

Wichita Falls Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

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.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Academic Achievement	8
District Processes & Programs	9
Perceptions	11
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Recruit, retain, and support teachers and principals.	15
Goal 2: Build a foundation of literacy and numeracy.	21
Goal 3: Connect high school to career and college.	28
Goal 4: Improve low performing schools.	34
State Compensatory	40
Personnel for District Improvement Plan:	40
Title I Schoolwide Element Personnel	41
District Advisory Committee	41
District Funding Summary	44

Comprehensive Needs Assessment

Revised/Approved: October 04, 2018

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 6, 2018 the district's enrollment count is 14,073 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 2017-18 Accountability report reflects the following demographic breakdown within the district:

- African American - 14.1%
- Hispanic - 35.1%
- White - 42%
- American Indian - 0.6%
- Asian - 2.4%
- Pacific Islander - 0.1%
- Two or more races - 5.6%

Student groups:

- English Language Learners - 8%
- Economically Disadvantaged - 66.3%
- At-Risk - 56.89% *
- 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: The district needs to retain experienced teachers. **Root Cause:** Teachers do not have an incentive to stay and work in difficult conditions with low support.

Problem Statement 2: The district needs to recruit experienced teachers. **Root Cause:** We do not have a recruitment strategy or compensation package focused on recruiting experienced teachers.

Student Academic Achievement

Student Academic Achievement Summary

Twenty two (22) campuses received a rating of "Met Standard" through the state accountability system. Two campuses (2) received a rating of "Improvement Required". Eighteen (18) campuses were labeled as "Additional Target" campuses and (1) campus was labeled "Comprehensive Support" campus. The district as a whole received a "C" rating, with a "C" rating on student achievement, "C" on school progress, and "D" on closing the gaps.

Student Academic Achievement Strengths

- 98.4% of the students graduate on time (four year graduation rate).
- Met the states growth targets in ELAR/Reading for all students, African American, Hispanic, two or more races and economically disadvantage students.
- The percent of students scoring at "meets" and "masters" increased for Mathematics, Science and Social Studies.
- Met 100% of the graduation and ELP status targets based on the 17-18 closing the gap domain in the new accountability report.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The district needs to improve basic reading, reading comprehension, and writing skills for all students. **Root Cause:** The emphasis on reading outside of school/education has been lost. Reading initiatives supporting early childhood programs, reading for fun, and implementing reading and reading comprehension skills accross all subject areas needs to be a priority.

Problem Statement 2: The district needs to improve parent engagement, specifically with regard to student achievement, through incresing parents' understanding of student progress, expectations, goals, etc. and how parents are needed participants; thereby, reigniting their passion for students' academics. **Root Cause:** Parent Engagement programs are not meeting parents, sudents, or teacher needs.

Problem Statement 3: No student group met Domain 3 targets in Academic Achievement in ELA/ Reading and Math. **Root Cause:** Classroom instruction lacked the necessary rigor and levels of engagement to ensure meets grade level performance on the 2018 STAAR.

Problem Statement 4: Only three student groups (African Americans, Hispanic, and Continuously Enrolled) met Domain 3 CCMR targets. **Root Cause:** The district and campuses lacked systems to ensure that students were provided

District Processes & Programs

District Processes & Programs Summary

Based on the 2016-17 TAPR report, Wichita Falls ISD had a total of 1,032.5 teachers with a total of 1,923.6 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 by about \$800, based on the 16-17 TAPR report, 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 second 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 18-19 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.

Third year of STEAM activities on campuses, going from five to thirteen campuses participating in 2018-19, 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 through 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 initiatives
- 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: Even though our district and campuses consistently analyze data, inconsistency in how the data is used by teachers to inform instruction exists in classrooms across the district. **Root Cause:** The district lacks resources to facilitate optimal use of data to inform instruction and increase student achievement.

Problem Statement 2: With the purchase of the TEKS Resource System, more time is needed to implement the system with fidelity; additionally, staff require more professional development for effective instruction related to increasing student achievement. **Root Cause:** Due to time constraints, the introduction of the TEKS Resource System disallowed appropriate depth of training for successful implementation with fidelity.

Problem Statement 3: For some district campuses, a lack of focus and urgency exists toward improving student achievement. **Root Cause:** A high turnover rate coupled with inexperienced staff has led to a lack of focus and urgency on improving student academic achievement.

Perceptions

Perceptions Summary

Based on the 2016-17 TAPR report, the district's attendance rate for 2015-16 of 96.2% remained the same compared to the prior year. The district's attendance rate was higher than the state's by 0.4%.

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 2016-17 was 14.9% compared to 16.4% 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

- 1.5% 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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The WFISD needs to ensure campuses are more consistent, uniform, and effective in their communications with parents and the community and that they are regularly updated. **Root Cause:** The district does not have set minimum standards, requirements, or expectations for parent and community notifications, updates, etc.

Problem Statement 2: The discipline removals from the classroom (ISS, OSS, DAEP) across the district remain high. **Root Cause:** We need to address social skills issues with students and provide training and support on interventions with classroom teachers.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: October 04, 2018

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

Performance Objective 1: The District will increase teacher retention rate from 84.3% in 2017-18 to 85.0% in 2018-19. (approx: 871 to 878 teachers)

Evaluation Data Source(s) 1: District data report.










