

# Wichita Falls Independent School District

## District Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 10, 2020

**Public Presentation Date:** October 1, 2020

# 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 Learning	8
District Processes & Programs	10
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Recruit, retain, and support teachers and principals.	18
Goal 2: Build a foundation of literacy and numeracy. * Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024.. * Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.	23
Goal 3: Connect high school to career and college. *Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.	30
Goal 4: Improve low performing schools.	38
State Compensatory	50
Personnel for District Improvement Plan	50
Title I Schoolwide Elements	52
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	52
1.1: Comprehensive Needs Assessment	52
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	52
2.1: Campus Improvement Plan developed with appropriate stakeholders	52
2.2: Regular monitoring and revision	52
2.3: Available to parents and community in an understandable format and language	53
2.4: Opportunities for all children to meet State standards	53
2.5: Increased learning time and well-rounded education	53
2.6: Address needs of all students, particularly at-risk	53
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	54
3.1: Develop and distribute Parent and Family Engagement Policy	54
3.2: Offer flexible number of parent involvement meetings	54
Title I Personnel	56
District Advisory Committee	57
District Funding Summary	58
Addendums	66

# Comprehensive Needs Assessment

Revised/Approved: August 6, 2020

## 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 was 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 - 55.6%
- 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.
- Numerous special programs offered for students.
- Low dropout rate / high graduation rate.
- Highly qualified staff.
- Consistency in training of CKH, Seidlitz, HRS, technology integration, among others.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Due to Covid-19, there may be unexpected changes in the number of students who are identified as homeless, economically disadvantaged, or at-risk. These students may need additional support academically, Socially & emotionally. (D) 60.6% of our students are economically disadvantaged and 55.6% are at-risk. Both are higher than the state (60.6% and 50.1% respectively). **Root Cause:** The increased need for support & resources will need to be carefully considered. Budgets, programs & procedures must be addressed in preparation for possible increases in the services currently provided.

**Problem Statement 2 (Prioritized):** WFISD has a problem attracting sufficient high-quality candidates to fulfill all positions, especially in high need areas such as science, foreign languages, and special education, particularly in HED schools. In addition, there is a problem getting enough substitute teachers to fill daily absences (PP) 11.75% of our students receive Special education services, which is higher than the state (9.6%) (D) 21.1% teacher turn-over rate, higher than last year by 5.3% and the state by 4.6%. (D) **Root Cause:** Due to larger societal attitudes there are less potential teachers joining the profession; on our local scale, negative community attitudes towards education and facilities negatively impacts teacher retention. \* Additional incentives and supports are needed to retain and attract experienced, high-quality teachers to our district. -Lack of knowledge on how to handle difficulties with student behavior -Need for more support and mentoring programs

# Student Learning

## Student Learning 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".

For the 19-20 accountability, ALL districts are "Not Rated: Declared State of Disaster"

## Student Learning 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 Learning Needs

**Problem Statement 1 (Prioritized):** As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed & Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL) **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, and a lack



of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support & resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.

## **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. For the 19-20 school year, the district develop a "Strategic Compensation Plan" for teachers on high economically disadvantaged campuses (HEDC). Recruitment stipend of \$500 and a retention stipend of \$1000 for qualifying teachers on those campuses. For the 20-21 school year, additional campus was added and positions.

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 fourth 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 20-21 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 ceating a welcoming and secure environment where parents can become equal partners in this process.

Fifth year of STEAM activities on campuses, going from five to fourteen 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**

- Developed the Strategic Compensation Plan to promote teacher retention and recruitment.

- 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 (Prioritized):** The district has seen a surge in the teacher turnover rate due to multiple reasons, the largest after retirement being the lack of support and communication. Particularly a lack of consistent support from new teacher academies and PLCs. A truly effective mentoring program, allowing time for both mentors and mentees to meet regularly during the school day (not lunch), providing guidance to mentors, and providing expectations to mentees is needed. The district teacher turnover rate increased from 15.8% in 2017-2018 to 21.1% in 2018-2019, surpassing the state average by 4.6%. Only half of respondents (643 total) in the 2020 Staff Climate Survey felt as though teachers thrived on their campus.(P) **Root Cause:** Teachers are being burdened with more duties, responsibilities, and work days filled with meetings and training when what they really need is more time to implement new strategies, more socioemotional support, and an effective mentor for new teachers. Current "mentors" are not being allowed the time to work with and support their mentees during the school day and are not given any guidance on how to effectively mentor. There needs to be a built in time during the school day for mentors and mentees to meet and work together, outside of conferences and lunch.

**Problem Statement 2 (Prioritized):** Although WFISD has processes and programs in place to address classroom management, disruptive behavior in classrooms continues to increase and requires direct strategies to minimize the behavior, improve student/classroom engagement, and change the negative impact it has on academic achievement. Disruptive Behavior in the Classroom ranked 2nd with 13% of all occurrences within the district and 46.9% of these occurred in Middle Schools. The WFISD Fall 2019 Student Gallup Report reflects that only 40% of the 5th-12 grade students felt engaged in school.(P) **Root Cause:** Programs that address the transition from 5th grade to middle school are implemented too late in the school year, are minimal and require new and more effective strategies. Teachers, leadership, and parents do not have the development, expertise, and support in order to create relationships that will improve student engagement, minimize disruptive behavior, and elevate academic achievement.

**Problem Statement 3 (Prioritized):** There is a lack of consistent programs for students at the district level and much variance at the campus level. (PP) **Root Cause:** Administrators are allowed to run their campuses and implement programs as they see fit; the lack of consistency across the district level decrease student opportunity

# Perceptions

## Perceptions Summary

Based on the 2018-19 TAPR report, the district's attendance rate for 2017-18 of 95.8% decreased by 0.5% compared to the prior year. The district's attendance rate was slightly higher than the state's by 0.2%.

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 three years ago to 17 this year. The 17 campuses implementing CKH are: Burgess, BT Washington, Lamar, Haynes, Zundy, Scotland Park, Kirby, Barwise, Crockett, Ben Franklin, Ben Milam, Hirschi, Rider, Fowler, Jefferson, Southern Hills and the CEC.

Based on the 2018 TEA Accountability data, WFISD 4 year graduation rate for all students (Class of 2018) was 98.5%, 99.2% for African American, 98.4% for Hispanics, 98% for White, 100% for Asian, American Indian and Two or More races, 98.7% for Economically Disadvantaged, 100% for English Learners and 96.3% for Special Education students.

Teacher turn over rates for 2018-19 was 21.1% compared to 15.8% the prior year and 16.5% for the state in the same year.

The district, with the support of a consultant group, completed in 18-19r 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 a district in which students are educated in a family-oriented, safe, secure and rigorous academic environment.

## Perceptions Strengths

- Increased student participation in clubs/activities

- Strong community partnerships
- Many parental involvement opportunities at the campus level
- Parent engagement activities at the district level
- Added a social media presence with Facebook and Twitter.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 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. Of parents surveyed, 49% need more communication and 39% need help motivating their child. (P) **Root Cause:** Centralized communication systems to promote district-wide programs and initiatives for all stakeholders may not be utilized as efficiently as possible (and recognize that it might be different at elementary and secondary schools); create a system to ensure all parents feel welcomed and valued; create flexible times for parents and families to attend events/activities at schools (or provide for viewing while home); and train staff on how to adequately communicate and engage parents.

# Priority Problem Statements

**Problem Statement 1:** The district has seen a surge in the teacher turnover rate due to multiple reasons, the largest after retirement being the lack of support and communication. Particularly a lack of consistent support from new teacher academies and PLCs. A truly effective mentoring program, allowing time for both mentors and mentees to meet regularly during the school day (not lunch), providing guidance to mentors, and providing expectations to mentees is needed. The district teacher turnover rate increased from 15.8% in 2017-2018 to 21.1% in 2018-2019, surpassing the state average by 4.6%. Only half of respondents (643 total) in the 2020 Staff Climate Survey felt as though teachers thrived on their campus.(P)

**Root Cause 1:** Teachers are being burdened with more duties, responsibilities, and work days filled with meetings and training when what they really need is more time to implement new strategies, more socioemotional support, and an effective mentor for new teachers. Current "mentors" are not being allowed the time to work with and support their mentees during the school day and are not given any guidance on how to effectively mentor. There needs to be a built in time during the school day for mentors and mentees to meet and work together, outside of conferences and lunch.

