Build a foundation of reading and math 2) Utilize programs to monitor reading levels in 1st-5th, such as Istations, Reading A to Z, Really Great Reading, Fountas and Pinnell, etc.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Funding Sources: General - 0.00</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Director of Elementary Curriculum &amp; Director of Early Learning</td>
<td>Readiness Assessment Results and walk-through documents.</td>
<td>May 50%</td>
</tr>
<tr>
<td>Build a foundation of reading and math 3) Continue Standard based report cards PK-2nd to help incorporate awareness of reading and math essential skills for parents and students.</td>
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<tr>
<td>Funding Sources: General - 0.00</td>
<td></td>
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</tbody>
</table>
### TEA Priorities
**Build a foundation of reading and math**

4) Students will be referred and evaluated for special district programs, as determined through a district approved process. Services to students will be provided through special programs as determined by the appropriate teams. Special programs are those such as SPED, MTSS, 504, Dyslexia Treatment Program, Pregnancy Related Services, the Gifted and Talented Program, ESL/Bilingual

#### Problem Statements: Demographics 2

#### Funding Sources: General - 0.00, IDEA - 0.00

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<tr>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td>2.6</td>
<td>Directors of Elementary, Secondary, Special Education, Bilingual, and Advance Academics.</td>
<td>Referral documentation, services documented through students' schedules, IEPs, 504 Plans, graduation plans etc. and student assessment results.</td>
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</table>

### TEA Priorities
**Build a foundation of reading and math**

5) Continue with Balanced Literacy to address reading issues. Training at the elementary level for teachers and administrators.

<table>
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<tr>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td>2.4, 2.5, 2.6</td>
<td>Director of Elementary Curriculum</td>
<td>Training schedule, sign-in sheets, certification, and walk-through documentation.</td>
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#### Funding Sources: Title II Part A - 5000.00

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<tr>
<th>Formative Reviews</th>
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<tr>
<td>Nov</td>
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<td>35%</td>
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### Performance Objective 3 Problem Statements:

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<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: Increase services and supports for high needs students served in BIL/EI, SpEd, 504, Dyslexia, and for students who DNQ for services from highly trained educators at all levels. <strong>Root Cause 2</strong>: More students will be served through SpEd, 504, and Dyslexia programs; and a renewed focus on RtI/MTSS and the student support team process will be needed.</td>
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</tbody>
</table>

= Accomplished  = No Progress  = Discontinue
**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Students scoring Meets Grade Level Standard or higher in reading will increase from 41% in 2019 to 44% by 2020. (Approx. from 3,410 to 3,659 tests)

**Evaluation Data Source(s) 4:** 2019-2020 accountability report

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math.

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Director of Federal &amp; State Programs</td>
<td>Job descriptions, logs, timesheets, and state assessment results.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>Build a foundation of reading and math</td>
<td>2.6</td>
<td>Directors of Elementary and Secondary Curriculum, and Director of Bilingual Services</td>
<td>State assessment results, student and teacher schedules, payroll ledger, and contracts.</td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Academic Achievement 1</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title 1 Part A - 0.00, SCE - 0.00, Title 1 Part D - 80918.00</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>Build a foundation of reading and math</td>
<td>2.4</td>
<td>Director of Elementary Curriculum and campus principals.</td>
<td>State assessment results, student and teacher, schedules, payroll ledger, and contracts.</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title 1 Part A - 0.00, Title II Part A - 0.00, SCE - 0.00</td>
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Wichita Falls Independent School District
Generated by Plan4Learning.com
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong> Build a foundation of reading and math</td>
<td>2.4, 2.6</td>
<td>Director of Elementary and campus principals.</td>
<td>State assessment results, student and teacher, schedules, payroll ledger, and contracts.</td>
<td>Nov: 100%</td>
</tr>
<tr>
<td>4) Campus Interventionists on identified high need campuses.</td>
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<td>Feb: 100%</td>
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<td>May: 100%</td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Title 1 Part A - 0.00, SCE - 0.00</td>
<td></td>
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<tr>
<td>5) Student Success Initiative and EOC Bootcamps</td>
<td>2.6</td>
<td>Director of Elementary and Secondary Curriculum and campus principals.</td>
<td>State assessment results, student and teacher, schedules, payroll ledger, and contracts.</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Academic Achievement 1</td>
<td></td>
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</tr>
<tr>
<td><strong>TEA Priorities</strong> Build a foundation of reading and math</td>
<td>2.6</td>
<td>Director of Federal &amp; State Programs</td>
<td>State assessment results, student and teacher, schedules, payroll ledger, and contracts.</td>
<td>40%</td>
</tr>
<tr>
<td>6) Supplemental Aides for targeted campuses with high needs.</td>
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</tr>
<tr>
<td><strong>Funding Sources</strong>: Title 1 Part A - 0.00, SCE - 0.00, General - 0.00, IDEA - 0.00, Pre-K - 0.00</td>
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<tr>
<td>7) Incorporate programs to foster a positive school culture and climate, such as Capturing Kids Hearts</td>
<td>2.5</td>
<td>Associate Superintendent and Director of Social and Emotional Services</td>
<td>State assessment results, training schedule, sign-in sheets, walk-through documents and contracts.</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: School Processes &amp; Programs 1</td>
<td></td>
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<tr>
<td>8) Buy educational technology and supplemental instructional materials blended for differentiated instruction, math, and literacy interventions for at-risk students and students with disabilities.</td>
<td></td>
<td>Directors of Curriculum</td>
<td>State assessment results, walk-through documents, and purchase orders.</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Academic Achievement 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Title I Part A - 0.00, SCE - 0.00, Mckinney-Vento - 0.00, Title III Part A LEP - 0.00, Title I Part D - 0.00, IDEA - 0.00, Perkins Grant - 0.00, DoDEA - 0.00, Title IV - 35929.00</td>
<td></td>
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</tr>
<tr>
<td>9) Provide targeted supports for EL students, parents &amp; families and staff.</td>
<td>2.4</td>
<td>Director or ESL &amp; Bilingual Services</td>
<td>Contracts, Training Schedule, Sign-in sheets, and walkthrough documentation.</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Academic Achievement 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Title III Part A LEP - 113132.00</td>
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</tbody>
</table>
**Strategy Description**

