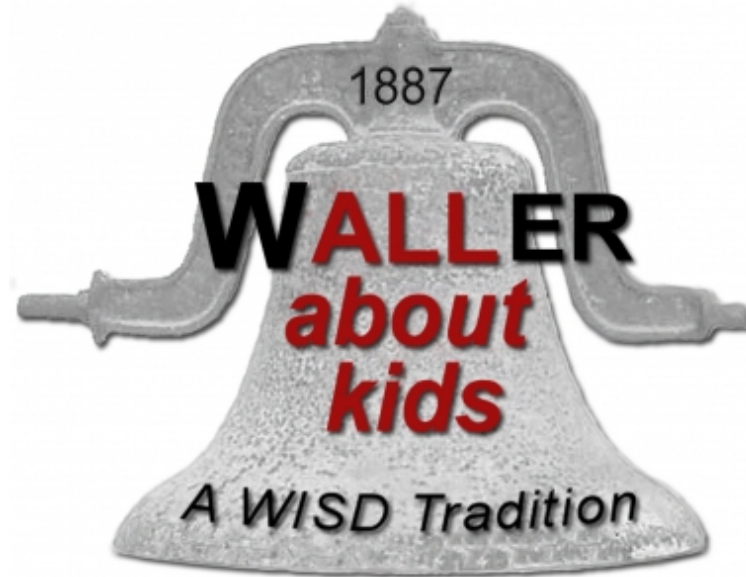# Waller Independent School District

District Improvement Plan

2020-2021

Mission Statement

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty- first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

Vision

All students will be successful learners and possess the skills necessary to function in the 21st century.

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Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assesment Process

The district comprehensive needs assesment committee met and formed subcommittees to evaluate the previous year's data. The subcommitees were: Demographics, Student Achievement, School Culture and Climate, Staff Quality / Professional Development, Curriculum Instruction and Assessment, Family and Community Involvement, School Context and Organization, and Technology. Committee members reviewed the data listed below to identify areas of strength, needs, and priorities. Below are the findings of each committee:

Data Sources Reviewed:

- WISD Mission Statement
- WISD Board Goals
- WISD Enrollment 18-19, 19-20
- 2018-2019 PEIMS Fall Collection
- WISD 2019 Accountability Summary
- WISD 2019 Closing the Gaps Domain 3 Data
- WISD 2018-2019 TAPR
- WISD 2018-2019 Federal Report Card
- 2018-2019 Federal Funds Effectiveness Evaluation Survey Results
- WISD 2017-2018 High School Graduates Enrollment in Higher Education
- WISD Student Demographics
- Campus Maps
- Elementary Grade Level / Specials Structure
- Elementary Instructional Minutes
- Bell Schedules
- WISD and Campus Improvement Plans Summary
- Social Service Agencies in Northern Waller County
- Adult Education Classes offered in WISD
- WISD 2018, 2019 PBMAS
- WISD 2019 TELPAS
- WISD vs. State STAAR 2019
- WISD 2017 ACT Profile Report
- WISD Dual Credit & AP Four Year Summary
- WISD 2018-2019 Universal Screener Results
- WISD 2019 SAT Profile Report
- WISD Istation Executive Summary Report 2018-2019
- WISD Literacy Growth Reports
- 2018 WISD Comprehensive Needs Assessment Summary
- WISD STAAR Technology Chart

- WISD Technology Plan 18-19
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- Instructional Snapshot / Walkthrough Form
- WISD Job Description - teacher & aide
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- Sample Compact for Learning
- WISD Parent and Family Engagement Policy 18-19
- WISD Student Discipline Action Summary 18-19
- Student Assessment Testing Calendars 18-19
- WISD Assessment Calendar 18-19
- WISD Profesisonal Day Sample Agenda
- School Compacts
- WISD DIP and Campus CIPS Summaries 18-19

Demographics

Demographics Summary

Waller ISD is a rural, medium-sized, 5A school district that covers 328 square miles with a student population of 7,716 *(as of 10/19)* Waller ISD experiences around a 4% growth yearly. Waller ISD and every Waller campus met the 2019 state accountability standards, earned a letter grade of "A", and various campuses earned 19 Distinction Desginations. Waller ISD serves students in Pre K - 12th grade, and Waller ISD has eight campuses. This includes five elementary schools, two jr. highs, and one high school. Each Waller ISD school is a Title I schoolwide campus.

The student population of Waller ISD is: 10.36% African American, 33.15% White, .55% Asian, 53% Hispanic, .48% Native American, 2.31% Two or More Races, .1% Pacific Islander, 51% Male, 49% Female, 68% economically disadvantaged *(As of 10,19.)* Staff population of Waller ISD is: 10.5% African American, 59.5% White, 28.3% Hispanic, <1% Native American, < 1% Asian, < 1% Native Hawaiian or Other Pacific Islander, 1% Two or More Races; 18% Male, 82% Female. The retention rate for teachers was 89.89%.   Waller ISD is proud that 98% of the instructional staff meets state certification requirements (teachers and instructional aides.)

Waller ISD class of 2018 had a graduation rate of 96.7% with a dropout rate of 0.9% yearly. The average daily attendance rate in 2018-2019 for students was 95.8%. The percent of students with DAEP disciplinary placement was 1.28% *(2017-2018 School Year.)*

Waller ISD serves a number of students within special programs. The number of students served in those programs are as follows: 2,252 English Learners, 656 Section 504, 449 Gifted and Talented, 717 Special Education, and 1,870 Career and Technical Education *(as of 10/14/19.)*

Special Programs:

Our Schoolwide Title I program consists of parent involvement activities, supplemental computer-based intervention programs, reading and/or math campus based interventionists, Elementary ELAR Math and Bilingual Coaches, campus academic tutors for core subject areas, Saturday credit recovery / assessment tutorials, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, reading and/ormath campus based interventions, the DAEP faculty, academic tutors, instructional aides to assist at-risk students, the credit recovery program at Waller HS (Hope Academy), pregnancy related services and homebound instruction, and summer programming for identified students, Summer EOC remediation and supplemental supplies.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher cerftification exams to meet the state certification requirements, and professional development outside the district.

Our Title III program consists of bilingual LEP campus based interventionists, professional development, parent involvement activities, and supplemental supplies.

Our Carl Perkins Grant purchases consists of instructional supplies, materials, equipment, and professional development for the following career clusters: Agriculture; Architechture and Construction; Manufacturing; Law, Public Safety, Corrections, and Security; Human Services; Education and Training; Hospitality and Tourism; Health Science; Marketing; Business, Management, Administration, and Finance; and Information Technology. These grant funds supplement the state money set aside as the CTE allotment, as well as local funds.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA.) Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEA's.) These funds are used for things such as: Salaries

for support and related service staff, purchasing specially designed materials for instructional purposes, providing training to campuses and support staff, purchasing special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

Waller ISD continues to educate a wide range of students from all race/ethnicity groups and economic backgrounds utilizing a variety of strategies and highly qualified staff.

Student Achievement

Student Achievement Summary

Waller ISD Accountability Rating	
Met Standard	
Met Standard On:	**Did Not Meet Standard On:**
Student Achievement	None
School Progress	
Closing the Gaps	

Waller ISD Summary of Performance Domains for State Accountability - OVERALL SCORE of 90 Letter Grade (A)

Three domains provide a broad set of measures that provide a comprehensive evaluation of Waller ISD.

- **Domain 1 - Student Achievement   Waller ISD = 87 (B)**

- **Domain 2 - School Progress = Waller ISD = 91 (A)**

- **Domain 3 - Closing the Gaps = Waller ISD = 91 (A)**

Distinction Designations

Distinction designations recognize outstanding academic achivement in reading / English language arts, mathematics, science, social studies, Top 25% Closing Performance Gaps, Top 25% Academic Growth, and Postsecondary Readiness. Campuses/Districts that receive an accountability rating of Met Standard are eligible for distinction designations in 2019.

- **Academic Achievement in Reading / ELA - 2 Waller ISD Campuses (JES, WJH)**
- **Academic Achievement in Mathematics - 1 Waller ISD Campuses (JES)**
- **Academic Achivement in Science - 5 Waller ISD Campuses (FSE, JES, TES, SJH, WJH)**
- **Academic Achivement in Social Studies - 2 Waller ISD Campus (SJH, WJH)**
- **Top 25% Academic Growth - 2 Waller ISD Campus (FSE, WJH)**
- **Top 25% Closing Performance Gaps - 4 Waller ISD Campuses (FSE, TES, WJH, WHS)**
- **Postsecondary Readiness - 3 Waller ISD Campuses (TES, SJH, WJH)**

Domain 3 - Closing the Gaps Compared to State Targets

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the domain measurement. The disaggregated performance measures and closing the gaps targets are calculated for the performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial / Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races, Economically Disadvantaged, Special Education Current and Former, and English Learners Current and Monitored, Continuously Enrolled and Non-Continuously Enrolled.