**Problem Statement 1 Areas:** District Processes & Programs

**Problem Statement 2:** Due to Covid-19, there may be unexpected changes in the number of students who are identified as homeless, economically disadvantaged, or at-risk. These students may need additional support academically, Socially & emotionally. (D) 60.6% of our students are economically disadvantaged and 55.6% are at-risk. Both are higher than the state (60.6% and 50.1% respectively).

**Root Cause 2:** The increased need for support & resources will need to be carefully considered. Budgets, programs & procedures must be addressed in preparation for possible increases in the services currently provided.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed & Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL)

**Root Cause 3:** 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, and a lack of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support & resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** WFISD has a problem attracting sufficient high-quality candidates to fulfill all positions, especially in high need areas such as science, foreign languages, and special education, particularly in HED schools. In addition, there is a problem getting enough substitute teachers to fill daily absences (PP) 11.75% of our students receive Special education services, which is higher than the state (9.6%) (D) 21.1% teacher turn-over rate, higher than last year by 5.3% and the state by 4.6%. (D)

**Root Cause 4:** Due to larger societal attitudes there are less potential teachers joining the profession; on our local scale, negative community attitudes towards education and facilities negatively impacts teacher retention. \* Additional incentives and supports are needed to retain and attract experienced, high-quality teachers to our district. -Lack of knowledge on how to handle difficulties with student behavior -Need for more support and mentoring programs

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Although WFISD has processes and programs in place to address classroom management, disruptive behavior in classrooms continues to increase and requires direct strategies to minimize the behavior, improve student/classroom engagement, and change the negative impact it has on academic achievement. Disruptive Behavior in the Classroom ranked 2nd with 13% of all occurrences within the district and 46.9% of these occurred in Middle Schools. The WFISD Fall 2019 Student Gallup Report reflects that only 40% of the 5th-12 grade students felt engaged in school.(P)

**Root Cause 5:** Programs that address the transition from 5th grade to middle school are implemented too late in the school year, are minimal and require new and more effective strategies. Teachers, leadership, and parents do not have the development, expertise, and support in order to create relationships that will improve student engagement, minimize disruptive behavior, and elevate academic achievement.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** 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. Of parents surveyed, 49% need more communication and 39% need help motivating their child. (P)

**Root Cause 6:** Centralized communication systems to promote district-wide programs and initiatives for all stakeholders may not be utilized as efficiently as possible (and recognize that it might be different at elementary and secondary schools); create a system to ensure all parents feel welcomed and valued; create flexible times for parents and families to attend events/activities at schools (or provide for viewing while home); and train staff on how to adequately communicate and engage parents.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** There is a lack of consistent programs for students at the district level and much variance at the campus level. (PP)

**Root Cause 7:** Administrators are allowed to run their campuses and implement programs as they see fit; the lack of consistency across the district level decrease student opportunity

**Problem Statement 7 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- RDA data

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

## **Student Data: Student Groups**

- 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

## **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
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

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





# Goals

Revised/Approved: October 19, 2020

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











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

**Evaluation Data Sources:** TAPR

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Signed teacher contracts payroll documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Implement a Strategic Compensation Plan for High Economically Disadvantaged campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> -Funding signing bonuses for new teachers (\$500) and bonuses for returning teachers (\$1,000). -Reduced number of vacancies at the BOY -Increase teacher retention at HECD.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of HR and Assistant Director of Federal Programs.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Payroll - Bonus - Title II Part A - \$188,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Attend job fairs at major universities in the state of Texas and Oklahoma in through out the year.</p> <p><b>Strategy's Expected Result/Impact:</b> - Number of teachers hired from attending job fairs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> -Outreach activities with MSU Education graduates (December &amp; May).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of applicants from MSU and alternative certification programs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics.</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<p><b>Strategy 5:</b> Provide an early notification of retirement and resignation incentive plan (pending board approval) to help administrators identify potential vacancies.</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of resignation and retirement letters collected during the incentive period.</p> <p><b>Staff Responsible for Monitoring:</b> Director - Human Resources</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Director - Human Resources</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> N/A - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 7:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> A list of the various types of teacher celebration events, list of awardees for various grants, and grant applications.</p> <p><b>Staff Responsible for Monitoring:</b> Community Relation Officer</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
<p><b>Strategy 8:</b> New Teacher Academies for Elementary Teachers</p> <p><b>Strategy's Expected Result/Impact:</b> An analysis of training schedule, surveys, and sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - General, Substitute Pay - Title 1 Part A - \$25,000</p>	<b>Formative Reviews</b>		
<p><b>Strategy 9:</b> Teacher training and classroom support from Curriculum Specialists at the district level and from Campus Instructional Leaders (CILs) and Instructional Coaches (IC) at the campus level, to include teacher mentoring and coaching for serving students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Training schedules, sign-in sheets, and evaluations.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Curriculum and Director of Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1 - District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Curriculum Specialist Salaries, Benefits and Stipends - SCE - \$153,100, Curriculum Specialist Salaries, Benefits and Stipends - Title 1 Part A - \$234,700, CILs Salaries, Benefits and Stipends - Title 1 Part A - \$281,600, Coaches Salaries, Benefits and Stipends - Title 1 Part A - \$766,700, Coaches Salaries, Benefits and Stipends - Title II Part A - \$91,800, Curriculum Specialist Salaries, Benefits and Stipends - Title II Part A - \$50,400, Substitute Pay for CILs' PD - Title 1 Part A - \$2,200, Substitute Pay for CILs' PD - Title II Part A - \$5,000, New Teacher Mentoring Program -Subtitute pay - Title 1 Part A - \$24,200</p>	<b>Formative Reviews</b>		

<p><b>Strategy 10:</b> Provide on-going, differentiated and high quality professional development opportunities for teachers, principals, paraprofessional, and district staff, including Special Education, Technology (Google certifications, on-line PD, etc), TBSI, handling with Care, and Classroom Management. All staff will also be trained on policies for reporting and other available resources to address sexual abuse of children, harassment and dating violence, suicide prevention, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Associate Superintendent - Directors of Elementary and Secondary Curriculum, Social and Emotional Services, Special Education.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Administration support - salaries - Title 1 Part A - \$245,700, Supplies and materials - Title II Part A, Region 9 PD contract - Title 1 Part A - \$5,000, Registration &amp; travel costs for PD - Title 1 Part A - \$14,000, Registrations and travel cost for PD - Title II Part A - \$2,200, Extra Duty Pay Stipend to attend PD - Title IV - \$10,000, Administration support - salaries - Title II Part A - \$49,300, Professional development: registration, presenters and travel expenses - Title IV - \$14,100, On-line Professional Development (Eduhero) - Title II Part A - \$15,600</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 11:</b> Continue to use the TEKS Resource System, which will allow improved planning a collaboration among teachers by having curriculum alignment across the district. May include attending summer TRS Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Log-in for online access to the system, lesson plans, state assessment results, and walk-through documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Funding Sources:</b> PD Registration and Travel expenses - Title II Part A, TEKS Resource System - IMA Funds - \$76,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 12:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Training certification, schedule, sign-in sheets, agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 13:</b> 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><b>Strategy's Expected Result/Impact:</b> Training certification, schedule, sign-in sheets, agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services, Director of Human Resources, Risk Management Coordinator, and Executive Director of Administration</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<b>Strategy 14:</b> Tiered support for ECD campuses with specific training and follow up (CKH, Seidlitz, HRS) <b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, training schedule, teachers' schedules <b>Staff Responsible for Monitoring:</b> Directors of Elementary Curriculum, and Secondary Curriculum, Curriculum Specialists. <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> Substitutes for HRS PD - Title 1 Part A - \$16,000, Supplies and materials - Title 1 Part A - \$4,200, Substitute pay - Title II Part A - \$43,900, Contracted Services - Title II Part A - \$26,000, Substitutes and extra duty pay - Title IV - \$30,000, Extra Duty Pay - Title II Part A - \$10,000	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 15:</b> District climate surveys will be conducted the end of each semester and reviewed annually. <b>Strategy's Expected Result/Impact:</b> Culture and climate data DAC to evaluate data <b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 16:</b> 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. <b>Strategy's Expected Result/Impact:</b> Discipline data and copies of the handbooks. <b>Staff Responsible for Monitoring:</b> Executive Director of School Administration and Director of Human Resources. <b>Funding Sources:</b> - General	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 17:</b> Provide targeted campuses with Student Support Counselors to assist with behavior interventions. <b>Strategy's Expected Result/Impact:</b> Class referrals reduced <b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Learning <b>Problem Statements:</b> District Processes & Programs 2 <b>Funding Sources:</b> Student Support Counselors - SCE	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> WFISD has a problem attracting sufficient high-quality candidates to fulfill all positions, especially in high need areas such as science, foreign languages, and special education, particularly in HED schools. In addition, there is a problem getting enough substitute teachers to fill daily absences (PP) 11.75% of our students receive Special education services, which is higher than the state (9.6%) (D) 21.1% teacher turn-over rate, higher than last year by 5.3% and the state by 4.6%. (D) <b>Root Cause:</b> Due to larger societal attitudes there are less potential teachers joining the profession; on our local scale, negative community attitudes towards education and facilities negatively impacts teacher retention. * Additional incentives and supports are needed to retain and attract experienced, high-quality teachers to our district. -Lack of knowledge on how to handle difficulties with student behavior -Need for more support and mentoring programs</p>

## Student Learning

**Problem Statement 1:** As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed & Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL) **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, and a lack of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support & resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.