**ELEMENTS**

Monitor

Strategy's Expected Result/Impact

Formative Reviews

<table>
<thead>
<tr>
<th>Nov</th>
<th>Feb</th>
<th>May</th>
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</thead>
</table>

**TEA Priorities**

Build a foundation of reading and math

10) Provide targeted supports for Special Education students, staff, parents & families staff.

Director of Special Education

Contracts, Training Schedule, Sign-in sheets, and walkthrough documentation

**Problem Statements**: Student Academic Achievement 1

**Funding Sources**: IDEA - 0.00

- 100% = Accomplished
- 0% = No Progress
- X = Discontinue

---

**Performance Objective 4 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1**: Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math. **Root Cause 1**: While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students; even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.

**School Processes & Programs**

**Problem Statement 1**: Too many inexperienced teachers in high needs classrooms causing an increased discipline referrals which end up removing students from the classroom. **Root Cause 1**: Students are less prepared to deal with emotional and social stresses/situations; teachers are adequately trained on how to properly deescalate impulsive behaviors.
**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 5:** Students scoring Meets Grade Level Standard or higher in math will increase from 42% in 2019 to 46% by 2020. (Approx. from 2,836 to 3,098 tests)

**Evaluation Data Source(s) 5:** 2019-2020 accountability report

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math.

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
</table>
| **TEA Priorities**  
Build a foundation of reading and math  
1) Purchase and use appropriately supplemental supplies, such as Mentoring Minds, Imagine Learning, etc., to help students with increasing their STAAR math scores. | 2.4, 2.5, 2.6 | Director of Federal Programs and Principals | State assessment results, walk-through documents, and purchase orders. | Nov 25%, Feb 50%, May 50% |
| **Problem Statements:** Student Academic Achievement 1  
**Funding Sources:** Title 1 Part A - 0.00, Title 1 Part D - 0.00, Title III Part A LEP - 0.00, SCE - 0.00, Focus/Priority Funds - 0.00, Mckinney-Vento - 0.00, IDEA - 0.00, Perkins Grant - 0.00, DoDEA - 0.00, Title IV - 0.00 | | | | |
| 2) Continue to strengthen the STEAM community and enrichment activities on the identified campuses (STEAM 4.0) | 2.5 | Associate Superintendent and Director of Instructional Technology. | List of student participants, purchase orders, and results of participation in local and state competitions. | |
| **Funding Sources:** Title IV - 10000.00, Title 1 Part A - 0.00 | | | | |
| **TEA Priorities**  
Build a foundation of reading and math  
3) Continue to use Guided Math in the lower grade levels to increase student success in math, which will include training and supplies. | 2.4, 2.6 | Director of Elementary Curriculum, District Math Specialist | Contract, training schedule, sign-in sheets, certification, lesson plans, and walk-through documentation. | 50% |
| **Funding Sources:** Title 1 Part A - 0.00, General - 0.00, Focus/Priority Funds - 0.00, Title II Part A - 4500.00 | | | | |

**Performance Objective 5 Problem Statements:**

- Accomplished
- No Progress
- Discontinue

---

Wichita Falls Independent School District  
Generated by Plan4Learning.com  
District #243905  
December 10, 2019 3:18 pm
**Student Academic Achievement**

**Problem Statement 1**: Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math. **Root Cause 1**: While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students— even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.
## Goal 3: Connect high school to career and college.