<u>**Waller ISD Comparison to State**</u>

Academic Achievement ELAR / Math   **20/24 = 83%**

Growth Status ELAR / Math   **22/24 = 92%**

Graduation Rate Status   **5/6 = 83%**

      1/1 = 100%

English Learner Proficiency Status

Student Success STAAR Component   **11/13 = 85%**

Student Quality Status CCMR   **8/8 = 100%**

Overview

- Continue with current effective Title expenditures: Tutors, Edgenuity Software, Campus Interventionists and Coaches, Reading Connection, ESSA Certification Test Fees, Istation, HOPE Summer and Saturday School, LLI Materials/Interventions, PD for Reading Readiness/Guided Reading/Metacognitive Skills, Parent Centers, Content Coordinators, PD for Bilingual Early Exit Program, Esperanza materials & training

Student Achievement Strengths

- "A" rating on State Accountability for District
- Above state average in performance on STAAR
- 19 Distinction Designations
- Universal Screener Program
- Dual credit offerings & enrollment
- Current Title I, II, and III expenditures / effectiveness
- Graduation rate 7% above state average
- Increase in Post-Secondary Readiness
- CCMR score within Domain 1
- CTE Student Industry Certifications

District Culture and Climate

District Culture and Climate Summary

- Monitor and review ISS, OSS, DAEP placements. Number of kids & number of days. Focus on SPED pop.
- Increase positive school culture
- Continue development of campus PBIS
- Effective communication on campuses

District Culture and Climate Strengths

- Attendance rates for students and staff increased
- Violent/Criminal Incidents low
- Decrease in disciplinary offenses
- PBIS
- Staff feels safe at work

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- ELL training
- Continue Inclusion Support
- Continue Reader's / Writer's Workshop and literacy trainings.
- Vertical Math Training and Alignment
- Mentoring Program and training mentors

Staff Quality, Recruitment, and Retention Strengths

- 100% staff meet state certification requirements
- Benefits Fair
- Competitive Salaries
- Assisting in ESL endorsement - trainings offered by district
- Quality of applicants for all positions, STAAR and academic tutors
- Waller ISD Job Fair
- Mentors
- Team Hiring
- Retention rate continues to be above 85%

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- SPED Inclusion Support
- Balance between training vs. collaboration of teachers at district curriculum professional development days.
- Spanish ELA Pk-1st-focus on curriculum of native language
- Algebra I Remediation/Credit Recovery
- Readers/Writers Workshop
- Bilingual Program Development - research-based strategies/instructional materials and training for staff
- SPED Inclusion Support - SPED and general education teachers
- Pre-K - 12 Math Frameworks and vertical alignment
- Pre-K - 5 ELA Frameworks and vertical alignment

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Curriculum, Instruction, and Assessment Strengths

- District Curriculum PD/Planning Days
- District Scope and Sequences
- Professional Development: Literacy, Edgenuity, RICE AP Institute, Lead4ward, Esperanza, Technology, Vertical Math Alignment and Implementation, Rice REMSL Elementary, Garland Linkenhoger
- District Unit Assessments and Benchmarks
- Universal Screeners
- Common Assessment Calendar
- ELPS Campus Trainings and Student Data Meetings
- Literacy and Math Coaches on all elementary campuses
- Fountas and Pinnell BAS
- LPAC campus trainings

Parent and Community Engagement

Parent and Community Engagement Summary

- Academic/Literacy Workshops for Parents-especially EL's
- Personal communication
- Promotion of campus/district events

Parent and Community Engagement Strengths

- Layered communicaiton with parents: bulletins, paper, Email, Twitter, Waller ISD News Bulletin, Facebook
- Adult Ed classes
- Programs/events to build parent, family, and community engagement

District Context and Organization

District Context and Organization Summary

- Math Frameworks and Unit Plans
- ELA Frameworks and Unit Plans
- Universal Screeners and Growth Reports
- Content Planning Days
- Parent surveys by campuses
- Campus surveys - more specific

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District Context and Organization Strengths

- ELA Year at a Glance, Framework, Scope and Sequence, and Unit Plans K-12
- Math Year at a Glance, Framework, Scope and Sequence, and Unit Plans K-12
- New Arrival Center at SJH, WJH, HES
- Bilingual Framework
- Campus Surveys

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Technology

Technology Summary

- Need for a learning management system
- Integration of technology in the curriculum
- Training on technology software and hardware

Technology Strengths

- Knowledgeable support staff
- Willingness to embrace technology

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data

Goals

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Scores in the All Students category will maintain in Reading 76%, maintain in Math at 86%, maintain in Writing from 66%, Science from 87% to 90%, and in Social Studies from 86% to 89% respectively in order to increase student achievement.

Evaluation Data Sources: 2019 STAAR scores compared with 2021 STAAR scores

Strategy 1: A solid district scope and sequence for all content areas is established and carried out with Tier 1 instruction, and targeted interventions are in place for students in reading and math based on universal screener, Unit Assessments, Benchmark, and STAAR data.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student achievement gains based on assessment data from sources such as: universal screeners, Unit Assessments, benchmarks, F&P BAS, iStation, STAAR, and other in-district assessments. **Staff Responsible for Monitoring:** Director of Curriculum & Accountability, campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and PK-5 Literacy and Math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists.			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: Scores in the Hispanic sub population will maintain 72% in reading ; writing 60%; maintain in math at 83%; science from 84% to 87%; social studies from 84% to 87% to continue to meet state expectations.

Evaluation Data Sources: 2019 STAAR scores compared with 2021 STAAR scores

Strategy 1: A solid district scope and sequence for all content areas is established and carried out with Tier 1 instruction, and targeted interventions are in place for students in reading and math based on universal screener, Unit Assessments, Benchmark, and STAAR data.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student achievement gains based on assessment data from sources such as: universal screeners, Unit Assessments, benchmarks, F&P BAS, iStation, STAAR, and other in-district assessments. **Staff Responsible for Monitoring:** Director of Curriculum & Accountability, campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, PK-5 literacy and math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: African American will maintain in reading 70%; writing from 55% to 58%; maintain in math at 79%; science from 83% to 86%; social studies from 83% to 86% to improve student performance.

Evaluation Data Sources: 2019 STAAR scores compared with 2021 STAAR scores.

Strategy 1: A solid district scope and sequence for all content areas is established and carried out with Tier 1 instruction, and targeted interventions are in place for students in reading and math based on universal screener, Unit Assessments, Benchmark, and STAAR data.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student achievement gains based on assessment data from sources such as: universal screeners, Unit Assessments, benchmarks, F&P BAS, iStation, STAAR, and other in-district assessments. **Staff Responsible for Monitoring:** Director of Curriculum & Accountability, campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and PK-5 Literacy and Math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists.			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 4: Current Special Education will maintain in reading 42%; writing 34%; maintain in math at 60%; science from 55% to 58%; social studies 53% to 56% to improve student performance.

Former Special Education will maintain in reading 66%; writing 52%; math from 82% to 85%; science from 77% to 80%; social studies 86% to 89% to improve student performance.

Evaluation Data Sources: 2019 STAAR scores compared with 2021 STAAR scores

Strategy 1: District Coordinators will provide PD for special education and regular education classroom teachers regarding effective research-based math, writing, reading, science and social studies strategies.	Formative Reviews		
	Nov	**Jan**	**Mar**
*Istation *Differentiated Instruction *Document Based Questioning *Reader's/Writer's Workshop *Read 180/System 44 *Garland Linkenhoger *Debbie Wells **Strategy's Expected Result/Impact:** A comparison between last year's district-developed assessment results and this year's district-developed assessment result, closing the gap between special education students and regular education students. **Staff Responsible for Monitoring:** Director of Curriculum & Accountability, campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and PK-5 Literacy and Math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists.			

	Formative Reviews		
Strategy 2: SpEd Department will provide extensive inclusion training for campus teams and will visit campuses to monitor implementation of inclusion strategies. After trainings, SpEd Department will visit campuses and provide walk-through documentation of the implementation of the inclusion training.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Walk-through documentation from principal; Instructional Facilitator, and Director of Special Services. Specific plans created for individual student. A comparison between last year's district-developed assessment results and this year's district-developed assessment result, closing the gap between special education students and regular education students. **Staff Responsible for Monitoring:** Leaders: Special Education Director; campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and PK-5 Literacy and Math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists. Others involved: Campus principals, and instructional facilitators, PK-5 literacy and math coaches.			
	Formative Reviews		
Strategy 3: Provide in-class support for our special education students, including campus staff, academic tutors, and instructional specialists.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Inclusion services implemented and student assessment data is monitored and analyzed for growth. Master schedule documents use of personnel for inclusion support. **Staff Responsible for Monitoring:** Leaders: Principal, SpEd staff Others involved: Instructional staff, PK-5 literacy and math coaches			
	Formative Reviews		
Strategy 4: Provide supplemental TEKS-specific interventions for writing, reading, science, math, and social studies. *Academic Tutors *Campus Interventionists	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student achievement gains on various campus, district, and state assessments throughout the year. **Staff Responsible for Monitoring:** Director of Curriculum & Instruction, Campus Admin, campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and PK-5 Literacy and Math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists.			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 5: EL (Current & Monitored) Reading scores will increase from 68% to 73% or above. EL (Current) Reading scores will increase from 62% to 67% or above.