## District Processes & Programs

**Problem Statement 1:** The district has seen a surge in the teacher turnover rate due to multiple reasons, the largest after retirement being the lack of support and communication. Particularly a lack of consistent support from new teacher academies and PLCs. A truly effective mentoring program, allowing time for both mentors and mentees to meet regularly during the school day (not lunch), providing guidance to mentors, and providing expectations to mentees is needed. The district teacher turnover rate increased from 15.8% in 2017-2018 to 21.1% in 2018-2019, surpassing the state average by 4.6%. Only half of respondents (643 total) in the 2020 Staff Climate Survey felt as though teachers thrived on their campus.(P) **Root Cause:** Teachers are being burdened with more duties, responsibilities, and work days filled with meetings and training when what they really need is more time to implement new strategies, more socioemotional support, and an effective mentor for new teachers. Current "mentors" are not being allowed the time to work with and support their mentees during the school day and are not given any guidance on how to effectively mentor. There needs to be a built in time during the school day for mentors and mentees to meet and work together, outside of conferences and lunch.

**Problem Statement 2:** Although WFISD has processes and programs in place to address classroom management, disruptive behavior in classrooms continues to increase and requires direct strategies to minimize the behavior, improve student/classroom engagement, and change the negative impact it has on academic achievement. Disruptive Behavior in the Classroom ranked 2nd with 13% of all occurrences within the district and 46.9% of these occurred in Middle Schools. The WFISD Fall 2019 Student Gallup Report reflects that only 40% of the 5th-12 grade students felt engaged in school.(P) **Root Cause:** Programs that address the transition from 5th grade to middle school are implemented too late in the school year, are minimal and require new and more effective strategies. Teachers, leadership, and parents do not have the development, expertise, and support in order to create relationships that will improve student engagement, minimize disruptive behavior, and elevate academic achievement.

**Goal 2:** Build a foundation of literacy and numeracy.








\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 1:** The percent of PreK students that score on grade level or above in Letter Knowledge will increase by 35% from BOY to EOY and Math will increase by 5% from BOY to EOY by June 2021 based on EOY Circle.

**HB3 Goal**

**Evaluation Data Sources:** EOY CIRCLE Assessment

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematic training through out the year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Early Childhood Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Substitute pay - Title 1 Part A, - Title II Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Continue with the Parents as Teachers (PAT) program to help foster appropriate parenting skills for qualifying adults.</p> <p><b>Strategy's Expected Result/Impact:</b> Home visits documentation such as sign-in sheets, service plans, and time sheets for interpreter.</p> <p><b>Staff Responsible for Monitoring:</b> Director or Early Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Offer Upstart Program for 4 year olds in the community who are not eligible for Pre-K or Head Start .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of Kinder BOY scores on TX KEA.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Early Learning</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed & Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL) **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, and a lack of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support & resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.

## District Processes & Programs

**Problem Statement 1:** The district has seen a surge in the teacher turnover rate due to multiple reasons, the largest after retirement being the lack of support and communication. Particularly a lack of consistent support from new teacher academies and PLCs. A truly effective mentoring program, allowing time for both mentors and mentees to meet regularly during the school day (not lunch), providing guidance to mentors, and providing expectations to mentees is needed. The district teacher turnover rate increased from 15.8% in 2017-2018 to 21.1% in 2018-2019, surpassing the state average by 4.6%. Only half of respondents (643 total) in the 2020 Staff Climate Survey felt as though teachers thrived on their campus.(P) **Root Cause:** Teachers are being burdened with more duties, responsibilities, and work days filled with meetings and training when what they really need is more time to implement new strategies, more socioemotional support, and an effective mentor for new teachers. Current "mentors" are not being allowed the time to work with and support their mentees during the school day and are not given any guidance on how to effectively mentor. There needs to be a built in time during the school day for mentors and mentees to meet and work together, outside of conferences and lunch.

## Perceptions

**Problem Statement 1:** 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. Of parents surveyed, 49% need more communication and 39% need help motivating their child. (P) **Root Cause:** Centralized communication systems to promote district-wide programs and initiatives for all stakeholders may not be utilized as efficiently as possible (and recognize that it might be different at elementary and secondary schools); create a system to ensure all parents feel welcomed and valued; create flexible times for parents and families to attend events/activities at schools (or provide for viewing while home); and train staff on how to adequately communicate and engage parents.



**Goal 2:** Build a foundation of literacy and numeracy.

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 2:** The percent of K students that score on grade level or above in Language and Literacy will increase by 15% from BOY to EOY om TX-KEA and Math will increase by 17 pts from BOY to EOY by June 2021 based on EOY MAP Assessment.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment

<p><b>Strategy 1:</b> Pre-K and Kindergarten Bilingual summer program to improve their English language proficiency for qualifying students.  <b>Strategy's Expected Result/Impact:</b> Testing results and LPAC documentation, student and teacher, schedules, payroll ledger, and contracts.  <b>Staff Responsible for Monitoring:</b> EL/Bilingual Director  <b>Title I Schoolwide Elements:</b> 2.6  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> - Title III Part A LEP, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Adopt and implement a phonics program across kindergarten and provide training along with support for implementation of the program.  <b>Strategy's Expected Result/Impact:</b> Meet expected BOY to EOY growth in TxKEA  <b>Staff Responsible for Monitoring:</b> Director of Early Learning  <b>Title I Schoolwide Elements:</b> 2.6  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> - IMA Funds</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> Provide New Teacher Academy for Head Start, Pre-K, and Kindergarten teachers new to the profession or grade level.  <b>Strategy's Expected Result/Impact:</b> Retain early learning teachers in the district.  <b>Staff Responsible for Monitoring:</b> Director of Early Learning  <b>Title I Schoolwide Elements:</b> 2.5  <b>Problem Statements:</b> District Processes &amp; Programs 1  <b>Funding Sources:</b> Substitutes for teacher to attend PD - Title II Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Meet expected growth of BOY to EOY through appropriate assessments.  <b>Staff Responsible for Monitoring:</b> Director of Early Learning  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed & Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL) **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, and a lack of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support & resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.

### District Processes & Programs

**Problem Statement 1:** The district has seen a surge in the teacher turnover rate due to multiple reasons, the largest after retirement being the lack of support and communication. Particularly a lack of consistent support from new teacher academies and PLCs. A truly effective mentoring program, allowing time for both mentors and mentees to meet regularly during the school day (not lunch), providing guidance to mentors, and providing expectations to mentees is needed. The district teacher turnover rate increased from 15.8% in 2017-2018 to 21.1% in 2018-2019, surpassing the state average by 4.6%. Only half of respondents (643 total) in the 2020 Staff Climate Survey felt as though teachers thrived on their campus.(P) **Root Cause:** Teachers are being burdened with more duties, responsibilities, and work days filled with meetings and training when what they really need is more time to implement new strategies, more socioemotional support, and an effective mentor for new teachers. Current "mentors" are not being allowed the time to work with and support their mentees during the school day and are not given any guidance on how to effectively mentor. There needs to be a built in time during the school day for mentors and mentees to meet and work together, outside of conferences and lunch.