### Performance Objective 1:
The District will increase the number of students achieving Masters Standard in all subjects from 18% in 2019 to 20% by 2020 (Approx. from 4,006 to 4,380 tests)

**Evaluation Data Source(s) 1:** 2019-2020 accountability report

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5</td>
<td>Director of Innovation and Advance Academics, Director of Social and Emotional Services, Director of Career Technology Education.</td>
<td>State assessment results, travel details and expenditure.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Connect high school to career and college 1) College and Career Field Trips to the Career Education Center and Universities</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May: 50%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Perkins Grant - 0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Associate Superintendent, Directors of Innovation and Advance Academics, Secondary Curriculum, Social and Emotional Services.</td>
<td>State Assessment Results, students’ and teachers’ schedule, and graduation plans.</td>
<td>Nov: 30%</td>
</tr>
<tr>
<td>Connect high school to career and college 2) Encourage students to take honors courses in Middle School and High School leading to Advance Placement, IB, and Dual Credit courses.</td>
<td></td>
<td></td>
<td>Feb: 30%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>May: 30%</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title IV - 7400.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>Directors of Innovation and Advance Academics</td>
<td>State assessment results, walk-through documents, training schedules, and sign-in sheets.</td>
<td>Nov: 25%</td>
<td></td>
</tr>
<tr>
<td>Connect high school to career and college 3) Offer Advance Academic trainings for teachers teaching Honors, IB, and AP classes</td>
<td></td>
<td></td>
<td>Feb: 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May: 25%</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>General - 0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4) Provide targeted enrichment for identified Gifted and Talented students (TAG).</strong></td>
<td>Director of innovation and Advanced Academics</td>
<td>State assessment results, student and teacher, schedules, payroll ledger, and contracts.</td>
<td>Nov: 50%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 50%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>May: 50%</td>
<td></td>
</tr>
<tr>
<td>Strategy Description</td>
<td>ELEMENTS</td>
<td>Monitor</td>
<td>Strategy's Expected Result/Impact</td>
<td>Formative Reviews</td>
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</tr>
<tr>
<td>5) Provide students with learning opportunities in well rounded educational areas to include fine arts, foreign language, and other.</td>
<td>2.5</td>
<td>Director of Federal &amp; State Programs, Director of Fine Arts and Director of Bilingual and LOTE.</td>
<td>Student participation in well-rounded activities.</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Funding Sources:** Title IV - 25000.00

100% = Accomplished 0% = No Progress \( \times \) = Discontinue
**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** The District will increase the College, Career, and Military Ready percentage from 59% as reported in 2019 to 62% on the 2020 report (Approx. from 505 to 520 graduates)

**Evaluation Data Source(s) 2:** 2019 College, Career, and Military Readiness Data Table

**Summative Evaluation 2:**

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

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Priorities</td>
<td></td>
<td>Director of CTE</td>
<td>Course schedule, students' and teachers' schedules, state assessment results, graduation plans.</td>
<td>100% 100% 100%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Establish Coherent Sequence for CTE courses to enable more students the ability to gain career related certifications.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TEA Priorities</td>
<td>2.5</td>
<td>Director of CTE</td>
<td>Meeting schedule, sign-in sheets, and agenda.</td>
<td>50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2) Continue CTE Advisory Committees to increase community awareness and collaboration with businesses and WFISD.</td>
<td></td>
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</tr>
<tr>
<td>TEA Priorities</td>
<td>2.5</td>
<td>Director of CTE</td>
<td>Meeting schedule, sign-in sheets, and agenda.</td>
<td>50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Foster Community/Business Partnerships with the district to enhance the needs of the district.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TEA Priorities</td>
<td>2.5</td>
<td>Director of CTE</td>
<td>Tour schedule and sign-in sheets</td>
<td>50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4) Encourage CEC Facility tours with outside stakeholders to demonstrate the college and career path programs.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Funding Sources: General - 0.00, CATE - 0.00, Perkins Grant - 0.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Sources: Not Funded - 0.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Sources: Title 1 Part A - 0.00, General - 0.00</td>
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</tbody>
</table>