EL (Current & Monitored) Writing scores will increase from 56% to 61% or above. EL (Current) Writing scores will increase from 49% to 54% or above.

EOC EL scores in English will increase from 36% to 41%, and CTE EL scores in English will increase from 42% to 47%.

TELPAS Progress Rate will increase from 46% to 51%.

Evaluation Data Sources: 2019 STAAR Performance
2020 TELPAS (not all students participated in TELPAS)
2020 RDA (Skyward Dyslexia Code)

Strategy 1: Provide in-class support for our EL students, with campus staff, academic tutors, EL interventionist aides, and Bilingual coaches	Formative Reviews		
Strategy's Expected Result/Impact: Student assessment data is monitored and analyzed for growth.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Principals and Reading/English Language Arts (ELAR) Instructional Coordinators, Math Instructional Coordinators, Science Instructional Coordinator, Social Studies Instructional Coordinator, EL Coordinators and Bilingual coaches.			

Strategy 2: Provided PD to teachers in ELAR, SS, Math, SC in all levels on Seidlitz Ed. 7 Steps and ELPS for instructional differentiation.	Formative Reviews		
Strategy's Expected Result/Impact: Student assessment data is monitored and analyzed for growth.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Principals and Reading/English Language Arts (ELAR) Instructional Coordinators, Math Instructional Coordinators, Science Instructional Coordinator, Social Studies Instructional Coordinator, EL Coordinators, Bilingual coaches, and teachers.			

Strategy 3: Monitoring system for second language acquisition for all domains-listening, speaking, reading and writing. -EL meetings -ELPS walkthroughs	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Blue Form data, walk through data, and student assessment data.			
Staff Responsible for Monitoring: Bilingual/ESL Director, EL coordinators, Campus Administration			

Strategy 4: Continue with the implementation of the New Arrivals Center at high school, junior high school, and elementary school levels to accelerate the acquisition of the English language. PD for teachers serving newcomers by Seidlitz Ed. "Boosting Achievement"	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student Assessment Data, TELPAS, STAAR			
Staff Responsible for Monitoring: Campus Administrators, EL Coordinators, Bilingual/ ESL Director			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 6: Scores in the Economically Disadvantaged category will maintain in reading 71%, maintain in math at 83% to 86%, writing at 60%, science from 84% to 87%, and from 82% to 85% in social studies, in order to increase student achievement.

   **Evaluation Data Sources:** 2019 STAAR scores compared with 2021 STAAR scores

Strategy 1: Solid Tier 1 instruction based on the district scope and sequences for reading, math, writing, science, and social studies, as well as targeted interventions that are in place based on universal screeners and other assessment data.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student assessment data from Universal Screeners, Unit Assessments, benchmarks, F&P BAS, iStation, and STAAR. **Staff Responsible for Monitoring:** Director of Curriculum & Accountability, campus instructional staff, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and PK-5 Literacy and Math coaches, Secondary ELAR Instructional Coaches, and campus Interventionists.			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 7: WHS will provide school-day SAT for 100% of 11th graders

    Evaluation Data Sources: 2020-2021 SAT Participation Rate from State Accountability report

Strategy 1: Expand / Provide testing availability in Waller ISD.	**Formative Reviews**		
Strategy's Expected Result/Impact: Yearly participation rates	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School principal, College and Career Counselor			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 8: The average SAT Composite Score will improve from 1030 to 1036 to meet the state average.

Evaluation Data Sources: 2019-20 TAPR Report

| Strategy 1: Develop a program to align instructional practices with SAT skills; provide professional learning for teachers.	Formative Reviews		
Strategy's Expected Result/Impact: Increase in student scores on practice PSAT and SAT assessments, lesson plans to include targeted SAT skills	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus instructional facilitator, Reading/English Language Arts (ELAR) Instructional Coordinator, Math Instructional Coordinator, Science Instructional Coordinator, Social Studies Instructional Coordinator, Advanced Academic Coordinator and Instructional Coach			

Strategy 2: Raise student and parent awareness of college entrance exams.	Formative Reviews		
Strategy's Expected Result/Impact: Increase in PSAT and SAT registrations	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School College and Career Counselor			

Strategy 3: Provide SAT review materials, as well as practice tests for students.	Formative Reviews		
Strategy's Expected Result/Impact: Increase in student scores on SAT	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School College and Career Counselor, High School Principal			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 9: The average ACT composite score will improve from 18.2 to 20.6 to meet the state average.

Evaluation Data Sources: 2019-20 TAPR Report

	Formative Reviews		
Strategy 1: Develop a program to align instructional practices with ACT skills; provide professional learning for teachers.			
Strategy's Expected Result/Impact: Increase in student scores on practice ACT assessments, lesson plans to include targeted ACT skills	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus instructional facilitator, Reading/English Language Arts (ELAR) Instructional Coordinator, Math Instructional Coordinator, Science Instructional Coordinator, Social Studies Instructional Coordinator, Advanced Academics Coordinator and Instructional Coach			
Strategy 2: Raise student and parent awareness of college entrance exams.	**Formative Reviews**		
Strategy's Expected Result/Impact: Increase in ACT registrations	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School College and Career Counselor			
Strategy 3: Implement ACT prep sessions, study sessions, review materials, as well as practice tests for students.	**Formative Reviews**		
Strategy's Expected Result/Impact: Increase in student scores on ACT	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School College and Career Counselor			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 10: Communicate and review annual academic performance and state and federal requirements in a public meeting.

Evaluation Data Sources: Annual Report, Appropriately Qualified (ESSA), Calendar, CIP / DIP Presentations

Strategy 1: This information will be communicated annually in the District Site-Based Decision Making committee meetings as well as the presentation to the school board.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Meeting agendas, presentations, and sign-in sheets **Staff Responsible for Monitoring:** Chief Academic Officer, Campus Administrators			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: By the beginning of the school year, 100% of PK-12 core area teachers are using the district's scope and sequence to plan instruction.

> **Evaluation Data Sources:** Lesson plans reveal alignment with scope and sequence documents. Team planning minutes reveals the use of scope and sequence during planning.

|	Formative Reviews		
Strategy 1: Prior to the beginning of the school year, all PK-12 educators will be provided an instructional pacing calendar from which they will document the objectives to be taught each 6-weeks period, completing all required Pre-K Guideliner TEKS by the end of the school year.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Implementation will be demonstrated by students receiving high-quality instruction over the entire district curriculum in each content area. **Staff Responsible for Monitoring:** Lead: Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, PK-5 Literacy Coaches, Secondary ELAR Instructional Coaches, and Math Coaches, Bilingual Coach Others involved: Classroom Teachers, Instructional Facilitators, Campus Administrators			
Strategy 2: Teacher teams meet weekly to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing Tier 1 instruction and learning.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Meeting sign-in sheets, increased collaboration **Staff Responsible for Monitoring:** Campus Instructional Leaders, Instructional Facilitators, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, PK-5 Literacy Coaches, Secondary ELAR Instructional Coaches, Math Coaches, and Campus Administrators			
Strategy 3: Campus leaders use various strategies, processes, and/or procedures to monitor the TEKS implementation to ensure fidelity. Such as: *Review lesson plans *Participation in team planning by administrators *Participation in data review sessions	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Meeting sign-in sheets, feedback given to teachers Improved in the quality of lesson plans created by teachers **Staff Responsible for Monitoring:** Campus Instructional Leaders, Principal, Instructional Facilitator, Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, PK-5 Literacy Coaches, Secondary ELAR Instructional Coaches, and Math Coaches			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: 100% of all core area content grade levels will give at least 3 common assessments in state tested grade levels.

Evaluation Data Sources: The measure of impact will be determined by at least a 5% increase in student scores on this year's local assessments as compared with last year's corresponding assessments. In addition, we expect at least a 3% increase on all STAAR assessments.