Summative Evaluation 1:

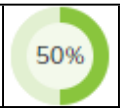
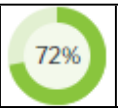
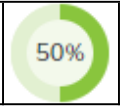
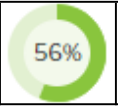

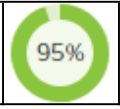
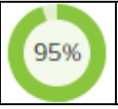
TEA Priorities: 1. Recruit, support, retain teachers and principals.






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) The district will fund sign-in bonuses for high-need/hard to fill content areas and will pay stipends for extra-duty activities.</p>		Director - Human Resources	Signed teacher contracts payroll documents.			
Funding Sources: General - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) Early notification of retirement and resignation incentives - pending board approval</p>		Director - Human Resources	Copies of resignation and retirement letters collected during the incentive period.			
Funding Sources: General - 0.00						
<p>Critical Success Factors CSF 7</p> <p>3) The district will continue to implement a 3-Year transfer policy which started in the 2017-2018 school year to retain teachers hired during this period on assigned campuses for a minimum of three years.</p>		Director - Human Resources	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.			
Problem Statements: Demographics 1						
Funding Sources: Not Funded - 0.00						

<p>4) 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.</p>		Community Relation Officer	A list of the various types of teacher celebration events, list of awardees for various grants, and grant applications.			
<p>Problem Statements: Demographics 1 Funding Sources: General - 0.00</p>						
<p>Critical Success Factors CSF 7</p> <p>5) Systemic HR office improvements to include targeted recruiting and effective screening of teacher and principal employment applicants.</p>		Director of Human Resources	Travel request documentation, expenditure reports, and teacher contracts.			
<p>Funding Sources: Title II Part A - 9192.00, General - 0.00</p>						
<p>Critical Success Factors CSF 3</p> <p>6) Principal mentors and principal support and supervision for new principals and assistant principals.</p>		Director of Secondary Curriculum	Reports from assigned mentors and assigned principals will be submitted to determine impact.			
<p>Funding Sources: Title II Part A - 2000.00</p>						
<p>Critical Success Factors CSF 7</p> <p>7) New Teacher Orientation</p>		Directors of Curriculum	An analysis of training schedule and sign-in sheets.			
<p>Funding Sources: General - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Instructional Coaches - instructional coaching for teachers and principals, to include teacher mentoring for serving students with disabilities; teacher mentoring and coaching</p>		Directors of Curriculum	Contracts, payroll ledger, and State Assessment results			
<p>Funding Sources: SCE - 0.00, Title 1 Part A - 0.00, Title II Part A - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>9) Instructional leadership development focused on the observation-Feedback Cycle</p>		Directors of Curriculum	Training evaluation, Instructional Coaches' and Curriculum Specialists' schedule of walk-through documentation. TTESS documentation.			
<p>Funding Sources: Title 1 Part A - 0.00, General - 0.00, Focus/Priority Funds - 0.00</p>						
<p>Critical Success Factors CSF 3</p> <p>10) The district will grow new leadership. Training provided through the Leadership Cohort Training Program.</p>		Director of Innovation & Advance Academics.	Program Applications, Attendance Records, Training Guides, HR records indicating that participants are hired in leadership positions.			
<p>Funding Sources: General - 0.00</p>						
<p>Critical Success Factors CSF 7</p> <p>11) Classroom Management Training</p>		Directors of Secondary and Elementary Curriculum.	Walk-through documentation, Sign-in sheets from training.			
<p>Funding Sources: Title 1 Part A - 0.00, General - 0.00, Title II Part A - 0.00</p>						

Critical Success Factors CSF 1 CSF 7 12) Training and Classroom Support from Curriculum Specialists	Directors of Curriculum	Training schedules, sign-in sheets, and evaluations.			
	Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00, General - 0.00				
Critical Success Factors CSF 3 13) Leadership BluePrint Training	Directors of Federal & State Programs	Contract, sign-in sheets, and district leadership walk-through documentation.			
	Funding Sources: Title II Part A - 0.00				
Critical Success Factors CSF 1 CSF 6 14) Capturing Kids Hearts Training	Directors of Federal & State Programs	Contract, sign-in sheets, walk-through documentation.			
	Funding Sources: Title IV - 33000.00, Focus/Priority Funds - 0.00				
Critical Success Factors CSF 1 15) Inclusion Training	Director of Special Education.	Training schedule, sign-in, walk-through documentation.			
	Funding Sources: General - 0.00				
Critical Success Factors CSF 1 CSF 7 16) Coteach Training	Director of Special Education	Training Schedule, sign-in sheets, and walk-through documentation.			
	Funding Sources: General - 0.00				
Critical Success Factors CSF 1 CSF 7 17) EL Instructional Strategies Training	Director of EL and Bilingual Services	Contract, training schedule, sign-in sheets, and walk-through documentation			
	Funding Sources: Title 1 Part A - 0.00, Focus/Priority Funds - 0.00				
Critical Success Factors CSF 1 CSF 7 18) Higher Reliability Schools Training	Directors of Curriculum	Contract, training schedule, sign-in sheets, certification, and walk-through documentation.			
	Funding Sources: Title 1 Part A - 50000.00, Focus/Priority Funds - 0.00, Title II Part A - 50000.00				
Critical Success Factors CSF 6 19) Texas Behavior Support Initiative.	Director of Special Education	TBSI teams for each campus will be sent to the SPED director and training schedules and sign-in sheets maintained.			
	Funding Sources: IDEA - 0.00, General - 0.00				
Critical Success Factors CSF 6 20) Crisis Prevention and Intervention Training	Director of Special Education	CPI training will be coordinated by the director of SPED and training schedules, certificates, and sign-in sheets maintained.			
	Funding Sources: IDEA - 0.00, General - 0.00				