**Goal 2:** Build a foundation of literacy and numeracy.

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 3:** The percent of 1st grade students that score on grade level or above in Reading will increase 15 pts from BOY to EOY and Math will increase by 16 pts from BOY to EOY by June 2021 based on MAP Assessment.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment

<p><b>Strategy 1:</b> Continue supporting phonemic awareness in grade 1 by continuing the use of the Heggerty Phonemic Awareness program. For phonics and decoding, we are continuing the use of Fountas and Pinnell phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve expected student growth between BOY and EOY Map testing</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Teachers are utilizing the Really Great Reading phonics kits with small groups to support decoding, if they were trained last year. If they were not trained, we are in the process of an equitable training so that we can release the kits to the rest of the teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve expected student growth between BOY and EOY MAP testing</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> District continues to focus on educating our teachers on how to interpret data for student needs, having the tools to address those needs, and effectively adjust instruction to support the students' needs. District curriculum staff meet almost weekly to look at each reading and math unit before it happens. Campus and district staff discuss the misconceptions, vocabulary words, the unit test, and activities that can support instruction within the unit. If the teachers are well versed in the unit expectations, they can better plan lessons. We also have been sharing lessons across the district which helps with cohesion in lesson planning, instruction, and level of rigor across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve expected student growth between BOY and EOY Map Testing</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Build a foundation of literacy and numeracy.

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 4:** The percent of 2nd grade students that score on grade level or above in Reading will increase 13 pts from BOY to EOY and Math will increase by 14 pts from BOY to EOY by June 2021 based on EOY MAP Assessment.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment

<p><b>Strategy 1:</b> Continue the Read2Learn program to encourage reading in 2nd grade across the district.  <b>Strategy's Expected Result/Impact:</b> Readiness Assessment and Volunteer List.  <b>Staff Responsible for Monitoring:</b> PIE Coordinator  <b>Title I Schoolwide Elements:</b> 2.4  <b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
<p><b>Strategy 2:</b> Campus Interventionists on identified high need campuses.  <b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts.  <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and campus principals.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> Salaries and Benefits - SCE, Salaries and Benefits - Title 1 Part A</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
No Progress                       Accomplished                       Continue/Modify                       Discontinue			

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed &amp; Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL) <b>Root Cause:</b> 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, and a lack of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support &amp; resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.</p>

**Goal 2:** Build a foundation of literacy and numeracy.







\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024..

\* Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

**Performance Objective 5:** The percent of 3rd grade students that score on grade level or above in Reading will increase 10 pts from BOY to EOY and Math will increase from by 12pts from BOY to EOY by June 2021 based on EOY MAP Assessment

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Assessment Report

<p><b>Strategy 1:</b> Continue with Balanced Literacy to address reading issues. Training at the elementary level for teachers and administrators..</p> <p><b>Strategy's Expected Result/Impact:</b> Training schedule, sign-in sheets, certification, and walk-through documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Supplies and Materials - Title 1 Part A, Library and Media - Title 1 Part A - \$5,000, Supplies and Materials - Title II Part A - \$7,740</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Continue to use Guided Math in the lower grade levels to increase student success in math, which will include training and supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Contract, training schedule, sign-in sheets, certification, lesson plans, and walk-through documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum, District Math Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Supplies and Materials - Title 1 Part A, Library and Media - Title 1 Part A - \$10,000, Misc Contracted Services - Title II Part A - \$4,000, Supplies and materials - Title II Part A - \$4,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Connect high school to career and college.












\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 1:** The percent of Annual Graduates that Met TSI Criteria in Both Subjects will increase from 11.2% to 14% by August 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2020-21 accountability report

<p><b>Strategy 1:</b> Encourage students to take honors courses in Middle School and High School leading to Advance Placement, IB, and Dual Credit courses.</p> <p><b>Strategy's Expected Result/Impact:</b> State Assessment Results, students' and teachers' schedule, and graduation plans.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Directors of Innovation and Advance Academics, Secondary Curriculum, Social and Emotional Services.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Other Tuition for students - Title IV - \$15,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Provide targeted enrichment for identified Gifted and Talented students (TAG).</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of innovation and Advanced Academics</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Provide students with learning opportunities in well rounded educational areas to include fine arts, foreign language, and other.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in well-rounded activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal &amp; State Programs, Director of Fine Arts and Director of Bilingual and LOTE.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Extra Duty Pay for Summer Camps - Title 1 Part A - 10000, Supplies and Materials - Title IV - \$25,600, Substitutes - Title IV - \$1,500</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> Increase the number of Parent Conferences with Counselors to discuss students' "Day After Graduation" Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting schedules, sign-in sheets, surveys and agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<p><b>Strategy 5:</b> College and Career Advisors in the Middle School and High School to ensure alignment of student progress in High School Endorsements</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of students participating in high school endorsements/pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Curriculum , Director of Social and Emotional Services</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Salaries and benefits - SCE, - Perkins Grant</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 6:</b> Continue with the partnership with Vernon College in the "Day After Graduation" Plan Program for students not in the top 25% of the graduating class.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in Vernon College's "Day After Graduation" Program.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent and Director of Social and Emotional Services</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 7:</b> Provide Career Exploration classes in all middle schools.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of middle school students will have taken course in middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Learning and Director of CTE</p> <p><b>Funding Sources:</b> Salaries - SCE</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			








**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 2:** The percent of students (Grades 11-12) that meet the AP/IB Results (Examinees >= Criterion) will increase from 71.3% to 74% by August 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2020 College, Career, and Military Readiness Data Table

<p><b>Strategy 1:</b> Offer Advance Academic trainings for teachers teaching Honors, IB, and AP classes</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, training schedules, and sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Innovation and Advance Academics</p> <p><b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Ensure that students in AP/IB courses have passed the TSI test to determine if they are "college ready."</p> <p><b>Strategy's Expected Result/Impact:</b> % of students passing AP/IB tests increase.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Secondary school teachers will be provided with professional development opportunities designed to increase rigor in AP/IB associated classes at the secondary school level which will result in eventual improvement in student success in high school advanced coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> % of AP/IB students are successful on the appropriate tests.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 3:** The percent of Annual Graduates that are At/Above Criterion for SAT/ACT Results will increase from 41.9% to 45% by August 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2020 College, Career, and Military Readiness Data Table

<b>Strategy 1:</b> Strategic and purposeful FAFSA Sessions <b>Strategy's Expected Result/Impact:</b> Graduation plans <b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services. <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - General	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> Establish study preps for PSAT, SAT, and ACT exams <b>Strategy's Expected Result/Impact:</b> Results of Exams <b>Staff Responsible for Monitoring:</b> Director of Advance Academics <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - General, - Title 1 Part A	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 4:** The percent of students completing an Advanced Dual Credit Course in Any Subject will increase from 36.6% to 40% by August 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2019 College, Career, and Military Readiness Data Table

<p><b>Strategy 1:</b> Increase the number of On Ramps courses offered in the district. (2019-2020: Earth, Wind, and Fire @ RHS)  <b>Strategy's Expected Result/Impact:</b> Students schedules and assessment results  <b>Staff Responsible for Monitoring:</b> Director of Advance Academics  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> State Assessment Results, students' and teachers' schedule, college enrollment documentation, transcripts, training schedules, and sign-in sheets.  <b>Staff Responsible for Monitoring:</b> Associate Superintendent, Director of Innovation and Advance Academics, Director of Secondary Curriculum, Director of Social and Emotional Services.  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - General, - Title IV, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> Increase the number of courses students are able to gain Articulated Credit with Vernon College.  <b>Strategy's Expected Result/Impact:</b> State Assessment results, students' and teachers' schedule, graduation plans, transcripts.  <b>Staff Responsible for Monitoring:</b> Director of CTE  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - General, - CATE</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> Provide support for students taking college and career classes at the Career and Education Center by hiring a supplemental aide.  <b>Strategy's Expected Result/Impact:</b> Course completion  <b>Staff Responsible for Monitoring:</b> Associate Superintendent, Director of SES and Director of CTE.  <b>Funding Sources:</b> - Title IV - \$15,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Connect high school to career and college.