Strategy 1: All core teachers will attend district curriculum planning/professional development days. Teachers will review data from common assessments to refine curriculum and instruction and provide input on district created common assessments.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: 1) Implementation will be demonstrated by a comparison between last year's district-developed assessment results and this year's assessment results to show a tighter alignment between curriculum and instruction as demonstrated by higher student achievement on both the assessments and STAAR. 2) Impact will be measured by growth on both local and state assessments. **Staff Responsible for Monitoring:** Lead: Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, Grade-Level Content Facilitators, Campus Instructional Facilitators Others involved: Classroom Teachers, Literacy Coaches, Secondary ELAR Instructional Coaches, Math Coach, and Campus Administrators **Funding Sources:** Reading/English Language Arts (ELAR) Instructional Coordinator PK-5 and Math Instructional Coordinator PK-5 - Title Two (255) - $185,795.83			

Strategy 2: District assessments (benchmarks, unit tests, checkpoints) are administered based on the published district assessment calendar.	Formative Reviews		
Strategy's Expected Result/Impact: Assessment results in Eduphoria AWARE program	Nov	Jan	Mar
Staff Responsible for Monitoring: Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, Campus Instructional Facilitators, Campus Administrators			

Strategy 3: Teacher teams review student data from multiple sources and develop a response that supports and defines methods for re-teaching, interventions, and re-evaluating to ensure all students learn the content.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Improved student data, data-driven decision making / spiraling evidence in lesson plans. **Staff Responsible for Monitoring:** Campus Instructional Facilitators, Literacy Coaches, Secondary ELAR Instructional Coaches, Math Coaches, and teacher teams with support from Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator			

Strategy 4: Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support.	Formative Reviews		
Strategy's Expected Result/Impact: 1)Monitor results of Unit Assessments, midterms, and/or benchmark data for students targeted in intervention groups. 2)Monitor results of Unit Assessments, midterms, and/or benchmark data to measure student growth of all students. **Staff Responsible for Monitoring:** Director of Curriculum and Accountability, Campus Instructional Facilitators and content teams along with support from Literacy Coaches, Secondary ELAR Instructional Coaches, Math Coaches, and Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, and Campus Administrators	**Nov**	**Jan**	**Mar**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 3: During the spring semester, 100% of the parents/guardians of all 8th grade students will be provided with the TEA Graduation Toolkit to assist in planning for the high school years and beyond.

Evaluation Data Sources: The measure of impact will be determined by the completion of the PGP and Four-Year Graduation Plan meeting and necessary documentation.

Strategy 1: All junior high campuses will coordinate with the high school counselors to hold PGP meetings during the spring semester of the student's 8th grade year and provide TEA Graduation Toolkit to students / parents. Students will also complete career interest inventories in Xello to inform their decisions.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: 1) Implementation will be demonstrating by completion of the PGP for each student and the 4-year graduation plan. Sign-in sheets reflecting attendance of the parent/guardian and campus counselor. 2) Impact will be measured by the percent of 8th graders that successfully complete the PGP. **Staff Responsible for Monitoring:** Lead: High School and Junior High Counselors Others involved: Campus Administration			

Strategy 2: High School counselors will meet with the parent and student during the 9th grade year to review the PGP and provide the TEA Graduation Toolkit.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Meeting documentation-4 yr. Grad Plan **Staff Responsible for Monitoring:** High School Counselors			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 4: 100% of teaching staff and paraprofessionals will receive professional development in instructional strategies and data analysis related to core content areas and/or training specific to a targeted sub population.

    Evaluation Data Sources: The measure of impact will be determined by 100% completion of the development of aligned assessments, scope and sequence documents, and implementation in the classroom as observed through walk throughs.

Strategy 1: All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *SIOP- Sheltered Instruction *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA, TCSS, TSSSA, TCEA) *HCDE Trainings *Seidlitz Group EL Trainings *Inclusion/Coteach *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *Region X Service Center Training *STEMscopes * VISTA Get Ready! *Embedded professional development provided by content coordinators *Patterns of Power *Texas Instruments-Math and Science *AP Institutes *Garland Linkenhoger/Mathlink *Lisa Contreras *Debbie Wells	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: 1) Implementation will be demonstrated by completion of the minutes, agendas, and sign-in sheets from professional development events. 2) Impact can be measured through walk throughs and observation of implemented specific skills and knowledge acquired in trainings. **Staff Responsible for Monitoring:** Lead: Reading/English Language Arts (ELAR) Instructional Coordinators PK-12 Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, Campus Administrators, PK-5 Literacy, Secondary ELAR Instructional Coaches, and Math Coaches Others involved: Consultants, such as: John Seidlitz, Nicole Shanahan, Patricia Morales, Danette Thorton, Kelly Tumy, Garland Linkenhogar, Tom Reardon, Jeff Lukens, Debbie Wells, Amy Rasmussen, Monelle Rogeau, Marianna Maldonado, LaTonya Amboree			

Strategy 2: All teaching staff and paraprofessionals will have access to necessary materials in order to effectively implement district goals as identified by the pacing calendars and related professional development.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: 1) Implementation will be demonstrated by the use of materials identified through professional development and pacing calendars. 2) Impact will be measured by 100% implementation of the materials by the classroom teacher. **Staff Responsible for Monitoring:** Lead: Reading/English Language Arts (ELAR) Instructional Coordinators PK-12, Math Instructional Coordinators PK-12, Science Instructional Coordinator, Social Studies Instructional Coordinator, Campus Administrators, Instructional Facilitators, PK-5 Literacy Coaches, Secondary ELAR Instructional Coaches, and Math Coaches, Campus Administrators Others involved: Curriculum and Campus Secretaries			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 5: Provide post secondary (college and career) awareness activities, higher ed admission, and financial aid information for all students.

    Evaluation Data Sources: The measure of impact will be determined by participation in activities will including Generation TX Day, Education Go Get It Week, Career Day, College Nights, TX College and Career, College Visits.

	Formative Reviews		
Strategy 1: *Generation TX Week promoted at each campus with various activities. (i.e., College Night, Guest Speakers, College Dress-Up Days, Blinn Mobile Unit.)	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Participation at each event, weekly agendas from campuses **Staff Responsible for Monitoring:** Counselors, High School College and Career Counselor			
Strategy 2: Campus / Parent break-out presentations during College Night (i.e., Grade-level parent presentations, NCAA eligibility, Financial Aid, AP/Dual-Credit.)	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Participation at event **Staff Responsible for Monitoring:** High School Counselors, College and Career Counselor, High School Principal.			
Strategy 3: Utilize Xello Program with grades 7-12 for college and career awareness and exploration to better align student interests and plans with high school graduation plans.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: All students entering high school will have taken a career interest inventory and set up a graduation plan within the program. **Staff Responsible for Monitoring:** CTE Coordinator, Junior High and High School Counselors, College and Career Counselor.			
Strategy 4: High School counselors review and promote 4 year grad plans, credit recovery options and post secondary plans	**Formative Reviews**		
Strategy's Expected Result/Impact: 4 Yr. Grad Plan and Personal Graduation Plan	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School Principal, Counseling Coordinator			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 6: Drop-out Prevention Strategies will be implemented to increase the number of students staying in school and graduating.

    Evaluation Data Sources: Drop-out rates will decrease to 0%.

Strategy 1: Edgenuity Program for Credit recovery through HOPE Academy, Saturday school, and Summer program	Formative Reviews		
Strategy's Expected Result/Impact: Successful completion of credits for graduation	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Administration, Counselors, Credit Recovery Teacher			

Strategy 2: Home visits and September outreach program	Formative Reviews		
Strategy's Expected Result/Impact: Getting students to come back to school and not become a drop out.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Administration			

Strategy 3: Year-round monitoring of leaver codes and implementing early interventions for locating students.	Formative Reviews		
Strategy's Expected Result/Impact: Reduction in leaver code "98" for the school year.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School Administration, Registrar, Counselors, Attendance Office			

Strategy 4: 4 Yr. Grad plans for all students and Personal Graduation Plans are developed for students at risk for not graduating	Formative Reviews		
Strategy's Expected Result/Impact: Reduction in leaver code 98 and increased graduation rate	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School Administration and Counselors			

Strategy 5: Provide Credit by Exam for acceleration or remediation for students through UT or Texas Tech	Formative Reviews		
Strategy's Expected Result/Impact: Number of credits awarded through Credit by Exam	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: High School Administration and Counselors			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: WISD will continue to develop a well-rounded program of instruction in order to support systems, programs, instructional standards, professionals, paraprofessionals and volunteers providing a well-rounded program of instruction to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 7: Dyslexia Interventions will be provided to any eligible student in need of services.

Evaluation Data Sources: Attendance Records, Mastery Checks, Progress Monitoring

Strategy 1: Identified dyslexia students who need services will receive a research based intervention such as Reading by Design, Countdown, Blast, Boost or Rewards.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Students will demonstrate improved basic reading skills, comprehension and writing. **Staff Responsible for Monitoring:** Dyslexia Teachers, lead dyslexia specialist, district dyslexia coordinator, campus administrators.			
Strategy 2: Dyslexia teachers will be trained in researched based interventions.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: All identified dyslexia students in need of reading strategies will receive interventions from a fully-trained dyslexia teacher. **Staff Responsible for Monitoring:** Dyslexia Teachers, lead dyslexia specialist, district dyslexia coordinator, campus administrators.			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: 100% of staff and students will complete all required compliance trainings.