21) Technology Training	Critical Success Factors CSF 1 CSF 6	Director of Technology				
	Funding Sources: General - 0.00, Title 1 Part A - 0.00, Title II Part A - 0.00, Title IV - 0.00					
22) Special Education Training	Critical Success Factors CSF 1 CSF 7	Director of Special Education				
	Funding Sources: IDEA - 0.00, General - 0.00					
23) Small Group Technology Training	Critical Success Factors CSF 1 CSF 7	Director of Technology	Training schedule, sign-in sheets, certification, and walk-through documentation.			
	Funding Sources: General - 0.00, Title IV - 0.00, Title 1 Part D - 0.00					
24) Prof. Dev. Collaboration with MSU and West Foundation	Critical Success Factors CSF 7	Director of Innovation and Advance Academics	Grant Proposal, training schedule, certificates, and sign-in sheets.			
25) Book Studies	Critical Success Factors CSF 7	Directors of Curriculum	Purchase Orders, reports based on book studies, list of participants.			
	Funding Sources: General - 0.00					
26) Balanced Literacy Training	Critical Success Factors CSF 1 CSF 7	Directors of Curriculum	Contract, training schedule, sign-in sheets, certification, and walk-through documentation.			
	Funding Sources: Title 1 Part A - 0.00, Focus/Priority Funds - 0.00, General - 0.00					
27) Guided Math Training	Critical Success Factors CSF 1 CSF 7	Director of Elementary Curriculum	Contract, training schedule, sign-in sheets, certification, lesson plans, and walk-through documentation.			
	Funding Sources: Title 1 Part A - 0.00, Focus/Priority Funds - 0.00, General - 0.00, Title II Part A - 44000.00					
28) STEM Enrichment Activities	Critical Success Factors CSF 1 CSF 4	Directors of Curriculum	List of student participants, purchase orders, and results of participation in local and state competitions.			
	Funding Sources: Title 1 Part A - 0.00, Title IV - 39098.00, General - 0.00					

<p>Critical Success Factors CSF 1 CSF 7</p> <p>29) TEKS Resource System - will allow for improved planning and collaboration among general education and special education teachers working in an inclusion setting. The use of the ELPS components as identified in the IFD will assist all teachers in preparing lessons that support learning for ESL/BE students.</p>		Directors of Curriculum	Log-in for online access to the system, lesson plans, state assessment results, and walk-through documentation.			
<p>Funding Sources: Title II Part A - 12500.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>30) Job Embedded Professional Development</p>		Directors of Curriculum and SPED	Training schedule, sign-in sheets, and walk-through documentation.			
<p>Funding Sources: Title 1 Part A - 0.00, SCE - 0.00, Title II Part A - 0.00, General - 0.00, IDEA - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>31) Google Certification for Educators</p>		Director of Technology	Training schedule, sign-in sheets, certification, and walk-through documentation.			
<p>Funding Sources: General - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>32) Train staff and have documented procedures for addressing actions and the consequences related to: Physical and verbal aggression to include bullying prevention. The district's policy on bullying is attached to this plan as an addendum.</p>		Director of Human Resources	Training certification, schedule, sign-in sheets, agendas.			
<p>Funding Sources: Not Funded - 0.00</p>						

<p align="center">Critical Success Factors CSF 6</p>		Director of Human Resources	Training certification, schedule, sign-in sheets, agendas.			
<p>33) 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.</p> <p>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.</p>	<p>Funding Sources: Not Funded - 0.00</p>					
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: The district needs to retain experienced teachers. Root Cause 1: Teachers do not have an incentive to stay and work in difficult conditions with low support.</p>


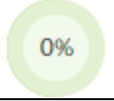

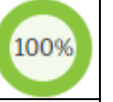
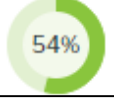



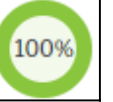
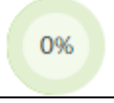
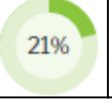
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Students scoring Meets Grade Level Standard or higher in reading will increase from 41% in 2018 to 44% by 2019. (approx: 3451 to 3704 students)