**Wichita Falls Independent School District**
Generated by Plan4Learning.com
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of CTE</td>
<td>Contract and graduation plans, Career Cruising Documents.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 25%</td>
</tr>
<tr>
<td>5) Complete Career Interest Inventories in the Middle Schools to allow course alignments in the high schools.</td>
<td></td>
<td></td>
<td></td>
<td>May: 0%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>General - 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of CTE and Principal</td>
<td>Contract and graduation plans, Career Cruising Documents.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 25%</td>
</tr>
<tr>
<td>6) Track student Industry Certifications to determine growth or areas in need of attention.</td>
<td></td>
<td></td>
<td></td>
<td>May: 0%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>Perkins Grant - 0.00, General - 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Parent and Family Engagement Liaison</td>
<td>Meeting schedules, sign-in sheets, surveys and agendas.</td>
<td>Nov: 0%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 0%</td>
</tr>
<tr>
<td>7) Increase the number of Parent Conferences with Counselors to discuss students' &quot;Day After Graduation&quot; Plan</td>
<td></td>
<td></td>
<td></td>
<td>May: 0%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>Title 1 Part A - 0.00, General - 0.00</td>
<td></td>
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</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of CTE</td>
<td>Contract and graduation plans, Career Cruising Documents.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 50%</td>
</tr>
<tr>
<td>8) Ensure there are opportunities for students to be enrolled in appropriate Career Practicums</td>
<td></td>
<td></td>
<td></td>
<td>May: 0%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>Perkins Grant - 0.00, General - 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of Secondary Curriculum, Director of Social and Emotional Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9) College and Career Advisors in the Middle School and High School to ensure alignment of student progress in High School Endorsements</td>
<td></td>
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</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>General - 0.00, Perkins Grant - 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Associate Superintendent and Director of Social and Emotional Services</td>
<td>Student participation in Vernon College's &quot;Day After Graduation&quot; Program.</td>
<td>Nov: 25%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 50%</td>
</tr>
<tr>
<td>10) Continue with the partnership with Vernon College in the &quot;Day After Graduation&quot; Plan Program for students not in the top 25% of the graduating class.</td>
<td></td>
<td></td>
<td></td>
<td>May: 25%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>General - 0.00</td>
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<td></td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of Social and Emotional Services.</td>
<td>Graduation plans</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
<td>Feb: 50%</td>
</tr>
<tr>
<td>11) Strategic and purposeful FAFSA Sessions</td>
<td></td>
<td></td>
<td></td>
<td>May: 50%</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
<td>General - 0.00</td>
<td></td>
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</tr>
<tr>
<td>Strategy Description</td>
<td>ELEMENTS</td>
<td>Monitor</td>
<td>Strategy's Expected Result/Impact</td>
<td>Formative Reviews</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
<td>Director of CTE</td>
<td>Contracts and professional development schedules, sign-in sheets, agendas.</td>
<td></td>
</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td></td>
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<tr>
<td>12) Professional development to address CTE teacher recruitment and retention, especially for staff entering the profession from business and industry, through participation in the CTE New Teacher Conference and/or the CTE New Mentoring Program.</td>
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<tr>
<td><strong>Funding Sources</strong>: General - 0.00, Perkins Grant - 0.00</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of CTE</td>
<td>Results of local and state competitions.</td>
<td></td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13) Support/promote student membership in Career-Tech organizations to engage in activities integral to the instructional program such as leadership development and participation in competitive events.</td>
<td></td>
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<tr>
<td><strong>Funding Sources</strong>: Perkins Grant - 0.00, General - 0.00</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of Advance Academics</td>
<td>Results of Exams</td>
<td></td>
</tr>
<tr>
<td>Connect high school to career and college</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Improve low-performing schools</td>
<td></td>
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</tr>
<tr>
<td>14) Establish study preps for PSAT, SAT, and ACT exams</td>
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<tr>
<td><strong>Funding Sources</strong>: General - 0.00, Title 1 Part A - 0.00</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of Advance Academics</td>
<td>Students schedules and assessment results</td>
<td></td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15) Increase the number of On Ramps courses offered in the district. (2019-2020: Earth, Wind, and Fire @ RHS)</td>
<td></td>
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<tr>
<td>16) Provide support for students taking college and career classes at the Career and Education Center by hiring a supplemental aide.</td>
<td></td>
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</tr>
<tr>
<td><strong>Funding Sources</strong>: General - 0.00</td>
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<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Title IV - 15000.00</td>
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</tr>
</tbody>
</table>

- **100%** = Accomplished
- **0%** = No Progress
- **X** = Discontinue
Goal 3: Connect high school to career and college.

Performance Objective 3: The District will increase the percentage the Dual Course Credits earned from 12% as reported in 2019 to 14% on the 2020 report (Approx: 99 to 120 graduates)

Evaluation Data Source(s) 3: 2019 College, Career, and Military Readiness Data Table

Summative Evaluation 3:

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

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Priorities</td>
<td>2.5</td>
<td>Associate Superintendent, Director of Innovation and Advance Academics, Director of Secondary Curriculum, Director of Social and Emotional Services.</td>
<td>State Assessment Results, students' and teachers' schedule, college enrollment documentation, transcripts, training schedules, and sign-in sheets.</td>
<td>50%</td>
</tr>
<tr>
<td>Connect high school to career and college 1) Increase the number of students enrolled in Dual Credit programs by allowing more structured flexibility at Vernon College, Midwestern State University-Texas, and the WFISD CEC.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2.5</td>
<td>Director of CTE</td>
<td>State Assessment results, students' and teachers' schedule, graduation plans, transcripts.</td>
<td>0%</td>
</tr>
<tr>
<td>Connect high school to career and college 2) Increase the number of courses students are able to gain Articulated Credit with Vernon College.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>2.5</td>
<td>Directors of Innovation and Advance Academics</td>
<td>State Assessment Results, students' and teachers' schedule, training schedules, and sign-in sheets.</td>
<td>25%</td>
</tr>
<tr>
<td>Connect high school to career and college 3) Continue to enhance the gifted and talented program by expanding the TAG Program and offering specified classes in the Middle Schools to service GT students.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Funding Sources: General - 0.00, Title IV - 0.00, Title 1 Part A - 0.00

= Accomplished 0% = No Progress  ≠ Discontinue
**Goal 3:** Connect high school to career and college.