\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 5:** The percent of Career/Military Graduates that receive Approved Industry Based Certifications will increase from 10.5% to 14% by August 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2019 College, Career, and Military Readiness Data Table

<p><b>Strategy 1:</b> College and Career Field Trips to the Career Education Center and Universities  <b>Strategy's Expected Result/Impact:</b> State assessment results, travel details and expenditure.  <b>Staff Responsible for Monitoring:</b> Director of Innovation and Advance Academics, Director of Social and Emotional Services, Director of Career Technology Education.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Funding Sources:</b> - Perkins Grant</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Establish Coherent Sequence for CTE courses to enable more students the ability to gain career related certifications.  <b>Strategy's Expected Result/Impact:</b> Course schedule, students' and teachers' schedules, state assessment results, graduation plans.  <b>Staff Responsible for Monitoring:</b> Director of CTE  <b>Funding Sources:</b> - General, - CATE, - Perkins Grant</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> Continue CTE Advisory Committees to increase community awareness and collaboration with businesses and WFISD.  <b>Strategy's Expected Result/Impact:</b> Meeting schedule, sign-in sheets, and agenda.  <b>Staff Responsible for Monitoring:</b> Director of CTE  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> Foster Community/Business Partnerships with the district to enhance the needs of the district.  <b>Strategy's Expected Result/Impact:</b> Meeting schedule, sign-in sheets, and agenda.  <b>Staff Responsible for Monitoring:</b> Director of CTE  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 5:</b> Encourage CEC Facility tours with outside stakeholders to demonstrate the college and career path programs.  <b>Strategy's Expected Result/Impact:</b> Tour schedule and sign-in sheets  <b>Staff Responsible for Monitoring:</b> Director of CTE, Principal, Parent and Family Engagement Liaison, and Community Relations Officer.  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - Title 1 Part A, - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

<b>Strategy 6:</b> Complete Career Interest Inventories in the Middle Schools to allow course alignments in the high schools. <b>Strategy's Expected Result/Impact:</b> Contract and graduation plans, Career Cruising Documents. <b>Staff Responsible for Monitoring:</b> Director of CTE <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - General	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 7:</b> Track student Industry Certifications to determine growth or areas in need of attention. <b>Strategy's Expected Result/Impact:</b> Contract and graduation plans, Career Cruising Documents. <b>Staff Responsible for Monitoring:</b> Director of CTE and Principal <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Perkins Grant, - General	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 8:</b> Ensure there are opportunities for students to be enrolled in appropriate Career Practicums <b>Strategy's Expected Result/Impact:</b> Contract and graduation plans, Career Cruising Documents. <b>Staff Responsible for Monitoring:</b> Director of CTE <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Perkins Grant, - General	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> Contracts and professional development schedules, sign-in sheets, agendas. <b>Staff Responsible for Monitoring:</b> Director of CTE <b>Funding Sources:</b> - General, - Perkins Grant	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 10:</b> 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. <b>Strategy's Expected Result/Impact:</b> Results of local and state competitions, <b>Staff Responsible for Monitoring:</b> Director of CTE <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Perkins Grant, - General	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 11:</b> Develop a schedule of Coherent Sequence for CTE courses. <b>Strategy's Expected Result/Impact:</b> Course guide/schedule and students' and teachers' schedules. <b>Staff Responsible for Monitoring:</b> Director of Innovation and Advanced Academics and Director of CTE <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - General, - DoDEA	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

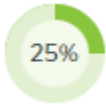

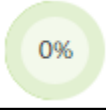




**Goal 3:** Connect high school to career and college.

\*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

**Performance Objective 6:** The percent of Career/Military Graduates that are Enlisted in the US Armed Forces will increase from 4.3% to 7% by August 2021.

**HB3 Goal**





**Evaluation Data Sources:** 2019 College, Career, and Military Readiness Data Table






<p><b>Strategy 1:</b> Campuses will ensure that students have the opportunity to visit with military recruiters during the school day.  <b>Strategy's Expected Result/Impact:</b> Annual Military Recruitment Days are scheduled.  <b>Staff Responsible for Monitoring:</b> Associate Superintendent</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Campuses will administer the ASVAB in order to facilitate military readiness each school year.  <b>Strategy's Expected Result/Impact:</b> Annual ASVAB are scheduled during the school year.  <b>Staff Responsible for Monitoring:</b> Associate Superintendent</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Campus counselors will review the benefits associated with military enlistment with students each year.  <b>Strategy's Expected Result/Impact:</b> Increase in students aware of the opportunity for military service after graduation.  <b>Staff Responsible for Monitoring:</b> Associate Superintendent</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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





**Performance Objective 1:** Students scoring Meets Grade Level Standard or higher in Reading will increase from 41% in 2019 to 51% by 2021

**Evaluation Data Sources:** 2018-2019 accountability report & 2020-2021 accountability report






<p><b>Strategy 1:</b> Utilize reading programs to monitor reading levels in 1st-5th, such as Reading A to Z, Really Great Reading, Fountas and Pinnell, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Readiness Assessment Results and walk-through documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Referral documentation, services documented through students' schedules, IEPs, 504 Plans, graduation plans etc. and student assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary, Secondary, Special Education, Bilingual, and Advance Academics.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - General, - IDEA</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Provide accelerated instruction: Identify students who are at-risk for academic failure and/or dropping out of school and provide them with supplemental instruction, support and timely interventions. (including EOC Bootcamps, foundational classes, remediation classes, after school tutoring, and other programs)</p> <p><b>Strategy's Expected Result/Impact:</b> Job descriptions, logs, timesheets, and state assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal &amp; State Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title 1 Part A, Salaries &amp; Benefits - SCE, - Title 1 Part D - \$80,918</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> Summer Academic Program for targeted students to include core and elective programs.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher schedules, and survey.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Curriculum, and Director of Bilingual Services</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Summer School - Title 1 Part A - \$84,897, Summer School - SCE - \$182,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<b>Strategy 5:</b> Instructional coaches - Provide tiered math and reading interventions for students at-risk of not meeting state achievement goals and early childhood numeracy and literacy activities. <b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts. <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and campus principals. <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> - Title 1 Part A, Coaches Salaries, Benefits and Stipends - SCE - \$1,016,000	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 6:</b> Supplemental Aides for targeted campuses with high needs. <b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts. <b>Staff Responsible for Monitoring:</b> Director of Federal & State Programs <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Salaries & Benefits - Title 1 Part A, Salaries & Benefits - SCE, - General, - IDEA, - Pre-K	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 7:</b> Incorporate programs to foster a positive school culture and climate, such as Capturing Kids Hearts <b>Strategy's Expected Result/Impact:</b> State assessment results, training schedule, sign-in sheets, walk-through documents and contracts. <b>Staff Responsible for Monitoring:</b> Associate Superintendent and Director of Social and Emotional Services <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Focus/Priority Funds, - Title IV - \$80,000	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 8:</b> Provide targeted supports for EL students, parents & families and staff. <b>Strategy's Expected Result/Impact:</b> Contracts, Training Schedule, Sign-in sheets, and walkthrough documentation. <b>Staff Responsible for Monitoring:</b> Director or ESL & Bilingual Services <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - Title 1 Part A, - SCE, - Title III Part A LEP - \$119,842	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 9:</b> Provide targeted supports for Special Education students, staff, parents & families staff.  <b>Strategy's Expected Result/Impact:</b> Contracts, Training Schedule, Sign-in sheets, and walkthrough documentation <b>Staff Responsible for Monitoring:</b> Director of Special Education <b>Funding Sources:</b> - IDEA	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



<p><b>Strategy 10:</b> Provide administrative support to district and campus staff, parents, families, community and participating Private-Non-Profit schools.</p> <p><b>Strategy's Expected Result/Impact:</b> -PNP notices, agendas and consultation meeting notes. -Trainings &amp; communications -Ensure completion of comprehensive needs assessments and campus plans.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs, Assistant Director of Federal and State Programs, DCSI.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - Title 1 Part A - \$11,913, - Title II Part A - \$13,431, - Title IV - \$7,260</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 11:</b> Provide services to address the individual needs of students identified as Foster Care, Homeless and Economically Disadvantaged.</p> <p><b>Strategy's Expected Result/Impact:</b> Transportation for homeless and foster care students. Tutoring logs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs, Director of Social and Emotional Learning.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - Title 1 Part A - \$2,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 12:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Students attendance records, CIS contract, parent consent forms, at-risk coding and services documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Coordinator</p> <p><b>Funding Sources:</b> - SCE, - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 13:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, training schedule, teachers' schedules</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - SCE, - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			











<p><b>Strategy 14:</b> Students will receive timely intervention as needed related to drug prevention and behavior intervention, conflict resolution, early mental health intervention, and suicide prevention programs. District staff will be trained to identify symptoms and direct adequate resources to students who are in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Training documentation in CPI, TBSI Teams list for each campus and training documentation for counselors on students' services.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services</p> <p><b>Funding Sources:</b> SES- 6300s - Title IV - \$8,150, Social &amp; Emotional Curriculum - Title IV - \$4,200, SES-6400s - Title IV - \$5,000, SES - Clerk - SCE - \$21,900, Salaries - Restorative Practice Specialist - SCE - \$143,000, Salaries - Behavior Specialist - SCE - \$20,000, SES Director - Title IV - \$48,500</p>	Formative Reviews		
	Nov	Feb	May
	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Students scoring Meets Grade Level Standard or higher in Math will increase from 42% in 2019 to 50% by 2021