Evaluation Data Source(s) 1: 2017-2018 accountability report

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Subs/tutoring for interventions		Director of Federal & State Programs	Job descriptions, logs, timesheets, and state assessment results.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00					
Critical Success Factors CSF 1 2) Jump Start Summer Academic Program		Directors of Curriculum	State assessment results, student and teacher schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00					
Critical Success Factors CSF 1 CSF 7 3) Instructional coaches - Modeling/Coaching - Tiered math and reading interventions for students at-risk of not meeting state achievement goals and early childhood numeracy and literacy activities and related instructional coaching for teachers or relevant training for all staff		Directors of Curriculum	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00, SCE - 0.00					
Critical Success Factors CSF 1 4) Campus Interventionists		Directors of Curriculum	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00					
Critical Success Factors CSF 1 5) Student Success Initiative and EOC Bootcamps		Directors of Curriculum	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00					

6) Supplemental Aides	Critical Success Factors CSF 1	Director of Federal & State Programs	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00, General - 0.00, IDEA - 0.00, Pre-K - 0.00					
7) Gifted and Talented Program	Critical Success Factors CSF 1	Directors of Curriculum	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: General - 0.00, Title IV - 0.00					
8) School culture and climate initiatives - such as Capturing Kids Hearts	Critical Success Factors CSF 1 CSF 6	Directors of Curriculum	State assessment results, training schedule, sign-in sheets, walk-through documents and contracts.			
	Funding Sources: Title 1 Part A - 0.00, Focus/Priority Funds - 0.00					
9) 1 to 1 Chromebooks in 6th grade and 12th grade	Critical Success Factors CSF 1 CSF 4	Director of Technology	State assessment results, training schedule, sign-in sheets, walk-through documents, and purchase orders.			
	Funding Sources: IMA Funds - 0.00					
10) Buy educational technology and supplemental instructional materials blended for differentiated instruction, math, and literacy interventions for at-risk students and students with disabilities.	Critical Success Factors CSF 1	Directors of Curriculum	State assessment results, walk-through documents, and purchase orders.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00, McKinney-Vento - 0.00, Title III Part A LEP - 0.00, Title 1 Part D - 0.00, IDEA - 0.00, Perkins Grant - 0.00, DoDEA - 0.00, Title IV - 0.00					
11) Pre-K-K Bilingual Summer Program	Critical Success Factors CSF 1	EL/Bilingual Coordinator	Testing results and LPAC documentation, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title III Part A LEP - 0.00, Title 1 Part A - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Students scoring Meets Grade Level Standard or higher in math will increase from 41% in 2018 to 44% by 2019.(approx: 2800 to 3005 students)

Evaluation Data Source(s) 2: 2017-2018 accountability report

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Supplemental supplies		Directors of Curriculum	State assessment results, walk-through documents, and purchase orders.			
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						
Critical Success Factors CSF 1 CSF 6 2) Enrichment activities - STEAM Showcase		Directors of Curriculum	State assessment results, walk-through documents, student rosters, and purchase orders.			
Funding Sources: Title 1 Part A - 0.00						
Critical Success Factors CSF 1 CSF 7 3) Guided Math		Director of Elementary Curriculum	Contract, training schedule, sign-in sheets, certification, lesson plans, and walk-through documentation.			
Funding Sources: Title 1 Part A - 0.00, General - 0.00, Focus/Priority Funds - 0.00						
= Accomplished = No Progress = Discontinue						






Goal 2: Build a foundation of literacy and numeracy.






Performance Objective 3: District EOY I-Station Tier I Reading report in first and second grades will increase from 78% in 2018 to 80% by 2019.(approx: 1718 to 1762 students)

Evaluation Data Source(s) 3: 2017-2018 EOY I-Station Reports

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Read2Learn 2nd grade program		PIE Coordinator	Readiness Assessment and Volunteer List.			
	Funding Sources: Title 1 Part A - 0.00, General - 0.00					
Critical Success Factors CSF 1 CSF 4 2) Bilingual Pre K Program		EL/Bilingual Coordinator	Readiness Assessment walk-through documents, contracts, and lesson plans.			
	Funding Sources: Title III Part A LEP - 0.00, General - 0.00					
Critical Success Factors CSF 1 3) Istations		Director of Elementary Curriculum	Readiness Assessment Results and walk-through documents.			
	Funding Sources: General - 0.00					
Critical Success Factors CSF 1 4) Parents as Teachers Program		Director of Early Learning	Home visits documentation such as sign-in sheets, service plans, and time sheets for interpreter.			
	Funding Sources: Title 1 Part A - 0.00, General - 0.00					
Critical Success Factors CSF 1 5) Standard based report cards PK-2nd		Director of Elementary Curriculum	Readiness Assessment Results and walk-through documents.			
	Funding Sources: General - 0.00					

<p>Critical Success Factors CSF 1</p> <p>6) Students will be referred and evaluated 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, RTI, 504, Dyslexia Treatment Program, Pregnancy Related Services, the Gifted and Talented Program, ESL/Bilingual</p>		Directors of Curriculum	Referral documentation, services documented through students' schedules, IEPs, 504 Plans, graduation plans etc. and student assessment results.			
<p>Funding Sources: General - 0.00, IDEA - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						





Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 100% of all students group will meet or surpass Domain 3 Achievement in ELA/Reading.

Evaluation Data Source(s) 4: 2017-18 Accountability Report.