**Performance Objective 4:** The District will increase the percentage of students earning an industry-based certification from 11% as reported in 2019 to 13% on the 2020 report (Approx. from 90 to 111 graduates)

**Evaluation Data Source(s) 4:** 2018 College, Career, and Military Readiness Data Table

**Summative Evaluation 4:**

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

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>Director of Innovation and Advanced Academics and Director of CTE</td>
<td>Course guide/schedule and students' and teachers' schedules.</td>
<td>Nov 100% Feb 100% May 100%</td>
</tr>
</tbody>
</table>

**Funding Sources:** General - 0.00, DoDEA - 0.00

= Accomplished 0% = No Progress  x = Discontinue
Goal 4: Improve low performing schools.

Performance Objective 1: Students scoring Meets Grade Level Standard or higher in Writing will increase from 28% in 2019 to 35% by 2020 (Approx. from 558 to 692 tests)

Evaluation Data Source(s) 1: 2019-2020 accountability report

Summative Evaluation 1:


<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Priorities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td>2.4, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules.</td>
<td>50%</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>1) Increase district support at identified struggling campuses with the use of district staff, including curriculum specialists.</td>
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<tr>
<td>2.4, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules</td>
<td>50%</td>
<td></td>
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<tr>
<td>TEA Priorities</td>
<td></td>
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</tr>
<tr>
<td>Improve low-performing schools</td>
<td>2.4, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules</td>
<td>50%</td>
</tr>
<tr>
<td>2) Tiered support for ECD campuses with specific training and follow up (CKH, Seidlitz, HRS)</td>
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<tr>
<td>Problem Statements: Student Academic Achievement 1</td>
<td></td>
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</tr>
<tr>
<td>Funding Sources: Title I Part A - 530898.00, Title II Part A - 91955.00, General - 0.00, IDEA - 0.00</td>
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<tr>
<td>TEA Priorities</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, and lesson plans.</td>
<td>25%</td>
</tr>
<tr>
<td>3) Develop priority standards across the district.</td>
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<tr>
<td>Funding Sources: General - 0.00</td>
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</tbody>
</table>
4) The attendance office will implement a drop-out prevention program by partnering with district and campus personnel to include the staff of the following auxiliary programs: CIS, Teen Court, and Campuses' At-Risk Coordinators.

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) The attendance office will implement a drop-out prevention program by partnering with district and campus personnel to include the staff of the following auxiliary programs: CIS, Teen Court, and Campuses' At-Risk Coordinators.</td>
<td>Attendance Coordinator</td>
<td>Students attendance records, CIS contract, parent consent forms, at-risk coding and services documentation.</td>
<td>Nov: 50%</td>
<td></td>
</tr>
</tbody>
</table>

Funding Sources: General - 0.00

Performance Objective 1 Problem Statements:

**Student Academic Achievement**

**Problem Statement 1**: Address the significant performance gap and not meeting the state targets for closing the gap between general education students, special education students, and/or bilingual education/EL students in both reading and math. **Root Cause 1**: While progress is being made, reading and math scores are not meeting state standards due to a lack of time for implementation of programs across the district; ineffective interventions for students; teachers are not adequately trained on the effective methods for helping EL students— even though Seidlitz is being introduced, it is not incorporated into all areas; and a lack of attention to data in early years that can make a difference.
Goal 4: Improve low performing schools.

Performance Objective 2: Students scoring Meets Grade Level Standard or higher in Science will increase from 47% in 2019 to 50% by 2020 (Approx. from 1402 to 1,480 tests)

Evaluation Data Source(s) 2: 2019-2020 accountability report

Summative Evaluation 2:


<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules.</td>
<td>45%</td>
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<tr>
<td><strong>Recruit, support, retain teachers and principals</strong></td>
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<tr>
<td><strong>Build a foundation of reading and math</strong></td>
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<tr>
<td><strong>Improve low-performing schools</strong></td>
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<tr>
<td><strong>Instructional Coaches (Elementary) &amp; CILs (Secondary)</strong></td>
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<tr>
<td><strong>Job-embedded coaching for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.</strong></td>
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</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title 1 Part A - 0.00, Title II Part A - 5000.00</td>
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</tbody>
</table>

**TEA Priorities**

Recruit, support, retain teachers and principals

Build a foundation of reading and math

Improve low-performing schools

1) Instructional Coaches (Elementary) & CILs (Secondary) - Job-embedded coaching for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.