    Evaluation Data Sources: Staff certificates of completion/Sign in Sheets

Strategy 1: District will utilize Region 10 on-line compliance training's and resources for	Formative Reviews		
a.)Anaphylaxis and Auto-Injectors b.)Bloodborne Pathogens c.)Bullying Prevention for Administrators, Teachers, & Staff d.)Child Abuse, Sexual Abuse, and Other Maltreatment of Children e.)Concussions-Everything You Need to Know f.)Copyright Law g.)Diabetes Overview h.)FERPA i.)Illegal Steroid Use j.)Just In Case-Emergency Bus Evacuation k.)Section 504 l.)Sexual Harassment m.)Suicide Prevention n.)Teen Dating Violence Prevention o.)Texas Educators' Code of Ethics p.)Use of Restraints q.)Use of Time-outs **Strategy's Expected Result/Impact:** Staff completion certificates **Staff Responsible for Monitoring:** Lead: Campus Administration Other: Chief Academic Officer	**Nov**	**Jan**	**Mar**
Strategy 2: Mental Health training-Mental Health First Aid to all new employees	**Formative Reviews**		
Strategy's Expected Result/Impact: Sign in sheets	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus Administration			
Strategy 3: School Attorney-Student Boundary Training	**Formative Reviews**		
Strategy's Expected Result/Impact: Sign in sheets	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus Administration and District Directors			
Strategy 4: CRAZE-Hide, Run or Fight-Training by Harris County Sheriffs Department on active shooters	**Formative Reviews**		
Strategy's Expected Result/Impact: sign in sheets for attendance	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus Administration and District Directors			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 2: 100% of Waller ISD Campuses will provide for the emotional and physical safety of our students.

    Evaluation Data Sources: Certificates of completion, campus written plan, comparison of discipline from year-to-year

Strategy 1: Maintain a Core Team trained in TBSI protocol, policy and procedures	**Formative Reviews**		
Strategy's Expected Result/Impact: Certificates of completion	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Lead:Campus Administration			
Strategy 2: All campuses will maintain a school-wide positive behavioral support system.	**Formative Reviews**		
Strategy's Expected Result/Impact: written school plan, matrix	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Lead:Campus Administration			
Strategy 3: Provide campus-wide bully prevention and campus wide aggression and harassment prevention and awareness activities.	**Formative Reviews**		
Strategy's Expected Result/Impact: Staff development agendas, sign-in sheets, Skyward Discipline reports, Region 10 Certificate of completion.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus Administration, Safety Management Director			
Strategy 4: Monitor and provide support to homeless students identified in the district.	**Formative Reviews**		
Strategy's Expected Result/Impact: Homeless students are monitored throughout the year with a tracking sheet.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: District Homeless Liasion and campus administration teams, counselors			
Strategy 5: Provide staff development for what constitutes emotional safety for disparate population groups within the campus general population (suicide prevention, conflict resolution, violence prevention and intervention, sexual abuse, sex trafficking maltreatment of children.)	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: All staff are trained in appropriate interactions and mentors are in place to meet student needs. Region 10 Certificate of completion. **Staff Responsible for Monitoring:** District and Campus administrative team, counselors			
Strategy 6: Provide campus personnel and secondary students with the training to equip students to recognize the many forms of harassment and abuse, as well as violence (including dating violence) prevention and intervention. Provide cam	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: A more open atmosphere of student collaboration with staff to decrease any form of harassment. Region 10 Certificate of Completion, Staff Development agenda, handouts, sign-in sheets. **Staff Responsible for Monitoring:** Chief Academic Officer, SRO's, Safety Management Director, Counselors, Special Education Director, Campus Admin, 504 Coordinator			
Strategy 7: Ensure a barrier-free physical setting throughout the district, at all campuses, at athletic facilities, and on transportation.	**Formative Reviews**		
Strategy's Expected Result/Impact: District is barrier free for all individuals of all ages. Required postings.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief of Secondary Schools, Sp. Ed. Director, Transportation Director, Maintenance Director, Student Services Director			

Strategy 8: Train all district and campus personnel as advocates for all students with special needs including Sp.Ed., 504, and at-risk general education students.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Observation records, parent, and student feedback indicate an increased perception and actuality that needs are being met.			
Staff Responsible for Monitoring: Sp. Ed. Director, At-Risk Coordinator, Federal Programs Director, 504 Coordinator, Director of Student Services			

Strategy 9: Provide pregnancy related services to identified students: parenting education classes, PEP daycare, and homebound services.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Class enrollment, PEIMS coding of children of students, timesheets			
Staff Responsible for Monitoring: HS Administration, PEP Coordinator, Federal Programs Director			

Strategy 10: Transitional activities planned by counselors between campuses for students moving from one campus to another. *Fish Camp at WHS *Meet the Teacher Night at each campus *5th Grade campus tours of Junior High Campuses *5th/8th Grade parent orientation meetings with JH principals and counselors and HS principals and counselors.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Agenda for transitional activities and parent/student attendance at events.			
Staff Responsible for Monitoring: Principals, Counselors			

Strategy 11: Provide professional development in the area of discipline management at the beginning of each school year: discipline strategies, student code of conduct, classroom management, Mandt training, etc.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Sign-in sheets and agendas, student attendance report for day of presentation			
Staff Responsible for Monitoring: Campus administration, Chief of Secondary Schools, and Special Education Director			

Strategy 12: Provide professional development on Restorative Practices to campus administrators	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Certificate of completion and implementation of Restorative Practices at the campus level			
Staff Responsible for Monitoring: Chief of Schools-Elementary and Secondary and Campus Administration			

Strategy 13: EPIC-Bullying/Kindness campus and parent presentations (Elementary Campuses)	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student attendance report for day of presentation and parent night time sign in sheet. Reduction in bullying allegations on the campus			
Staff Responsible for Monitoring: Counselor Coordinator and Campus Counselors			

Strategy 14: Maintain a per campus Core Team trained in Stop the Bleed protocol, policy and procedures.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: All campuses will be provided with easily accessible bleeding control kits. All campus core teams will be train by a (TEA) approved course.			
Staff Responsible for Monitoring: Chief of Schools Administrators School Resource Officers			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: Waller ISD will achieve 100% compliance with emergency drills and security audits as well as implement other incident prevention and response measures to increase student and staff safety.

Evaluation Data Sources: emergency drill logs and security audit report

Strategy 1: Campus drills are completed monthly and security audits are completed as required by state guidelines.	Formative Reviews		
	Nov	**Jan**	**Mar**

2. The purchase of hand held wands from Charm-Tex for the use of reasonably suspension of contraband or a weapon.
 	
3. The purchase of emergency I.D. badges from Identisys Inc. for ALL district employees to use during the following emergencies;
    I. Lock downs
    II. Perimeter Seals
    III. Shelter-In- Place
    VI. Evacuation
    V. Reverse Evacuation
    VI. Severe Weather
 	
4. The renewal of Anonymous Alerts for the entire district for anti-bullying and safety reporting that helps detect, deny and control bullying, safety and mental health issues on the campuses, and for staff. (Title IV $3650.00)
 	
5. Install Safety Shatterproof film on 16 glass panes Tech/IT by Sunset Glass Tinting with (School Safety & Security Grant $1124.00)
    Strategy's Expected Result/Impact: Logs and audit report
    Staff Responsible for Monitoring: Leader: Campus Administration
    Others: Emergency Management Officer
    Funding Sources: - Title IV (289) - $3,650, - School Safety and Security Grant (429) - $1,124			

Strategy 2: School Threat Assessment Team Implementation	Formative Reviews		
Strategy's Expected Result/Impact: Recognizing and/or avoiding potential threats early	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief of Secondary Schools, SRO District Supervisor, Counselor Representative, Alternative Education Program Administrator, Chief Information Officer, HS Asst. Principal Represenatative			

Strategy 3: TEEX Active Shooter Tabletop Exercise Training	Formative Reviews		
Strategy's Expected Result/Impact: Staff and local officials will be prepared for a coordinated and effective response in the event of a school safety emergency	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: All School Resource Officers, Alternative Education Program Administrator, Local EMS, Law Enforcement, and City Officials			

Strategy 4: Updated and detailed Emergency Operations Plan for WISD and each campus	Formative Reviews		
Strategy's Expected Result/Impact: Staff and students will be prepared for how to respond in the event of an emergency	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief of Schools Secondary, SRO District Supervisor			

Strategy 5: Create a memorandum of understand that outline the School Resource Officers responsibility to the district .	**Formative Reviews**		
Strategy's Expected Result/Impact: To create Roles and Responsibility for the School resource officer to ensure that they are only tasked with duties related to law enforcement intervention. **Staff Responsible for Monitoring:** Chief of Schools Secondary SRO supervisor Administrators	**Nov**	**Jan**	**Mar**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: WISD will recruit, develop, and retain appropriately qualified and effective personnel to optimize student engagement and learning. (Human Resources)

Performance Objective 1: The Human Resource Department will recruit the most qualified personnel by hosting a career fair, attending university and local career fairs, and advertising district vacancies in relevant resources to address the needs of the district to fill 100% of district vacancies each school year.