Summative Evaluation 4:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers at targeted campuses will be provided training and will successfully implement the strategies learned in order to increase rigor and engagement in the classroom.</p>	2.4	District Coordinator of School Improvement	-Targeted campuses will attain or maintain HRS Certifications Level 1 and/or Level 2 by May 2019. -Targeted campuses will earn or maintain the Seidlitz Distinction Banner by May 2019.			
Problem Statements: Student Academic Achievement 3						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 3: No student group met Domain 3 targets in Academic Achievement in ELA/ Reading and Math. Root Cause 3: Classroom instruction lacked the necessary rigor and levels of engagement to ensure meets grade level performance on the 2018 STAAR.





Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: 100% of all students group will meet or surpass Domain 3 Achievement in Math.

Evaluation Data Source(s) 5: 2017-18 Accountability Report.

Summative Evaluation 5:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers at targeted campuses will be provided training and will successfully implement the strategies learned in order to increase rigor and engagement in the classroom.</p>	2.4	District Coordinator of School Improvement	-Targeted campuses will attain or maintain HRS Certifications Level 1 and/or Level 2 by May 2019. -Targeted campuses will earn or maintain the Seidlitz Distinction Banner by May 2019.			
Problem Statements: Student Academic Achievement 3						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 3: No student group met Domain 3 targets in Academic Achievement in ELA/ Reading and Math. Root Cause 3: Classroom instruction lacked the necessary rigor and levels of engagement to ensure meets grade level performance on the 2018 STAAR.

Goal 3: Connect high school to career and college.







Performance Objective 1: The District will increase the College, Career, and Military Ready percentage from 47% as reported in 2018 to 49% on the 2019 report.(approx: 404 to 418 graduates)

Evaluation Data Source(s) 1: 2018 College, Career, and Military Readiness Data Table

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Establish Coherent Sequence for CTE courses		Directors of Innovation and Curriculum	Course schedule, students' and teachers' schedules, state assessment results, graduation plans.			
	Funding Sources: General - 0.00, CATE - 0.00, Perkins Grant - 0.00					
Critical Success Factors CSF 1 CSF 5 2) Continue CTE Advisory Committees		CTE Coordinator	Meeting schedule, sign-in sheets, and agenda.			
	Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 5 3) Community/Business Partnerships		CTE Coordinator	Meeting schedule, sign-in sheets, and agenda.			
	Funding Sources: Title 1 Part A - 0.00, General - 0.00					
Critical Success Factors CSF 5 4) CEC Facility tours		CTE Coordinator, Principal, Parent and Family Engagement Liaison, and Community Relations Officer.	Tour schedule and sign-in sheets			
	Funding Sources: Title 1 Part A - 0.00, General - 0.00					
Critical Success Factors CSF 1 5) Career Interest Inventories		CTE Coordinator	Contract and graduation plans, Career Cruising Documents.			
	Funding Sources: General - 0.00					

6) Industry Certifications	Critical Success Factors CSF 1	CTE Coordinator and Principal	Contract and graduation plans, Career Cruising Documents.			
	Funding Sources: Perkins Grant - 0.00, General - 0.00					
7) Parent Conferences with Counselors	Critical Success Factors CSF 5	Parent and Family Engagement Liaison	Meeting schedules, sign-in sheets, surveys and agendas.			
	Funding Sources: Title 1 Part A - 0.00, General - 0.00					
8) Practicums	Critical Success Factors CSF 1	CTE Coordinator	Contract and graduation plans, Career Cruising Documents.			
	Funding Sources: Perkins Grant - 0.00, General - 0.00					
9) College and Career Advisor		Director of Secondary Curriculum				
	Funding Sources: General - 0.00, Perkins Grant - 0.00					
10) College Days/Visits	Critical Success Factors CSF 1	Director Secondary Curriculum	Graduation plans			
	Funding Sources: General - 0.00					
11) FAFSA Sessions	Critical Success Factors CSF 1	Director Secondary Curriculum	Graduation plans			
	Funding Sources: General - 0.00					
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.	Critical Success Factors CSF 7	CTE Coordinator	Contracts and professional development schedules, sign-in sheets, agendas.			
	Funding Sources: General - 0.00, Perkins Grant - 0.00					
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.	Critical Success Factors CSF 1	CTE Coordinator	Results of local and state competitions,.			
	Funding Sources: Perkins Grant - 0.00, General - 0.00					

Critical Success Factors CSF 1 14) Establish study preps for PSAT, SAT, and ACT exams	Director of Advance Academics	Results of Exams			
	Funding Sources: General - 0.00, Title 1 Part A - 0.00				
Critical Success Factors CSF 1 15) On Ramps - (RHS)	Director of Advance Academics	Students schedules and assessment results			
	Funding Sources: General - 0.00				
Critical Success Factors CSF 1 16) Jump Start Summer Academic Program	Directors of Curriculum	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00				
Critical Success Factors CSF 1 17) Student Success Initiative and EOC Bootcamps	Directors of Curriculum	State assessment results, student and teacher, schedules, payroll ledger, and contracts.			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00				
= Accomplished = No Progress = Discontinue					

Goal 3: Connect high school to career and college.