<table>
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<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules.</td>
<td>50%</td>
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<tr>
<td><strong>Recruit, support, retain teachers and principals</strong></td>
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<tr>
<td><strong>Build a foundation of reading and math</strong></td>
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<tr>
<td><strong>Improve low-performing schools</strong></td>
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<tr>
<td><strong>Curriculum Specialists Support</strong></td>
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<tr>
<td><strong>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</strong></td>
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<tr>
<td><strong>State assessment results, walk-through documents, training schedule, teachers' schedules.</strong></td>
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<tr>
<td><strong>Funding Sources:</strong></td>
<td>Title 1 Part A - 0.00, Title II Part A - 0.00, IDEA - 0.00, SCE - 0.00, General - 0.00</td>
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</table>

**TEA Priorities**

Recruit, support, retain teachers and principals

Build a foundation of reading and math

Improve low-performing schools

2) Curriculum Specialists Support

<table>
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<tr>
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<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules.</td>
<td>25%</td>
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<tr>
<td><strong>Build a foundation of reading and math</strong></td>
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<tr>
<td><strong>Improve low-performing schools</strong></td>
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<tr>
<td><strong>Develop priority standards across the district</strong></td>
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<tr>
<td><strong>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</strong></td>
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<tr>
<td><strong>State assessment results, walk-through documents, and lesson plans.</strong></td>
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<tr>
<td><strong>Funding Sources:</strong></td>
<td>General - 0.00</td>
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</table>

Wichita Falls Independent School District
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District #243905
December 10, 2019 3:18 pm
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Formative Reviews</th>
</tr>
</thead>
</table>
| **TEA Priorities**   | 2.4, 2.5, 2.6 | Director of Human Resources, Principal, District Coordinator of School Improvement. | State assessment results, walk-through documents, Targeted Improvement Plans, Turnaround Plans, and lesson plans. | Nov: 100%  
Feb: 100%  
May: 100% |

**Funding Sources:** Title I Part A - 0.00, SCE - 0.00, Focus/Priority Funds - 0.00

100% = Accomplished  
0% = No Progress  
X = Discontinue
**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Students scoring Meets Grade Level Standard or higher in Social Studies will increase from 53% in 2019 to 55% by 2020 (Approx. from 1,009 to 1,053 tests)

**Evaluation Data Source(s) 3:** 2018-2019 accountability report

**Summative Evaluation 3:**

**TEA Priorities:** 4. Improve low-performing schools.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
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</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td></td>
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<tr>
<td>Instructional Coaches (Elementary) &amp; CILs (Secondary) - Job-embedded coaching for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
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<tr>
<td>Title 1 Part A - 0.00, Title II Part A - 0.00, SCE - 0.00</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules.</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>Curriculum specialists Support</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
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<tr>
<td>Title 1 Part A - 0.00, Title II Part A - 0.00, SCE - 0.00, General - 0.00, IDEA - 0.00</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td>2.4, 2.5, 2.6</td>
<td>Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists.</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules</td>
<td>Nov: 50%</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>Tiered support for ECD campuses</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
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<tr>
<td>Title 1 Part A - 0.00, SCE - 0.00, General - 0.00</td>
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=Wichita Falls Independent School District Generated by Plan4Learning.com

District #243905

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**Goal 4:** Improve low performing schools.

**Performance Objective 4:** The district overall will have at least 55 Parent & Family Engagement events by the end of the school year.

**Evaluation Data Source(s) 4:** 2019-2020 PFE total number of events.

**Summative Evaluation 4:**

**TEA Priorities:** 4. Improve low-performing schools.

### Strategy Description

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Director of Social and Emotional Services</td>
<td>State assessment results, walk-through documents, training schedule, teachers' schedules</td>
</tr>
</tbody>
</table>

#### Formative Reviews

- **Nov:** 100%
- **Feb:** 100%
- **May:** 100%

**Funding Sources:** SCE - 0.00, General - 0.00

**2) Collaboration with CIS to increase the engagement of parents.**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td>2.6</td>
<td>Director of Social and Emotional Services</td>
<td>State assessment results, contracts, parent consent forms, walk-through documents, attendance records.</td>
</tr>
</tbody>
</table>

#### Formative Reviews

- **Nov:** 25%

**Funding Sources:** Title 1 Part A - 1500.00

**TEA Priorities**

- Improve low-performing schools
- 1) At-Risk Coordinators - Early warning systems that include nonacademic indicators to find students most at-risk of not meeting academic achievement goals and/or not graduating from high school.

**Funding Sources:** SCE - 0.00, General - 0.00

- Improve low-performing schools
- 2) Collaboration with CIS to increase the engagement of parents.

**Problem Statements:** Demographics 3

**Funding Sources:** General - 0.00, Title 1 Part A - 0.00

- Improve low-performing schools
- 3) Continue with Parent Conference with District & Community Stakeholders.

**Problem Statements:** Demographics 3

**Funding Sources:** Title 1 Part A - 10900.00

- Improve low-performing schools
- 4) Continue with Parent Engagement activities to include informational and training sessions.