Evaluation Data Sources: SBEC Educator Verification Reports

Strategy 1: Create a hiring process that permits principals, the Chief HR Officer, and Director of Human Resources to recruit the best candidates and provide letters of intent early in the hiring period by hosting a career fair and attending strategically selected university and regional career fairs.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Highest qualified candidates hired early to prevent them from being hired by other districts. Principals maintain contact after hiring candidates to prevent them from being hired by other districts. **Staff Responsible for Monitoring:** Leader: Chief Human Resource Officer, Director of Human Resources Others: Superintendent, Chief of Schools-Elementary, Chief of Schools-Secondary, Campus Principals			
Strategy 2: Utilize a multiple step process in the recommendation of employees to verify TEA/SBEC certification and validate ESSA qualified status prior to hiring.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Documents of ESSA qualified status; recommendation forms on file for all WISD employees documenting ESSA qualified status. **Staff Responsible for Monitoring:** Leader: Director of Human Resources, Human Resources Coordinator Others: Superintendent, Chief of Schools-Elementary, Chief of Schools-Secondary, Director of Special Services, Director of Bilingual/ESL Education, and Campus Principals			
Strategy 3: Establish and maintain working relationships with university/educator preparation programs education staff and leaders.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Student teacher/applicant rosters; assistance and obtain probationary/intern certifications; verification letters; invitation to speak with student teachers **Staff Responsible for Monitoring:** Leader: Chief Human Resources Officer Others: Director of Human Resources			

Strategy 4: Provide mentoring groups for first year teachers	**Formative Reviews**		
Strategy's Expected Result/Impact: The retention rate for first year teachers is greater than 85%	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Chief of Schools-Elementary, Chief of Schools-Secondary Others: Chief Academic Officer, Chief Human Resources Officer, Director of Human Resources, Reading/English Language Arts (ELAR) Instructional Coordinators, Math Instructional Coordinators, Science Instructional Coordinator, Social Studies Instructional Coordinator, Campus Principals, Content Department Chairs, Veteran Teachers			

Strategy 5: Capture and provide absence data by campus. Collaborate with principals and school administration to determine best practices related to the reduction of absences. Provide superintendent with staff attendance incentives.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Campuses will have a decrease in their teacher absence rate.			
Staff Responsible for Monitoring: Leader: Campus Principals Others: Chief of Schools-Elementary, Chief of Schools-Secondary, Chief of Human Resources Officer, Director of Human Resources			

Strategy 6: Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with principals and school administration on the implementation of next steps. Provide superintendent with staff attendance incentives strategies.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Decrease in turnover of high performing teachers.			
Staff Responsible for Monitoring: Leader: Superintendent Others: Campus Principals, Chief of Schools-Elementary, Chief of Schools-Secondary, Chief of Human Resource Officer, Director of Human Resources			

Strategy 7: Review current hiring and recruitment process for substitute teachers, Academic/LEP tutors. Review pay in comparison to surrounding districts. Review surrounding districts' best practices for hiring and training substitute teachers.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Remain competitive in pay for substitutes and tutors.			
Staff Responsible for Monitoring: Leader: Chief of Human Resource Officer, Director of Human Resources, Human Resources Coordinator Others: Chief of Schools-Elementary, Chief of Schools-Secondary, Chief Academic Officer, Campus Principals			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: WISD will recruit, develop, and retain appropriately qualified and effective personnel to optimize student engagement and learning. (Human Resources)

Performance Objective 2: 100% of academic core subjects will continue to be taught by certified teachers and instructional paraprofessionals in compliance with federal and state law.

Evaluation Data Sources: SBEC Educator Verification Report

Strategy 1: Administer locally developed assessment exam, as needed, to ensure appropriate credentials for non-certified staff.	Formative Reviews		
Strategy's Expected Result/Impact: 100% of paraprofessionals meet SBEC/TEA requirements	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Director of Human Resources Others: Human Resources Administrative Assistants			

Strategy 2: Conduct timely implementation of the elements of the T-TESS evaluation instrument.	Formative Reviews		
Strategy's Expected Result/Impact: Data from classroom walk-throughs and T-TESS system procedures	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Campus Principals Others: Campus Administrative Teams, Chief Academic Officer, Chief of Schools-Elementary, Chief of Schools-Secondary, Director of Human Resources			

Strategy 3: Assist teachers not currently appropriately certified according to ESSA with professional development to meet ESSA requirements in a timely manner. Utilize ESSA funds to pay for teacher certification exams to become state certified	Formative Reviews		
Strategy's Expected Result/Impact: 100% of instructional staff SBEC/TEA certified	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief Academic Officer, Director of Special Services, Director of Bilingual/ESL Education, Campus Principals, Director of Human Resources			

Strategy 4: Provide training for teachers seeking an ESL or Bilingual certification/endorsement to increase their success rate on the teacher certification exam and reimburse test fees according to WISD policy.	Formative Reviews		
Strategy's Expected Result/Impact: Teacher certificates, training certificates	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Director of Human Resources, Director of Bilingual/ESL Education, EL Elementary Coordinator, EL Secondary Coordinator			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: 100% of Waller ISD teachers will demonstrate progress on one or more instructional or classroom environment dimensions in the T-TESS Evaluation Instrument.

Evaluation Data Sources: T-TESS Evaluation Instrument

Strategy 1: Campus administrators will conduct walk-throughs and observations based on TEA guidelines and board approved T-TESS calendar.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Walk-Throughs, goal setting, observations, pre and post conferences, end of year conferences, summatives compared year-to-year **Staff Responsible for Monitoring:** Leader: Campus Administration Others: Chief of Academics, Chief of Schools-Elementary, Chief of Schools-Secondary, Chief of Human Resources Officer, Director of Human Resources			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 2: 100% of Waller ISD teachers will measure student growth using the TEA recommended student learning objectives (SLO's) process.

    Evaluation Data Sources: T-TESS Evaluation Instrument

Strategy 1: T-TESS appraisers will discuss the student growth goal process with teachers during goal setting conferences at the beginning of the school year.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Goal Setting Conferences Pre/Post Observation Conferences End of Year Conference in April/May **Staff Responsible for Monitoring:** Leader: Campus Administration Others: Chief of Academics Officer, Chief of Schools-Secondary, Chief of Schools-Elementary, Chief of Human Resources, Director of Human Resources			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 3: 100% of WISD teachers will be provided with high-quality, ongoing, professional development.

Evaluation Data Sources: Teacher effectiveness

Strategy 1: Provide staff development to the areas of social studies, writing, reading, math, science, SpEd, and EL's to address identified and targeted students.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Sign-in sheets, agendas, certificates **Staff Responsible for Monitoring:** Campus Administration, Content Coordinators, Chief Academic Officer, Director of Curriculum and Accountability, Director of Special Services, Director of Bilingual/ESL Education, EL Secondary Coordinator, EL Elementary Coordinator, Instructional Facilitators, Literacy Coaches, Math Coaches, Bilingual and Secondary ELAR Coaches			
Strategy 2: Maintain vertical teams for writing, math, reading, science, and social studies utilizing WISD Full Staff Development Days for curriculum planning.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Sign-in sheets, agendas **Staff Responsible for Monitoring:** Campus Administration, Content Coordinators, Instructional facilitators, Literacy Coaches, Math Coaches, Bilingual Coaches, and Secondary ELAR Coaches			
Strategy 3: Provide professional development to support second language development for EL students with "7 Steps to a Language-Rich Interactive Classroom" PD for all grade levels. Provide professional development with the Esperanza program, for our Kindergarten and 1st grade staff.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Sign-in sheets, agendas **Staff Responsible for Monitoring:** Director of Bilingual/ESL Education, EL Coordinators, Bilingual coaches, Campus Administration			
Strategy 4: Provide professional development for G/T to include core foundational strands and annual 6-hour updates.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Sign-in sheets, Eduphoria Course Credit **Staff Responsible for Monitoring:** Advanced Academics Coordinator and Instructional Coach			
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue			

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 4: Evaluate the GT program annually

    Evaluation Data Sources: Staff and Parent Surveys

Strategy 1: Opportunities for professional learning in the area of gifted/talented education are provided on a regular or as needed basis.	Formative Reviews		
Strategy's Expected Result/Impact: Eduphoria Professional Learning Portfolios	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Advanced Academics Coordinator			
Strategy 2: Students, Teachers, and Parents will evaluate the effectiveness of the GT Program utilizing a district-created survey.	Formative Reviews		
Strategy's Expected Result/Impact: Analysis of survey results	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Advanced Academics Coordinator, GT Coordinators on campuses			
Strategy 3: Provide feedback from survey results to campuses in order to improve programs each year.	Formative Reviews		
Strategy's Expected Result/Impact: Implementation of program improvement suggestions	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Advanced Academics Coordinator, GT Coordinators on campuses			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: WISD will incorporate a robust infrastructure and high quality software resources to maximize academic potential of students.