**Evaluation Data Sources:** 2018-2019 accountability report & 2020-2021 accountability report

<p><b>Strategy 1:</b> Buy educational technology and supplemental instructional materials for differentiated instruction in math and reading.  <b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.  <b>Staff Responsible for Monitoring:</b> Directors of Curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> - SCE, Software - Screencastify - Title IV - \$17,000, On-line Programs: G Suite Enterprise - Title 1 Part A - \$38,000, - Title III Part A LEP, - Title 1 Part D, - IDEA, - Perkins Grant, - DoDEA</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Hire a School Improvement Specialist for at least 3 Year IR Campuses (19-20: Kirby)  <b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, Targeted Improvement Plans, Turnaround Plans, and lesson plans.  <b>Staff Responsible for Monitoring:</b> Director of Human Resources, Principal, District Coordinator of School Improvement.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> - Title 1 Part A, - SCE, - Focus/Priority Funds</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Provide appropriately supplemental programs and materials, such as Mentoring Minds, Imagine Learning, etc..., to help students with increasing their STAAR math scores.  <b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> - Title 1 Part A, - Title 1 Part D, - SCE, - Focus/Priority Funds, - IDEA, - Perkins Grant, - DoDEA, - Title IV</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> Continue to strengthen the STEAM community and enrichment activities on the identified campuses (STEAM 5.0)  <b>Strategy's Expected Result/Impact:</b> List of student participants, purchase orders, and results of participation in local and state competitions.  <b>Staff Responsible for Monitoring:</b> Associate Superintendent and Director of Instructional Technology.  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - Title IV, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**








## Student Learning

**Problem Statement 1:** As a district, we did not meet any of the state targets for closing the gap in reading and math for all sub-populations (Special Ed & Bilingual ) with the exception of the Asian subgroup in reading. (SL) 34% of SpEd students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average. (SL) 59% of ELL students' scored at approaches level or above in 2019 STAAR compared to 71% for the district average.(SL) **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, and a lack of attention to a consistent data collection platform in early years(K-2) that can make a difference. The increase in special education students may indicate a need for an increased number of special education teachers/paras. Adequate time needs to be provided to train both special ed and general ed teachers in the processes of meeting the needs of special education students. Time for collaboration between these groups is also needed. SpEd teachers also need more support & resources. Many teachers are not adequately trained in effective methods for helping bilingual students. Although Seidlitz has been introduced in many areas, it has not been incorporated into all areas of instruction or at all campuses in the district.

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

**Performance Objective 3:** Students scoring Meets Grade Level Standard or higher in Writing will increase from 28% in 2019 to 35% by 2021







**Evaluation Data Sources:** 2018-19 accountability report & 2020-2021 accountability report

<p><b>Strategy 1:</b> District curriculum specialists will provide support for the development of Writer's Workshop programs across all grade levels.  <b>Strategy's Expected Result/Impact:</b> Schedule trainings throughout the year.  <b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> District curriculum specialists will lead scoring calibration activities for teachers to ensure that scoring and resulting feedback that is provided to students is consistent with the STAAR assessment criteria.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments.  <b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Instructional Coaches and RELA Campus Instructional Leaders will lead PLC data disaggregation, lesson planning, and intervention planning following each unit assessment.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments.  <b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 4:** Students scoring Meets Grade Level Standard or higher in Science will increase from 47% in 2019 to 50% by 2021







**Evaluation Data Sources:** 2018-2019 accountability report & 2020-2021 accountability report

<p><b>Strategy 1:</b> Science teachers will be provided district designed professional development opportunities throughout the school year that are designed to facilitate student engagement in science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Instructional Coaches and Science Campus Instructional Leaders will lead PLC data disaggregation, lesson planning, and intervention planning following each unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 5:** Students scoring Meets Grade Level Standard or higher in Social Studies will increase from 53% in 2019 to 55% by 2021





**Evaluation Data Sources:** 2018-2019 accountability report & 2020-2021 accountability report


<p><b>Strategy 1:</b> Social studies teachers will be provided district designed professional development opportunities throughout the school year that are designed to facilitate student engagement in Social Studies instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Instructional Coaches and Social Studies Campus Instructional Leaders will lead PLC data disaggregation, lesson planning, and intervention planning following each unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Directors</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

**Performance Objective 6:** The district overall will have at least 55 Parent & Family Engagement events by the end of the school year.

**Evaluation Data Sources:** 2019-2020 PFE total number of events.

<p><b>Strategy 1:</b> Schedule Parent Conference with District &amp; Community Stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, training schedules, parent engagement proposals, surveys, sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Social and Emotional Services, District Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - General, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Social Workers to support parent and student needs through programs such as Homeless/McKinney-Vento Act.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, students' rosters, qualifying documents, and purchase orders.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Director of Social and Emotional Services, District Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p> <p><b>Funding Sources:</b> Salaries - Mckinney-Vento - \$13,300, - Title 1 Part A, Salaries - SCE - \$13,700</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Translation &amp; Interpretation services targeting LEP and Deaf Ed./Hearing Impaired parents.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, students' rosters, qualifying documents, translation/interpretation request form/documentation, IEPs, and payroll documents.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Interpretation services - Title 1 Part A - \$5,000, - Title III Part A LEP, - General</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> Conduct a parent satisfaction survey and communicate the results.</p> <p><b>Strategy's Expected Result/Impact:</b> *Parent Survey instrument *Action plan</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<b>Strategy 5:</b> Provide effective parent and family engagement programs and use survey results to increase participation and collaboration. <b>Strategy's Expected Result/Impact:</b> *Advertisement to parents *Sign-ins <b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs and PFE liaison. <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Salaries & Benefits - Title 1 Part A - \$34,906, Internet Services - Title 1 Part A - \$1,500, Supplies and materials - Title 1 Part A - \$2,000, Misc Operating cost - Title 1 Part A - \$528	Formative Reviews		
	Nov	Feb	May
	 50%		

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 6 Problem Statements:**










Perceptions
<p><b>Problem Statement 1:</b> 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. Of parents surveyed, 49% need more communication and 39% need help motivating their child. (P) <b>Root Cause:</b> Centralized communication systems to promote district-wide programs and initiatives for all stakeholders may not be utilized as efficiently as possible (and recognize that it might be different at elementary and secondary schools); create a system to ensure all parents feel welcomed and valued; create flexible times for parents and families to attend events/activities at schools (or provide for viewing while home); and train staff on how to adequately communicate and engage parents.</p>



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

**Performance Objective 7:** 100% of students will be provided instruction during the current pandemic, either through remote learning or face to face.

**Evaluation Data Sources:** Checkout data from schools assigned portable wifi devices and increased performance in low socioeconomic subgroups.

<p><b>Strategy 1:</b> WFISD will apply for grants to purchase portable wifi devices to be checked out to students that do not have internet at home.  <b>Strategy's Expected Result/Impact:</b> Student usage  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Director of Technology  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - General, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Use additional funds allotted in carryover (Title I part A) to implement a pilot program at one secondary campus.  <b>Strategy's Expected Result/Impact:</b> Students will be able to access the internet at home with school assigned technology device.  <b>Staff Responsible for Monitoring:</b> Director of Federal Program, Director of Instructional Technology.  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> To provide to all our campuses with the educational resources and implementation assistance necessary to support an instructional program that will be provided off-campus to students who are absent due to concerns about the potential of illness or actual illness associated with COVID-19 during the time of crisis.  <b>Strategy's Expected Result/Impact:</b> On-line and off-line instructional curriculum and resources will be made available to all students and parents.  <b>Staff Responsible for Monitoring:</b> Associate Superintendent  <b>Title I Schoolwide Elements:</b> 2.6  <b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> Covid Care Paraprofessionals - SCE - \$832,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 7 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Due to Covid-19, there may be unexpected changes in the number of students who are identified as homeless, economically disadvantaged, or at-risk. These students may need additional support academically, Socially &amp; emotionally. (D) 60.6% of our students are economically disadvantaged and 55.6% are at-risk. Both are higher than the state (60.6% and 50.1% respectively). <b>Root Cause:</b> The increased need for support &amp; resources will need to be carefully considered. Budgets, programs &amp; procedures must be addressed in preparation for possible increases in the services currently provided.</p>

# State Compensatory

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bailey, Leslie	Student Success Counselor		.100
Barton, Carol M	Restorative Practice Specialist		.67
Benavides, Greta	Director: Foreign Languages		.20
Bunker, Sandra	Behavior Specialist		.25
Cannedy, Cheyenne	Teacher - State Hospital	School Wide	.100
Chang, Crystal	Restorative Practice Specialist		.67
Davenport, Jennifer	Reading Academy Specialist		.34
Davis, Brittany	Curriculum Specialist: Elementary		.20
Edmondson, Clinton	Teacher - State Hospital		.100
Frans, Laurie	Restorative Practice Specialist		.67
Freeman, Lara	Teacher - State Hospital		.100
Garde, Arlene	Teacher	County Detention	.50
Gonzalez, Debbie	Homeless/Parent Engagement Coordinator		.20
Griffiths, Ana	Assistant Director: Federal & State Prog		.15
Hare, Kellie	Curriculum Specialist: Elementary Scienc		.20
Harrington, Rhonda	Teacher	JJAEP	.100
Helton, Jerry	Student Support Counselor		.100
Henderson, Steve	Curriculum Specialist: Secondary Science		.20
Jaramillo, Evelyne	College & Career Advisor		.100
Kimbrough, Michelle	Teacher - State Hospital		.100
Kinzer, Michelle	College & Career Advisor		.100
Knight, Mary	Clerk I - Social & Emotional Services		.100
Kowalick, Melanie	Curriculum Specialist: Elementary MTSS		.20
Li, Tara	College & Career Advisor		.100
Murray, Taleigha	Director: Secondary Curriculum Math 6-12		.20

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Norton, Shonna	Director: Social & Emotional Services		.10
Parker, Sherry	Curriculum Specialist: Secondary SS 3-12		.20
Parsons, Stephanie	Curriculum Specialist: Elementary: Kinde		.20
Rasmussen, Shera	Curriculum Specialist: Secondary English		.20
Risner, Wendy	Student Success Counselor		.100
Rogers, Alice	Student Support Counselor		.100
Strong, Gina	Student Success Counselor		.100
Taack, April	Secretary: Federal & State Programs		.20
Walker, Mae	Curriculum Specialist: Elementary ELAR 3		.20
Wheat, Jackie	Director: Federal & State Programs		.2
Williamson, Shayla	Aide	COVID CARE at Farris	

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Wichita Falls Independent School District (WFISD) engages in the Comprehensive Needs Assessment (CNA) process each year. This process typically begins in the spring semester of the current school year and may extend to the summer months. The CNA process is conducted through the District Advisory Committee (DAC) and is an overall review of the district's processes and resources. The 2019-2020 CNA included a review of questions related to the four multiple measures of data to evaluate the district's needs. The four areas reviewed were: Demographics; Student Achievement; District Processes and Programs; and Perceptions. Subcommittees were created within the DAC and areas assigned to each subcommittee for review and analysis. In answering the questions in each area, the subcommittee members reviewed data from various sources. The subcommittees met during the period March and May. Each subcommittee then presented their findings to the entire DAC on June and the committee agreed upon and approved the needs of the district for the 2019-2020 school year.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The WFISD Improvement Plan is developed by the District Advisory Committee -DAC-. The DAC is composed by members from the community, business representatives, parents, teachers, Campus and district administrators. See 'committees' tab for a complete list of stakeholders participating in the 2019-2020 DAC and their position and committee roles.

### **2.2: Regular monitoring and revision**

The District Improvement Plan is revised formally three times in the school year. The first revision will take place on December 5, the second revision will be on March 5. The last formal evaluation of the plan will be conducted in May.

### **2.3: Available to parents and community in an understandable format and language**

The District Improvement plan is made available to the public through our district website in English and in Spanish under the Community Relations department/website postings requirements/Improvement plans and also under the Federal Programs department/19-20 Campus Improvement Plans. Translation to languages other than English and Spanish is available upon request.

#### Translation and Interpretation Services Procedures

#### Foreign Languages Department

1. Request for Parents through campus staff

When a Spanish speaking parent requires translation or interpretation, campus personnel are the first choice. If the campus does not have a staff member who speaks Spanish, the Foreign Language Department is contacted.

2. For new Spanish speaking families and students at the Student Service office at the Ed Center, Foreign Language Department is contacted (literally, office across the hall).

3. For written Spanish translations requested by district staff, a Translation Request Form is available through formspace in Eduphoria. 4 For languages other than Spanish, district staff

4. Contacts Foreign Languages Department, which coordinates with the principal of Sheppard Elementary, in the AFB, who has a database of airmen and families who are available to translate and interpret in a variety of language.

5. The district has a District Translator/Interpreter position currently covered by Mrs. Maria del Carmen Gonzalez.

### **2.4: Opportunities for all children to meet State standards**

See listed strategies below:

### **2.5: Increased learning time and well-rounded education**

See listed strategies below:

## **2.6: Address needs of all students, particularly at-risk**

See listed strategies below:

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

The districts Parent Engagement and Family policy for 2019-2020, was reviewed and approved by the SBDM on September 5, 2019.

#### **3.2: Offer flexible number of parent involvement meetings**

WFISD holds many parents meetings through out the year to engage parents and families with our students' school life, such as:

- FASFA Events at different locations (Region 9, CEC, on campuses)
- Title I Meeting / Showcase
- Literacy Fair
- Go College meetings (Vernon)
- Dual Credit meetings (At Region 9 Service Center and campuses)
- The Day After Graduation meetings
- Parent Cafe events through Cafe con Leche
- Advanced Academic Subcommittee meetings
- District Advisory Committee meetings
- Various campus level meetings



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baird, Susan	Support Personnel: Federal & State Progr		.100
Benavides, Greta	Director: Foreign Languages		.60
Davis, Brittany	Curriculum Specialist: Elementary		.45
Dipprey, Debbie	Director of Secondary Curriculum		.40
Garde, Arlene	Teacher - Country Detention	Title I Part D	.50
Gonzales, Amanda	Curriculum Specialist - BIL/ESL		.20
Gonzalez, Debbie	Homeless/Parent Engagement Coordinator		60.6
Griffiths, Ana	Assistant Director: Federal & State Prog		.85
Hare, Kellie	Curriculum Specialist: Elementary Scienc		.45
Henderson, Steve	Curriculum Specialist: Secondary Science		.20
Kowalick, Melanie	Curriculum Specialist: MTSS		.20
McDonald, Rebecca	Aide - County Detention	Title I Part D	.100
Murray, Taleigha	Director: Secondary Curriculum Math 6-12		.20
Parker, Sherry	Curriculum Specialist: Secondary SS 3-12		.45
Parsons, Stephanie	Curriculum Specialist: Elementary Kinder		.20
Rasmussen, Shera	Curriculum Specialist: Secondary English		.20
Spear, Misti	Director: Elementary Curriculum		.40
Taack, April	Secretary: Federal & State Programs		.50
Taack, April	Secretary: Federal & State Programs	Title I Part D	.5
Walker, Mae	Curriculum Specialist: Elementary ELAR 3		.20
Wheat, Jackie	Director of Federal & State Programs		.80



# District Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Dr. Dittika Gupta	Parent
Community Representative	Katie Hallsell	Community Representative
Community Representative	Salman Farooq	Community Representative
Business Representative	Steve Sims	Business Representative
Business Representative	Chris Cunningham	Business Representative
District-level Professional	Dayna hardaway	Assistant Director of Human Resources
Classroom Teacher	Brett Batchelor	Teacher - Jefferson
Classroom Teacher	Sarah Chisum	Teacher - Crockett
Classroom Teacher	Ferran Kaspar	Teacher - Barwise
Classroom Teacher	Gloria Alexander	Teacher - Farris
Classroom Teacher	Brenda Deleon	Teacher - Sheppard
Non-classroom Professional	Kathy Mickus	Diagnostician
Administrator	Angie Betts	Elementary Principal - Franklin
Administrator	Cody Blair	Secondary Principal - Rider
Classroom Teacher	Rena Bates	Teacher - WFHS
Classroom Teacher	Claudia Lopez	Teacher - Lamar
Classroom Teacher	Janet Hughes	Teacher - BTW
Classroom Teacher	Laura Checki	Teacher - Kirby
Classroom Teacher	Susan Cotton	Teacher - McNeil
Classroom Teacher	Anthony Newberry	Teacher - Hirschi
Classroom Teacher	Alisha Crouch	Teacher - Rider
Parent	Lacey Suarez	Parent
Classroom Teacher	Larry Krugle	Teacher -CEC
District-level Professional	Peter Griffiths	Associate Superintendent
Administrator	Ashley Murdock	Assistant Principal - Franklin
School Secretary	Yahaira Hernandez	School Secretary - Southern Hills