**Problem Statements:** Demographics 3

**Funding Sources:** Title 1 Part A - 10900.00
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.6, 3.2</td>
<td>Director of Federal Programs, Director of Social and Emotional Services, District Parent Liaison</td>
<td>State assessment results, contracts, students' rosters, qualifying documents, and purchase orders.</td>
<td>Nov: 50% Feb: 50% May: 50%</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>5) Social Workers to support parent and student needs through programs such as Homeless/Mckinney-Vento Act.</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>3.2</td>
<td>Director of Federal Programs</td>
<td>State assessment results, contracts, students' rosters, qualifying documents, translation/interpretation request form/documentation, IEPS, and payroll documents.</td>
<td>Nov: 55% Feb: 55% May: 55%</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>6) Translation &amp; Interpretation services targeting LEP and Deaf Ed./Hearing Impaired parents.</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
<td>Executive Director of School Administration and Director of Human Resources.</td>
<td>Discipline data and copies of the handbooks.</td>
<td>Nov: 60% Feb: 60% May: 60%</td>
</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>7) The district's policies will have documented procedures and guidelines for discipline management. Staff, students and parents will have access these procedures and guidelines through the student and teacher handbooks.</td>
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<tr>
<td><strong>Funding Sources:</strong></td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
<td>Director of Social and Emotional Services</td>
<td>Training documentation in CPI, TBSI Teams list for each campus and training documentation for counselors on students' services.</td>
<td>Nov: 25% Feb: 25% May: 25%</td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>8) Students will receive timely intervention as needed related to drug prevention and intervention, conflict resolution, early mental health intervention, and suicide prevention programs. At a minimum, all district staff will be trained to identify symptoms and direct adequate resources to students who are in need.</td>
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<tr>
<td><strong>Problem Statements:</strong></td>
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<td></td>
<td></td>
<td>School Processes &amp; Programs 1</td>
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<td></td>
<td>Title IV - 65645.00, General - 0.00</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>3.2</td>
<td>Director of Federal and State Programs</td>
<td>*Parent Survey instrument *Action plan</td>
<td>Nov: 50% Feb: 50% May: 50%</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>9) Conduct a parent satisfaction survey and communicate the results.</td>
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<tr>
<td><strong>Problem Statements:</strong></td>
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<td></td>
<td></td>
<td>Demographics 3</td>
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District #243905
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<tr>
<td>TEA Priorities</td>
<td>3.2</td>
<td>Director of Federal and State Programs and PFE liaison.</td>
<td>*Advertisement to parents</td>
<td>Nov: 25%</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td></td>
<td></td>
<td>*Sign-ins</td>
<td>Feb: 0%</td>
</tr>
<tr>
<td>10) Provide effective parent and family engagement programs and use survey results to increase participation and collaboration.</td>
<td></td>
<td></td>
<td>May: 0%</td>
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- **Performance Objective 4 Problem Statements:**

**Demographics**

**Problem Statement 3**: Address effective communication for parents/families, assess inconsistencies in parent/family involvement amongst campuses, and find ways to meet parent/family needs of our school communities. **Root Cause 3**: Centralized communication systems to promote district-wide programs and initiatives for all stakeholders is not being utilized as effectively as possible; create a system to ensure that all parents feel welcome and valued; and create flexible times for parents and families to attend events/activities at schools; and train staff on how to adequately communicate and engage parents.

**School Processes & Programs**

**Problem Statement 1**: Too many inexperienced teachers in high needs classrooms causing an increased discipline referrals which end up removing students from the classroom. **Root Cause 1**: Students are less prepared to deal with emotional and social stresses/situations; teachers are adequately trained on how to properly deescalate impulsive behaviors.
## State Compensatory

### Personnel for District Improvement Plan:

<table>
<thead>
<tr>
<th>Name</th>
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# Title I Personnel

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# District Advisory Committee

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<tr>
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<tbody>
<tr>
<td>Parent</td>
<td>Dr. Dittika</td>
<td>Parent</td>
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<tr>
<td>Community Representative</td>
<td>Katie Hallsell</td>
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<td>Salman Farooq</td>
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<td>Chris Cunningham</td>
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<td>Deborah Dipprey</td>
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<td>Jeff Davis</td>
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<td>Angie Betts</td>
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<td>Administrator</td>
<td>Cody Blair</td>
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<td>Susan Cotton</td>
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<td>Alisha Crouch</td>
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<td>Parent</td>
<td>Lacey Suarez</td>
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<tr>
<td>Classroom Teacher</td>
<td>Autumn Weber</td>
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Addendums
Statement of Purpose

The mission of Wichita Falls ISD is to prepare all students to become lifelong learners who are productive, responsible, and participating members of society. In accomplishing this mission, we recognize the importance of the role that our parents/families play in developing and maintaining these partnerships. These essential partnerships are reflected and can be found referenced in local policy EHBD. Communication between the parents/families, schools and the community will expand and enhance learning opportunities for all stakeholders, thereby strengthening these equal partnerships.

All students will be expected to work toward mastering the state academic objectives or the Texas Essentials Knowledge & Skills objectives. WFISD recognizes that some students will need extra assistance to achieve their full potential. This extra assistance is available to all students through various educational services offered through the district as well as Title I. WFISD intends to include parents/families in all aspects of the Title I Program.

Parent Engagement in Developing Policy

The WFISD shall involve parents/families on district and campus level committees to development plans and processes for review and improvement of student academic achievement and campus performance. These committees shall include at least two parents of students currently enrolled in the district. WFISD will actively recruit volunteers for these committees. Committee selections will strive to produce a diverse group of stakeholders that represent an array of student populations served by the district. In addition, the district will focus its attention on recruiting parents/families served in particularly through a Title I Program. Parents involved on these committees will be given opportunities to meet and conference at various times and locations during the day to accommodate the needs of all concerned parties. Efforts will also be made to accommodate parents who speak languages other than English.

In addition, the District Action Committee will be comprised of parents, community members, administrators, teachers, and other staff members. This committee will meet annually to review, modify and approve the Parent Engagement policy for the upcoming school year.
**Parent Engagement Activities to Improve Student Academic Achievement and School Performance**

Parent Engagement activities will be hosted at both the campus and district level throughout the school year. Title I staff will assist schools in understanding the requirements of Title I, Part as well as support campuses in the planning of effective activities/programs as a means to help parents/families in improving academic achievement.

The district will provide assistance by including information regarding state academic standards, assessments, progress, content and curriculum to parents/families. WFISD will also promote and encourage staff development for employees on establishing effective, meaningful communication and relationships with parents as a means to increase academic achievement.

**Building the School's and Parents' Capacity for Strong Parent Engagement**

The WFISD will take measures to build capacity for a stronger Parent Engagement Program in a variety of ways.

In accordance with Title I regulations, WFISD Title I campuses will hold their own campus Title I meetings to discuss the guidelines and services offered through the Title I program and the district.

In addition, each campus will annually develop/update their Parent Engagement Policy and school compact for distribution. The Parent Engagement Policy will be review and approved by each campus’s Site-Based Decision Making (SBDM) Committee which consist of at least two parent members as required per WFISD BQB (Local) policy. These site-base meetings will be scheduled at different times and locations to accommodate all parties. Notice of the meeting will be provided through various forms of communication to the parents in both English and Spanish (at least). If needed, a translator will be available to help with non-English speaking parents.

The school compact will also be reviewed in the same manner as the policy. As required, members of the campus SBDM Committee which include parents will be consulted in the design, implementation and approval of the compact. All campuses will provide parents/families with a copy of the compact detailing the responsibilities that teachers, parents/families, and students have in helping students accomplish their goals. Students and their parents are encouraged to discuss the contents of the compact. They are also encouraged to sign that they are in agreement with the compact and return them to the school.

Campuses will inform parents/families of school activities through various avenues of communication throughout the school year. Newsletters, conferences, personal contacts, written notices, email, phone system (Parent Link), and WFISD website/other social media will be utilized to establish and maintain an open line of communication. As appropriate, notifications will be provided in languages other than English.
The district and campuses may use Title I funds to pay for any allowable, reasonable, necessary, and allocable expenses to enable parents to participate in appropriate school-related meetings and trainings. Staff development will include strategies to promote effective parent engagement activities and relationships.

**Cross-Program Coordination of Parent Engagement Activities**

Parent and Family Engagement strategies will be incorporated into WFISD's curriculum and programs through the District Improvement Plan which is created by the DAC. Parent Engagement will be a priority and will be aligned with the entire educational program(s). WFISD will coordinate with Title I, community stakeholders, and other departments in and out of the district to meet special needs (such as Head Start, Public Preschool, PAT, etc.).

**Involving Parents in Activities of Title I Campuses**

WFISD will use Title I funds to provide school-wide services to all students on the district's Title I campuses. Parents will be encouraged to participate in a variety of strategies as the district strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs such as (SBDM) site base decision meetings, PTA/PTO, as well as by creating a supportive home atmosphere. The community may participate through an array of activities that promote student success such as the WFISD Partner in Education (PIE) and mentoring programs. Campuses will be encouraged to develop and maintain specific parent and family engagement activities which best suit the individual needs of the all stakeholders.

**Evaluation**

The district will evaluate the Parent and Family Engagement Program by collecting data and surveys from all Title I campuses and district level events. The district will then compile the data to identify and address any trends related to data such as parent/family participation, removal of barriers as well as implement ways parents can assist and support their children’s learning. The annual evaluation report will be shared with the District Action Committee and with parents/families at our yearly District Title I (Public) Meeting. Parents that attend this meeting will be given an opportunity to share their suggestions with the Parent Engagement Liaison.

Revised 8/27/19
Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.
Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:
   a. Affects the student’s ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student’s educational opportunities; or
   b. Creates an intimidating, threatening, hostile, or abusive educational environment.

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child’s hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.
Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student’s gender, the student’s expression of characteristics perceived as stereotypical for the student’s gender, or the student’s failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student’s family members, or members of the
student’s household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student’s spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of the Report

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District’s investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.
The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

### Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

### Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

### Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

### District Action

#### Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

#### Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District’s policy against discrimination and harassment.

### Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate
notice to parents and District action. The District official shall refer to FDB for transfer provisions.

**Improper Conduct**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal**

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.
**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Examples**

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**Examples**

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.

**Reporting Procedures**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

**Student Report**

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action
Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.

Transfers
The principal or designee shall refer to FDB for transfer provisions.

Counseling
The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct
If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality
To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention
Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s website, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.