Strategy 1: District Technology Department will assist teachers with online resources that will be incorporating Technology Applications TEKs into day-to-day classroom instruction.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Teacher Lesson Plans. Utilization reports for online resources.			
Staff Responsible for Monitoring: Principal, Instructional Facilitators, District CIO, District Trainer, District Software Facilitator, District Google Specialist, District Technologist			

Strategy 2: Implement the K-12 Technology Applications TEKS using state provided on-line learning materials and use of Google Classroom as the online learning management platform across the district.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Teacher Lesson Plans Student Benchmarks Student Schedules			
Staff Responsible for Monitoring: Chief Academic Officer, Curriculum Director, Principal, District Technologist, Technology Applications Instructors			

Strategy 3: Campus administrators, district technologists and teachers will attend virtual conferences to examine methods for improved and increased use of technology for student learning.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Attendance certificate CPE Hours technology integration in lesson plans T-Tess Evaluation			
Staff Responsible for Monitoring: District technologist, Teachers, Curriculum Director, Technology CIO			

Strategy 4: Campuses will develop an expanded technology assistance to aid in campus level technology integration efforts. The district trainer and district software facilitator will form a plan to assist teachers in technology integration.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Change of lesson plans to include Integration of technology. Use of Google resources that will allow monitoring of campus technology use.			
Staff Responsible for Monitoring: Campus Administrators, District Technologists, District Trainer, District Software Facilitator, Principals, District CIO			

Strategy 5: Hands on training will be provided to the teachers to assist in the integration of technology into the classroom either in person or remotely. New teachers and staff will be trained at the beginning of the year on district resources. Training courses will be offered throughout the year.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Training will be offered on campuses as needed as well as online training sessions. Training for departments will be offered to show how to use district software resources as well as use of Google tools.			
Staff Responsible for Monitoring: Principals, Teachers, Instructional Facilitators, District Trainer, District Software Facilitator, District Google Specialist, District CIO			

	Formative Reviews		
Strategy 6: Waller ISD will maintain and continue to monitor high bandwidth access between all campuses and the highest access affordable for the locations where Waller ISD does not own the fiber. Increasing where demands require.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: 10G link maintained where fiber owned by district. bandwidth monitored and increased as required for campuses not connected through owned fiber. **Staff Responsible for Monitoring:** District CIO, Network Manager			

	Formative Reviews		
Strategy 7: District will expand wireless into all areas of the district where student access is required for academic performance.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Increased wireless infrastructure Wireless to include coverage in areas outside of the buildings. **Staff Responsible for Monitoring:** District CIO, Network Manager			

	Formative Reviews		
Strategy 8: District will provide supplemental Chrome Books and MiFi to home-bound students with Title IV funds through GTS. ($4,152.00)	**Nov**	**Jan**	**Mar**

Strategy's Expected Result/Impact: Check in-Check out documents in student success and home-bound/credit recovery classes. Currently have 10 Mifi's and 10 Chromebooks for checkout.
     Staff Responsible for Monitoring: 504 Coordinator and Special Services Director
     Funding Sources: - Title IV (289) - $4,152			

	Formative Reviews		
Strategy 9: District will provide IPads and Apple Care for 51 IPads purchased during COVID closure to assist with distance learning for PK, K, and 1st grade students ($20,813.00)	**Nov**	**Jan**	**Mar**

Strategy's Expected Result/Impact: Online coursework and engagement of students in Education Outreach Program
     Staff Responsible for Monitoring: Campus Administrators, Technology Department, Technology CIO and Bilingual Director
     Funding Sources: - Title IV (289) - $20,813			

	Formative Reviews		
Strategy 10: All District Personnel will go through Cyber Security Training via the Knowb4 platform at the beginning of the school year. Ongoing training reminders on keeping data secure will be pushed out on a monthly basis.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Help staff recognize phishing emails and avoidance of sharing personal data **Staff Responsible for Monitoring:** District Software Facilitator, Network Manager, District CIO,			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 2: District will work to maintain a 1:1 mobile learning environment for all students.

	Formative Reviews		
Strategy 1: District technology support staff will work to maintain a 1:1 mobile environment. Students in Pk-K will receive ipads. Students in grades 1-12 will receive chromebooks. Limited additional devices will be made available on campus for loaners.	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Google and TipWeb reports on mobile devices. Utilization reports on specific applications. **Staff Responsible for Monitoring:** Principals, District Google Specialist, District CIO, DistrictTechnologist			
Strategy 2: Technology integration into the core content areas. Teachers will use Google Classroom and Seesaw to deliver course content to remote and in-person learners. Interactive Displays will be used to promote classroom engagement of technology integrated lessons.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Utilization reports from Clever and Google Classroom Tiny PC in all Classrooms for use with interactive Displays **Staff Responsible for Monitoring:** Principal, Chief Academic Officer, Instructional Facilitator,District Technologist, District CIO, Teachers			
Strategy 3: Student use complies with all policies regarding acceptable technology use and targets the relevant issues.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Lesson Plan include technology integration **Staff Responsible for Monitoring:** District Technologist, Chief Academic Officer, District CIO			
Strategy 4: MiFi's will be made available to students with limited or no wireless access at home.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Decrease demand of families having to leave home to use wireless internet **Staff Responsible for Monitoring:** Network Manager, District Technology Staff, District CIO, Chief Academic Officer, Principals			
Strategy 5: Distance learning opportunities will be provided via zoom and borderless classroom for all students and teachers	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Video Conferencing made available to all students, teachers, and departments **Staff Responsible for Monitoring:** District CIO, Chief Academic Officer, Curriculum Director, Principals, District Software Facilitator			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 3: 100% of Waller ISD teachers will receive proficient on his/her T-TESS evaluation within Domain 2: Instruction, Planning: 1.1 Standards & Alignment, and Planning: 1.4 Activities.

    Evaluation Data Sources: T-TESS goal setting, preconference, post conference, end of year conference, walk through and evaluation

Strategy 1: Teachers integrate technology into the K-12 curriculum using the technology resources in the classroom.	Formative Reviews		
Strategy's Expected Result/Impact: Lesson plans, T-Tess will have a technology integration component, use of Clever, Aristotle, and other online teaching materials. Use of Securly to monitor Apple products **Staff Responsible for Monitoring:** Chief Academic Officer, Instructional Facilitators, Principals, District Technologist, Trainer, District Software Facilitator, District CIO	**Nov**	**Jan**	**Mar**

Strategy 2: District will utilize technology tools to monitor and educate principals and staff on the importance of student engagement with the use of Google Classroom and Google Team Drive.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Reports from the monitoring tools, Utilization reports, Use of Little Sis with Admins Training offered to Admin/ISM teams **Staff Responsible for Monitoring:** Principals, Chief Academic Officer, Instructional Facilitator, District CIO, District Google Specialist			

Strategy 3: Hands on and remote trainings will be offered and made available to teachers to assist in the integration of technology into the classroom. Teachers and staff will be available to sign up for Zoom sessions on various software products.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Training will be offered on campus and via zoom. District Trainer, District Software Facilitator, and Google Specialist will participate in planning trainings. Training for departments will be offered on how to use district software resources and Google tools. **Staff Responsible for Monitoring:** District CIO, Principals, Teachers, Instructional Facilitators, District Trainer, District Software Facilitator, Google Specialist			

Strategy 4: District training guides, videos, and District Technology Newsletters will be made available to all staff to assist with software usage.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Google team drive to share PDF files and help videos. District Web site will offer videos and documentation for parents and students at home Trainings offered throughout the year via zoom NewsBytes will offer tips and strategies for software use in the classroom. **Staff Responsible for Monitoring:** District Trainer, District technologist, District Software Facilitator, District CIO, District Google Specialist			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 4: Resources will be allocated to help teachers utliize technology tools and available software to help increase awareness of student use.