Performance Objective 2: The District will increase the percentage the Dual Course Credits earned from 12% as reported in 2018 to 14% on the 2019 report. (approx: 98 to 120 graduates)

Evaluation Data Source(s) 2: 2018 College, Career, and Military Readiness Data Table

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Dual Credit Programs (Go! College) - College readiness programs such as Dual credit/concurrent enrollment programs with collaborative training for all K-12 staff and college staff will support first-generation college goers, including materials and teacher training.</p>		Directors of Innovation and Advance Academics	State Assessment Results, students' and teachers' schedule, college enrollment documentation, transcripts, training schedules, and sign-in sheets.			
Funding Sources: General - 0.00, Title IV - 0.00, Title 1 Part A - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Articulated Credit</p>		CTE Coordinator	State Assessment results, students' and teachers' schedule, graduation plans, transcripts.			
Funding Sources: General - 0.00, CATE - 0.00						
<p>3) Gifted and Talented/TAG Program</p>		Directors of Innovation and Advance Academics	State Assessment Results, students' and teachers' schedule, training schedules, and sign-in sheets.			
Funding Sources: General - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 3: Connect high school to career and college.

Performance Objective 3: The District will increase the percentage of students earning an industry-based certification from 0% as reported in 2018 to 2% on the 2019 report.(approx: 0 to 17 graduates)

Evaluation Data Source(s) 3: 2018 College, Career, and Military Readiness Data Table

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Develop a schedule of Coherent Sequence for CTE courses.		Director of Innovation and Advanced Academics	Course guide/schedule and students' and teachers' schedules.			
Funding Sources: General - 0.00, DoDEA - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 3: Connect high school to career and college.

Performance Objective 4: The District will increase the number of students achieving Masters Standard in all subjects from 17% in 2018 19% by 2019.(approx: 3804 to 4190 students)

Evaluation Data Source(s) 4: 2017-2018 accountability report

Summative Evaluation 4:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Educational Field Trips		Directors of Curriculum	State assessment results, travel details and expenditure.			
	Funding Sources: Perkins Grant - 0.00					
Critical Success Factors CSF 1 2) Advance Placement		Directors of Innovation and Advance Academics	State Assessment Results, students' and teachers' schedule, and graduation plans.			
	Funding Sources: General - 0.00					
Critical Success Factors CSF 1 3) International Baccalaureate		Directors of Innovation and Advance Academics	State Assessment Results, students' and teachers' schedule, and graduation plans.			
	Funding Sources: General - 0.00					
Critical Success Factors CSF 1 CSF 7 4) AP/IB teacher training		Directors of Innovation and Advance Academics	State assessment results, walk-through documents, training schedules, and sign-in sheets.			
	Funding Sources: General - 0.00					
Critical Success Factors CSF 7 5) Job-embedded instructional coaching for teachers, specific to increased access to advanced coursework, career-tech education, and strategies to address student postsecondary readiness outcomes.		Directors of Curriculum	State assessment results, walk-through documents, training schedules, and sign-in sheets.			
	Funding Sources: Title 1 Part A - 0.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Goal 4: Improve low performing schools.

Performance Objective 1: Students scoring Meets Grade Level Standard or higher in Science will increase from 43% in 2018 to 45% by 2019. (approx: 1301 to 1360 students)

Evaluation Data Source(s) 1: 2017-2018 accountability report

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Instructional Coaches - Job-embedded coaching for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.</p>		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules.			
Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Curriculum Specialists Support</p>		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules.			
Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00, IDEA - 0.00, SCE - 0.00, General - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Develop priority standards across the district</p>		Directors of Curriculum	State assessment results, walk-through documents, and lesson plans.			
Funding Sources: General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) School Improvement Specialist</p>		Directors of Curriculum	State assessment results, walk-through documents, Targeted Improvement Plans, Turnaround Plans, and lesson plans.			
Funding Sources: Title 1 Part A - 0.00, SCE - 0.00, Focus/Priority Funds - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 4: Improve low performing schools.

Performance Objective 2: Students scoring Meets Grade Level Standard or higher in Social Studies will increase from 46% in 2018 to 48% by 2019. (approx: 908 to 947 students)

Evaluation Data Source(s) 2: 2017-2018 accountability report

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 7 1) Instructional Coaches - Job-embedded coaching for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules.			
	Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00, SCE - 0.00					
2) Curriculum specialists Support		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules.			
	Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00, SCE - 0.00, General - 0.00, IDEA - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Tiered support for ECD campuses		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules			
	Funding Sources: Title 1 Part A - 0.00, SCE - 0.00, General - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 4: Improve low performing schools.









Performance Objective 3: District mandatory parental involvement fund expenditures will increase from 48% in 2018 to 50% in 2019. (Approx. increase expenditures from \$21,330 to \$22,224)

Evaluation Data Source(s) 3: 2017-2018 Title 1 Parental and Family Engagement Expenditure Report

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>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.</p>		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules			
Funding Sources: SCE - 0.00, General - 0.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Collaboration with CIS</p>		Director of Federal Programs	State assessment results, contracts, parent consent forms, walk-through documents, attendance records.			
Funding Sources: General - 0.00						
<p>Critical Success Factors CSF 5</p> <p>3) Parent Conference with District & Community Stakeholders.</p>		Director of Federal Programs	State assessment results, contracts, training schedules, parent engagement proposals, surveys, sign-in sheets.			
Funding Sources: General - 0.00, Title 1 Part A - 0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Parent Engagement activities to include informational and training sessions.</p>		Director of Federal Programs	State assessment results, contracts, training schedules, parent engagement proposals, surveys, sign-in sheets.			
Funding Sources: Title 1 Part A - 0.00, General - 0.00						
<p>Critical Success Factors CSF 1</p> <p>5) Social Workers to support parent and student needs through programs such as Homeless/McKinney-Vento Act.</p>		Director of Federal Programs	State assessment results, contracts, students' rosters, qualifying documents, and purchase orders.			
Funding Sources: General - 0.00, Mckinney-Vento - 0.00						

<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Translation & Interpretation services targeting LEP and Deaf Ed./Hearing Impaired parents.</p>		Director of Federal Programs	State assessment results, contracts, students' rosters, qualifying documents, translation/interpretation request form/documentation, IEPs, and payroll documents.			
<p>Funding Sources: Title 1 Part A - 0.00, Title III Part A LEP - 0.00, General - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>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.</p>		Executive Director of School Administration and Director of Human Resources.	Discipline data and copies of the handbooks.			
<p>Funding Sources: General - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>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.</p>		Director of Secondary Curriculum	Training documentation in CPI, TBSI Teams list for each campus and training documentation for counselors on students' services.			
<p>Funding Sources: General - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: Improve low performing schools.

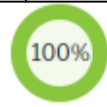
Performance Objective 4: Students scoring Meets Grade Level Standard or higher in Writing will increase from 36% in 2018 to 37% by 2019 (approx: 640 to 657 students)

Evaluation Data Source(s) 4: 2017-2018 accountability report

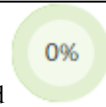
Summative Evaluation 4:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Curriculum specialists Support</p>		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules.			
Funding Sources: Title 1 Part A - 0.00, Title II Part A - 0.00, General - 0.00, IDEA - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Tiered support for ECD campuses</p>		Directors of Curriculum	State assessment results, walk-through documents, training schedule, teachers' schedules			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Develop priority standards across the district.</p>		Directors of Curriculum	State assessment results, walk-through documents, and lesson plans.			
Funding Sources: General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Extra writing class for 6th-8th grades</p>		Directors of Curriculum	State assessment results, contracts, students' and teachers' schedules.			
Funding Sources: Title 1 Part A - 0.00, SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>5) 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.</p>		Attendance Coordinator	Students attendance records, CIS contract, parent consent forms, at-risk coding and services documentation.			
Funding Sources: General - 0.00						



= Accomplished



= No Progress



= Discontinue

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barton, Carol Michelle	Behavior Specialist	Other	.25
Benavides, Greta	Dir. Foreign Languages	Other	.20
Bunker, Sandra	Behavior Specialist	Other	.25
Deeb, Julee	Behavior Specialist	Other	.25
Driver, Charlotte	Teacher	Other	.50
Forney, Robert	Teacher	Other	100
Freeman, Lara	Teacher	Other	100
Gonzalez, Debbie	Homeless/Parent Engagement Coordinator	Other	.20
Griffiths, Ana	Assis. Dir. of State & Fed. Programs	Other	.15
Henderson, Steve	Curriculum Specialist	Other	.15
Kimbrough, Michelle	Teacher	Other	.50
King, Diedra	Curriculum Specialist	Other	.15
Lamb, Ashley	Curriculum Specialist	Other	.15
Murray, Taleigha	Curriculum Specialist	Other	.15
Norton, Shonna	Dir. Social & Emotional Services	Other	.10
Paris-Toulon, Alefia	Dir. of State and Federal Programs	Other	.2
Parker, Sherry	Curriculum Specialist	Other	.15
Parker, Thomas	Behavior Specialist	Other	.25
Parsons, Stephanie	Curriculum Specialist	Other	.15
Rasmussen, Shera	Curriculum Specialist	Other	.15
Sarafis, Kristen	Curriculum Specialist	Other	.15
Taack, April	Secretary: State & Federal Programs	Other	.20

Walker, Mae	Curriculum Specialist	Other	.15
-------------	-----------------------	-------	-----

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Benavides, Greta	Director: Foreign Languages	Other	.60
Dipprey, Debbie	Director: Secondary Curriculum	Other	.40
Gonzalez, Debbie	Homeless/Parent Engagement Coordinator	Other	.60
Griffiths, Ana	Assistant Director: Fed/State Programs	Other	.85
Henderson, Steve	Curriculum Specialist	Other	.25
King, Diedra	Curriculum Specialist	Other	.25
Lamb, Ashley	Curriculum Specialist	Other	.50
Murray, Taleigha	Curriculum Specialist	Other	.25
Paris-Toulon, Alefia	Director: Fed/State Programs	Other	.80
Parker, Sherry	Curriculum Specialist	Other	.50
Parsons, Stephanie	Curriculum Specialist	Other	.25
Rasmussen, Shera	Curriculum Specialist	Other	.25
Sarafis, Kristen	Curriculum Specialist	Other	.50
Spear, Misti	Director: Elementary Curriculum	Other	.40
Taack, April	Secretary: Fed/State Programs	Other	.50
Walker, Mae	Curriculum Specialist	Other	.25

District Advisory Committee

Committee Role	Name	Position
Parent	Sue Ann	Parent
Community Representative	Cliff O'Neal	Community Representative
Community Representative	Jeanmarie Baer	Community Representative
Business Representative	Angela Clark	Business Representative
Business Representative	Brad Darland	Business Representative
Administrator	Christy Nash	Campus Principal
Administrator	Deborah Dipprey	Director of Secondary Curriculum
Non-classroom Professional	Wendy Risner	Counselor
Classroom Teacher	Jennifer Briscoe	Secondary Classroom Teacher
Classroom Teacher	Henri Naylor	Secondary Classroom Teacher
Classroom Teacher	Loy Studer	Secondary Classroom Teacher
Administrator	Clarisa Richie	Campus Principal
Classroom Teacher	Allison Kafer	Teacher
Classroom Teacher	Kacey Pringle	Teacher
Classroom Teacher	Megan Scroggins	Teacher
Classroom Teacher	Deandra West	Teacher
Classroom Teacher	Connie Ginnings	Teacher
Classroom Teacher	Rosendo Ramos	Teacher
Classroom Teacher	Ferran Kaspar	Teacher
Classroom Teacher	Shana Polk	Teacher
Classroom Teacher	Debby Ford	Teacher
Classroom Teacher	Jeff Davis	Teacher

District Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	17			\$0.00
1	1	18	Substitutes		\$50,000.00
1	1	21			\$0.00
1	1	26			\$0.00
1	1	27			\$0.00
1	1	28			\$0.00
1	1	30			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
2	1	11			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00

2	3	4			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	7			\$0.00
3	1	14			\$0.00
3	1	16			\$0.00
3	1	17			\$0.00
3	2	1			\$0.00
3	4	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	6			\$0.00
4	4	1			\$0.00
4	4	4			\$0.00
Sub-Total					\$50,000.00

Title 1 Part D

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	23			\$0.00
2	1	10			\$0.00
2	2	1			\$0.00

Sub-Total \$0.00

Title II Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$9,192.00
1	1	6			\$2,000.00
1	1	8			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	18	Substitutes		\$50,000.00
1	1	21			\$0.00
1	1	27	Substitutes		\$26,000.00
1	1	27	Contracted Services		\$18,000.00
1	1	29	PD Registration and Travel expenses		\$12,500.00
1	1	30			\$0.00
2	1	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	4	1			\$0.00
Sub-Total					\$117,692.00
Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			\$0.00
2	1	11			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00
4	3	6			\$0.00
Sub-Total					\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	30			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	10			\$0.00
2	2	1			\$0.00
3	1	16			\$0.00
3	1	17			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	3	1			\$0.00
4	4	4			\$0.00
Sub-Total					\$0.00
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	14			\$0.00
1	1	17			\$0.00
1	1	18			\$0.00

1	1	26			\$0.00
1	1	27			\$0.00
2	1	8			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00

Mckinney-Vento

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			\$0.00
2	2	1			\$0.00
4	3	5			\$0.00
Sub-Total					\$0.00

Pre-K

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
Sub-Total					\$0.00

IDEA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19			\$0.00
1	1	20			\$0.00
1	1	22			\$0.00
1	1	30			\$0.00
2	1	6			\$0.00
2	1	10			\$0.00
2	2	1			\$0.00
2	3	6			\$0.00
4	1	2			\$0.00

4	2	2			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00

CATE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	2	2			\$0.00
Sub-Total					\$0.00

General

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	19			\$0.00
1	1	20			\$0.00
1	1	21			\$0.00
1	1	22			\$0.00
1	1	23			\$0.00
1	1	25			\$0.00
1	1	26			\$0.00

1	1	27			\$0.00
1	1	28			\$0.00
1	1	30			\$0.00
1	1	31			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
3	1	12			\$0.00
3	1	13			\$0.00
3	1	14			\$0.00
3	1	15			\$0.00
3	2	1			\$0.00

3	2	2			\$0.00
3	2	3			\$0.00
3	3	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	4	4			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
4	3	6			\$0.00
4	3	7			\$0.00
4	3	8			\$0.00
4	4	1			\$0.00
4	4	3			\$0.00
4	4	5			\$0.00
Sub-Total					\$0.00
IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$0.00
Sub-Total					\$0.00
Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	10			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	6			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	12			\$0.00
3	1	13			\$0.00
3	4	1			\$0.00
Sub-Total					\$0.00

DoDEA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			\$0.00
2	2	1			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00

Not Funded

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	N/A		\$0.00
1	1	32			\$0.00
1	1	33			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00

Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$33,000.00
1	1	21			\$0.00
1	1	23			\$0.00

1	1	28	Substitutes		\$10,000.00
1	1	28	Contracts		\$11,500.00
1	1	28	Technology		\$5,598.00
1	1	28	Supplies and materials		\$12,000.00
2	1	7			\$0.00
2	1	10			\$0.00
2	2	1			\$0.00
3	2	1			\$0.00
Sub-Total					\$72,098.00
Grand Total					\$239,790.00