# District Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Substitute Pay		\$25,000.00
1	1	9	Curriculum Specialist Salaries, Benefits and Stipends		\$234,700.00
1	1	9	CILs Salaries, Benefits and Stipends		\$281,600.00
1	1	9	Coaches Salaries, Benefits and Stipends		\$766,700.00
1	1	9	Substitute Pay for CILs' PD		\$2,200.00
1	1	9	New Teacher Mentoring Program -Substitute pay		\$24,200.00
1	1	10	Administration support - salaries		\$245,700.00
1	1	10	Region 9 PD contract		\$5,000.00
1	1	10	Registration & travel costs for PD		\$14,000.00
1	1	14	Subtitutes for HRS PD		\$16,000.00
1	1	14	Supplies and materials		\$4,200.00
2	1	1	Substitute pay		\$0.00
2	2	1			\$0.00
2	4	1			\$0.00
2	4	2	Salaries and Benefits		\$0.00
2	5	1	Supplies and Materials		\$0.00
2	5	1	Library and Media		\$5,000.00
2	5	2	Supplies and Materials		\$0.00
2	5	2	Library and Media		\$10,000.00
3	1	3	Extra Duty Pay for Summer Camps	10000	\$0.00
3	1	4			\$0.00
3	3	2			\$0.00
3	4	2			\$0.00
3	5	4			\$0.00
3	5	5			\$0.00
4	1	1			\$0.00

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
4	1	4	Summer School		\$84,897.00
4	1	5			\$0.00
4	1	6	Salaries & Benefits		\$0.00
4	1	8			\$0.00
4	1	10			\$11,913.00
4	1	11			\$2,000.00
4	2	1	On-line Programs: G Suite Enterprise		\$38,000.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	6	1			\$0.00
4	6	2			\$0.00
4	6	3	Interpretation services		\$5,000.00
4	6	5	Salaries & Benefits		\$34,906.00
4	6	5	Internet Services		\$1,500.00
4	6	5	Supplies and materials		\$2,000.00
4	6	5	Misc Operating cost		\$528.00
4	7	1			\$0.00
<b>Sub-Total</b>					\$1,815,044.00
Title 1 Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$80,918.00
4	2	1			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$80,918.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll - Bonus		\$188,000.00

Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Coaches Salaries, Benefits and Stipends		\$91,800.00
1	1	9	Curriculum Specialist Salaries, Benefits and Stipends		\$50,400.00
1	1	9	Substitute Pay for CILs' PD		\$5,000.00
1	1	10	Supplies and materials		\$0.00
1	1	10	Registrations and travel cost for PD		\$2,200.00
1	1	10	Administration support - salaries		\$49,300.00
1	1	10	On-line Professional Development (Eduhero)		\$15,600.00
1	1	11	PD Registration and Travel expenses		\$0.00
1	1	14	Substitute pay		\$43,900.00
1	1	14	Contracted Services		\$26,000.00
1	1	14	Extra Duty Pay		\$10,000.00
2	1	1			\$0.00
2	2	3	Substitutes for teacher to attend PD		\$0.00
2	5	1	Supplies and Materials		\$7,740.00
2	5	2	Misc Contracted Services		\$4,000.00
2	5	2	Supplies and materials		\$4,000.00
4	1	10			\$13,431.00
<b>Sub-Total</b>					<b>\$511,371.00</b>
Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
4	1	8			\$119,842.00
4	2	1			\$0.00
4	6	3			\$0.00
<b>Sub-Total</b>					<b>\$119,842.00</b>
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Curriculum Specialist Salaries, Benefits and Stipends		\$153,100.00
1	1	17	Student Support Counselors		\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Salaries and Benefits		\$0.00
3	1	5	Salaries and benefits		\$0.00
3	1	7	Salaries		\$0.00
4	1	3	Salaries & Benefits		\$0.00
4	1	4	Summer School		\$182,000.00
4	1	5	Coaches Salaries, Benefits and Stipends		\$1,016,000.00
4	1	6	Salaries & Benefits		\$0.00
4	1	8			\$0.00
4	1	12			\$0.00
4	1	13			\$0.00
4	1	14	SES - Clerk		\$21,900.00
4	1	14	Salaries - Restorative Practice Specialist		\$143,000.00
4	1	14	Salaries - Behavior Specialist		\$20,000.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	6	2	Salaries		\$13,700.00
4	7	3	Covid Care Paraprofessionals		\$832,000.00
<b>Sub-Total</b>					<b>\$2,381,700.00</b>
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
Mckinney-Vento					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	2	Salaries		\$13,300.00
<b>Sub-Total</b>					<b>\$13,300.00</b>

Pre-K					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
4	1	6			\$0.00
4	1	9			\$0.00
4	2	1			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
CATE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3			\$0.00
3	5	2			\$0.00
<b>Sub-Total</b>					\$0.00
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	12			\$0.00
1	1	16			\$0.00
2	4	1			\$0.00
3	1	4			\$0.00
3	1	6			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00

General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	5	2			\$0.00
3	5	4			\$0.00
3	5	5			\$0.00
3	5	6			\$0.00
3	5	7			\$0.00
3	5	8			\$0.00
3	5	9			\$0.00
3	5	10			\$0.00
3	5	11			\$0.00
4	1	2			\$0.00
4	1	6			\$0.00
4	1	12			\$0.00
4	1	13			\$0.00
4	6	1			\$0.00
4	6	3			\$0.00
4	7	1			\$0.00
<b>Sub-Total</b>					\$0.00
IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	TEKS Resource System		\$76,000.00
2	2	2			\$0.00
<b>Sub-Total</b>					\$76,000.00
Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
3	5	1			\$0.00

Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	2			\$0.00
3	5	7			\$0.00
3	5	8			\$0.00
3	5	9			\$0.00
3	5	10			\$0.00
4	2	1			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
DoDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	11			\$0.00
4	2	1			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	N/A		\$0.00
1	1	13			\$0.00
3	5	3			\$0.00
<b>Sub-Total</b>					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Extra Duty Pay Stipend to attend PD		\$10,000.00
1	1	10	Professional development: registration, presenters and travel expenses		\$14,100.00
1	1	14	Substitutes and extra duty pay		\$30,000.00
3	1	1	Other Tuition for students		\$15,000.00
3	1	3	Supplies and Materials		\$25,600.00
3	1	3	Substitutes		\$1,500.00
3	4	2			\$0.00



Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	4			\$15,000.00
4	1	7			\$80,000.00
4	1	10			\$7,260.00
4	1	14	SES- 6300s		\$8,150.00
4	1	14	Social & Emotional Curriculum		\$4,200.00
4	1	14	SES-6400s		\$5,000.00
4	1	14	SES Director		\$48,500.00
4	2	1	Software - Screencastify		\$17,000.00
4	2	3			\$0.00
4	2	4			\$0.00
<b>Sub-Total</b>					\$281,310.00
<b>Grand Total</b>					\$5,279,485.00

# Addendums



**2019-2020**

## **Wichita Falls ISD Parent and Family Engagement Policy**

### **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.

Prohibited harassment includes dating violence as defined by this policy.

**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.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

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)]

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>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.</p> <p>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.</p>
<b>Timely Reporting</b>	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.
<b>Notice to Parents</b>	<p>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.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
<b>Investigation of the Report</b>	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	<p>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.</p> <p>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.</p>
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.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

	<p>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.</p>
<p>Criminal Investigation</p>	<p>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.</p>
<p>Concluding the Investigation</p>	<p>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.</p> <p>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.</p>
<p><i>Notification of Outcome</i></p>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
<p><b>District Action</b> Prohibited Conduct</p>	<p>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.</p>
<p><i>Corrective Action</i></p>	<p>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.</p>
<p>Bullying</p>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate</p>

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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 cyberbullying.

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.

---

<b>Bullying Prohibited</b>	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.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	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	
Employee 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.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.
<i>Discipline</i>	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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
<b>Confidentiality</b>	<p>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.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>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.</p>