Strategy 1: Provide software subscriptions and campus used web links to Clever for teachers and students to easily access.	Formative Reviews		
*IStation	**Nov**	**Jan**	**Mar**
*Dreambox *Fast For Word *Stemscopes *SeeSaw *Learning without Tears *Edgenuity * Others as requested Securly will be used to deploy Apple Applications to IOS devices			

Strategy's Expected Result/Impact: Clever usage reports, Clever list of software resources, Aristotle
    Securly list of Apps
 	
    Staff Responsible for Monitoring: District CIO, Chief Academic Officer, DistrictTechnologist, District Trainer, District Software
    Facilitator, District Coordinators			

Strategy 2: Borderless Classroom will be provided to teachers to monitor chromebooks and student home devices in grades 1-12 during school hours.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Monitor student Chrome windows, share resources to students at the same time **Staff Responsible for Monitoring:** District Technologist, District Trainer, District Software Facilitator, District CIO, Principals			

0% No Progress   100% Accomplished   ➔ Continue/Modify   ✗ Discontinue

Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Communications)

Performance Objective 1: Waller ISD will strive to engage stakeholders with informative communications that reflect the school district's vision, mission, and goals. Communications will support this objective by providing effective communications via the strategies outlined in the District Improvement Plan.

Evaluation Data Sources: Student Attendance, Academic Achievement, Graduation Rate, Community/Districtwide Event Attendance (estimated), Communications Survey Results, Electronic Communications Analytics, Stakeholder Feedback

Strategy 1: 1) Create branded, timely, and consistent communications in support of school district/department/campus initiatives, events, achievements, celebrations, academic opportunities, crisis, etc.	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: * Broaden internal and external stakeholder awareness and engagement * Distribute key messages through appropriate communications channel including, but not limited to: o Press Release o Video o Photos o Facebook o Twitter o Television Media o Radio o Website o Email o Phone Call o Text Message o Flyers o Posters o Peachjar **Staff Responsible for Monitoring:** Communications Department			

Strategy 2: Conduct Communications Survey	**Formative Reviews**		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: * Evaluate effectiveness Communications channels * Review preferred communications methods * Adjust distribution of communications based on feedback **Staff Responsible for Monitoring:** Communications Department			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: 60% of the general operating fund will be spent on classroom instruction.

Strategy 1: All expenditures for the district and campuses will comply with all legal, local, and financial policies, procedures, and guidelines required by the funding source.	Formative Reviews		
	Nov	Jan	Mar
Strategy's Expected Result/Impact: Outside annual audit **Staff Responsible for Monitoring:** Chief Financial Officer			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 2: Title I - Federal Funds Allocation

    Evaluation Data Sources: Budget, Requisitions, Purchase Orders

Strategy 1: All campuses in Waller ISD are Title I, Part A school wide campuses. Title I funds are distributed to all eight campuses based on the percent of low SES on each campus. The campus with the highest low SES population gets the highest per student allocation with the allocations decreasing as the low SES percent decreases.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: Annual Audit **Staff Responsible for Monitoring:** Chief Financial Officer			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1: 85% of the students will be connected to the school through a co-curricular or extracurricular activities.

Evaluation Data Sources: Class rosters, Club rosters, Extracurricular rosters

Strategy 1: Various clubs, organizations, and CTSO's will be offered to student populations.	Formative Reviews		
Strategy's Expected Result/Impact: Class rosters, club rosters, extracurricular rosters	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Campus Principal. Others involved: Club, organization, and extracurricular sponsors			
Strategy 2: Ensure a barrier-free physical setting throughout the district, at all campuses, at athletic facilities, and on transportation.	Formative Reviews		
Strategy's Expected Result/Impact: Required postings, physical buildings are in compliance with standards.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Leader: Chief of Schools-Elementary, Chief of Schools-Secondary Others involved: Director of Transportation, Director of Maintenance and Energy Management, Director of Social Services, Director of Athletics			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: All parents/guardians of PK-12 grade students, school staff, and community will receive communication in all district aspects of educational opportunities in both English and Spanish.

Strategy 1: Compile a list of communication tools that are used by the district and campuses to relay information on educational opportunities.	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: (1) Implementation will be to confirm that all forms of media have been translated; copies of all communication will be kept electronically in both English and Spanish			
Staff Responsible for Monitoring: Communications Staff, Family Engagement Specialist, Campus Administrative Team			

Strategy 2: Involve all parents in district site base committee and decision making, and provide translations through translator head phones when needed. Provide Chromebooks for Parents during Family Engagement Parent meetings purchased w/ Title III funds	Formative Reviews		
	Nov	**Jan**	**Mar**
Strategy's Expected Result/Impact: (1) Impact will be measured with parent attendance via the sign-in sheets; sign-out of head phones			
Staff Responsible for Monitoring: Chief Academic Officer, Bilingual/ESL Director, District Translators, Family Engagement Specialist			

Strategy 3: Attend state Title I Parental Involvement Conference and Region IV family engagement opportunities.	Formative Reviews		
Strategy's Expected Result/Impact: (1) Implementation will be noted with a certificate of attendance.	**Nov**	**Jan**	**Mar**
(2) Impact will be demonstrated with presenting information to campuses. (3) Provide increased parent, family, and community engagement opportunities within the district			
Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Bil/ESL Staff			

Strategy 4: Facilitate opportunities to build parent, family and community involvement within Waller ISD.	Formative Reviews		
	Nov	**Jan**	**Mar**

(1) Region IV - FHSP graduation board game/posters for Exploring Their Future training
(2) HEB Read 3
(3) Back to School Fair
(4) NAC Nights
(5) Campus Curriculum Nights
(6) Parent University
(7) Parent Involvement Committees
(8) ESL/GED Adult Classes
(9) HHF Career and Education Day
(10) Summer Parent Academy
(11) Community Market with Houston Food Bank
(12) FNB Smart Money Program
(13) Crime Stoppers presentations
(14) Community Pep Rally
(15) Other campus specific involvement opportunities

Strategy's Expected Result/Impact: (1) Implementation will be measured with parent attendance by the sign-in sheets
(2) Impact will be to build parent, family, and community capacity for increased student achievement

Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, ESL/Bilingual Dept., Campus Administration, Communications Staff, Community Youth Specialist

Strategy 5: Monitor and provide support to the homeless students identified in the district.	Formative Reviews		
*School supplies	**Nov**	**Jan**	**Mar**

Strategy's Expected Result/Impact: (1) Implementation will be monitored throughout the year with a tracking sheet.
(2) Impact would be to use the data to share with counselors for out reach programs.

Staff Responsible for Monitoring: Counselors, Campus/District Administrators, Social Worker (Community Youth Specialist), Student Services, Director of Students Services, PEIMS Coordinator

Strategy 6: Provide parking and building access for walk-in community members and parents.	Formative Reviews		
	Nov	**Jan**	**Mar**

Strategy's Expected Result/Impact: (1) Implementation will be visible through parking spaces and signage maintained and cleared for parents and visitors.
(2) Impact will be demonstrated through the following year's survey.

Staff Responsible for Monitoring: Maintenance Department

Strategy 7: Provide District Parent Involvement Calendars for all families funded through Title I with Region 4 ESC. ($9531)	Formative Reviews		
	Nov	**Jan**	**Mar**

Strategy's Expected Result/Impact: Provide families an organized system to help with planning and to be informed of district events/important dates, and to offer school relevant resources/reminders.

Staff Responsible for Monitoring: Chief Academic Officer
Family Engagement Specialist
Communications Department

Funding Sources: - Title One (211) - $9,531

Strategy 8: Provide Chromebook devices for all families funded through Title I with CDI Technologies.	**Formative Reviews**		
Strategy's Expected Result/Impact: Chromebooks will provide families hands-on opportunities when they attend WISD trainings and allow those who do not have a device at home to be able to have access to online resources for school-related purposes, such as logging in to Skyward, the Texas Assessment Portal, etc.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist			
Funding Sources: - Title One (211) - $7,290			

Strategy 9: Provide families with printed, relevant, and up-to-date resources from the Woodbrun Press.	**Formative Reviews**		
Strategy's Expected Result/Impact: The Woodburn Press printed materials will provide families with concise, relevant, and up-to-date information and resources to help build parent capacity and promote student success.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist			
Funding Sources: - Title One (211) - $3,879.41			

Strategy 10: Attend the Parent and Family Engagement Liaison Training provided by Region IV. Region IV (35.00)	**Formative Reviews**		
Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance. Impact will be demonstrated with presenting information about the updated PFE Engagement Liaison Handbook to campuses. Provide increased parent, family, and community engagement opportunities on campuses and within the district.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief Acadamic Officer, Family Engagement Specialist			
Funding Sources: - Title One (211) - $35			

Strategy 11: Attend the two-day seminar "Building the Capacity of ALL Families" hosted at Region IV. IMP/International Meeting Planners (35.00)	**Formative Reviews**		
Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance. Impact will be demonstrated by building an awareness of the important role of family engagement in the academic lives of children and obtaining tools to incorporate effective and measurable family engagement processes which lead to better outcomes for all students as we focus on how to create a truly inviting culture for successful community and family partnerships. Provide increased family engagement opportunities to ALL families within the district.	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist			
Funding Sources: - Title One (211) - $35			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue