

Waller Independent School District

District Improvement Plan

2023-2024



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.

Value Statement

Our Philosophy:

All schools and staff in Waller ISD are committed to positive, supportive interactions with students to ensure that all are successful learners.

Upon graduation, our students will:

- Demonstrate general academic knowledge and skills that will allow them to be employable such as reading, writing, mathematical computation, speaking, listening, data manipulation, information processing and retrieval;
- Exhibit self confidence, self-esteem and flexibility as a learner and as a person;
- Demonstrate problem-solving, decision-making, and group process skills (teamwork);
- Demonstrate effective communication skills;
- Utilize and adapt to technological advances;
- Demonstrate social, civic, economic, and environmental responsibility by showing ethical behavior in personal life and in the workplace;
- Demonstrate the ability to identify, set, and pursue short and long goals and maintain a balanced (music, art, drama), safe, and healthy lifestyle;
- Be a self-directed, life-long learner;
- Demonstrate second language skills.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Waller ISD comprehensive needs assessment and district improvement plan is developed to ensure all students are given the education that they need to be successful. A thorough evaluation of programs is conducted each year to ensure that the district develops and implements a well-rounded program of instruction to meet the academic needs of all students. The committee consults with teachers, principals, paraprofessionals, specialized instructional support personnel, parents, students, and community partners, to plan for programs aligned with federal, state, and local plans. The comprehensive needs assessment specifies priorities for addressing district needs. This critical process is the pre-work that is conducted in the development of the district and campus improvement plans and decisions regarding the justification for the use of local, state, and federal funds. Once developed, the committee meets a minimum of 3 times a year to conduct formative reviews and seek advice for continuous improvement. The use of data, as well as funding decisions, are discussed at the initial meeting and during the formative review process to continually update and improve activities supported under these programs since coordination with other federal, state, and local programs is necessary. At the end of each year a committee survey is conducted in order to prepare the final evaluation of programs documented through the summative evaluation criteria.

The goals, performance objectives, and strategies outlined in the improvement plan offer a well-rounded program of study intended to meet the academic needs of all students. In addition, the plan discusses the accelerated instructional methods used to identify and serve not only the at-risk student population, but other sub-groups that the district has determined is in additional need of assistance. Strategies intended to strengthen the academic program and improve school conditions is embedded throughout the plan to focus on a well-rounded education for all students. Waller ISD prioritizes Title II funds based on Title I status. All schools in Waller ISD are Title I schoolwide campuses therefore Title II funds are utilized for instructional coaches that support all campuses.

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards, the district improvement plan included serves as a comprehensive plan to describe:

- How the district will monitor students' progress in meeting the challenging State academic standards by:
 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 2. Identifying students who may be at risk for academic failure;
 3. Providing additional educational assistance to individual students the district or school determines need help in meeting the challenging state academic standards; and
 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
- How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers are addressed in the needs assessment and under goal 4 of the improvement plan which is also correlated to the district equity plan
- How the district will carry out its school support and improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)] - Waller ISD does not currently have any campuses that are labeled as "in needs of school improvement", although the district still maintains the process for targeted improvement planning through the utilization of a district hired school improvement officer.
- The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)] - Waller ISD utilizes poverty data provided by students eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program to determine the economically disadvantaged student population. The district currently operates as a Title I Schoolwide district.
- The nature of the programs to be conducted under Schoolwide programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; Students who reside in either of the General

Residential Homes located within the boundaries of the district are afforded the same educational programs and opportunities through Title I Schoolwide funds that all other students receive.

- The services the district will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act;
- The strategy the district will use to implement effective parent and family engagement under Section 1116; [Section 1112(b)(7)]
- If applicable, how the district will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]
- How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)] Waller ISD does not currently operate as a targeted assistance program.
- How the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including,
 1. Coordination with institutions of higher education, employers, and other local partners; and
 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
- How the district will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; Waller ISD currently utilizes the Character Strong curriculum and professional development as a strategy to address student behavior. In addition, Positive Behavior Intervention and Support (PBIS) strategies are utilized at several of the campuses.
- How the district will support programs that coordinate and integrate-
 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 2. Work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit; and
- Any other information on how the district proposes to use funds to meet the purposes of this grant and that the district determines appropriate to provide, which may include how the district will—
 1. Assist schools in identifying and serving gifted and talented students; and
 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Demographics

Demographics Summary

Waller ISD is a rural, medium-sized, 6A school district that covers 328 square miles with a student population of 8,834 (*per the PEIMS submission data as of 01/2023*). This is an approximate 9.5% growth from the prior year's enrollment of 8,377 students. Waller ISD serves students in Pre-K - 12th grade through eight campuses that operate a Title I schoolwide program. This includes five elementary schools, two junior high campuses, and one high school.

Demographics - The following demographics represent the composition of the students and staff for the previous school year (2022-2023 Fall PEIMS) associated with the student performance measures used in the data analysis.

School Population		
	Count	Percent
Student Total	8834	
Early Education Grade	42	.48%
Pre-Kindergarten Grade	379	4.29%
Kindergarten Grade	599	6.78%
1st Grade	616	6.97%
2nd Grade	624	7.06%
3rd Grade	646	7.31%
4th Grade	629	7.12%
5th Grade	641	7.26%
6th Grade	657	7.44%
7th Grade	635	7.19%
8th Grade	727	8.23%
9th Grade	861	9.75%
10th Grade	708	8.01%
11th Grade	599	6.78%

School Population		
12th Grade	471	5.33%
Student Demographics		
	Count	Percent
Gender		
Female	4353	49.28%
Male	4481	50.72%
Ethnicity		
American Indian-Alaskan Native	28	.32%
Asian	108	1.22%
Black - African American	995	11.26%
Hispanic-Latino	5068	57.37%
Native Hawaiian - Pacific Islander	8	.09%
White	2422	27.42%
Two or More	205	2.32%
Student Program		
	Count	Percent
Emergent Bilingual	2867	32.45%
Bilingual	740	8.38%
English as a Second Language	2103	23.81%
Gifted and Talented	466	5.28%
Special Education (SPED)	1300	14.72%
Dyslexia	725	8.21%

School Population		
<i>Economic Disadvantage</i>		
Economic Disadvantage Total	5879	66.55%
Free/Reduced Meals	5772	65.34%
Other Eco Dis	107	1.21%
<i>Homeless Statuses</i>		
Homeless Status Total	42	.48%
Other Student Information		
	Count	Percent
At-Risk	5169	58.51%
Immigrant	161	1.82%
Military-Connected	119	1.35%
Foster Care	24	.27%
Transfer In Students	143	1.62%

Waller ISD had a 4-year longitudinal graduation rate of 92.7% for the class of 2021. This is a decrease from the class of 2020 who had a graduation rate of 96.9%. The annual dropout rate in 2020-2021 was 1.6%.

Attendance and Discipline

The 2022-2023 Attendance and Discipline Incident trends are outlined below.

Cumulative Attendance Rate for 2022-2023	
Grade	
Early Education Grade	82.2%
Pre-Kindergarten Grade	90.2%

Cumulative Attendance Rate for 2022-2023	
Kindergarten	92.45
1st Grade	92.8%
2nd Grade	93.6%
3rd Grade	94.1%
4th Grade	94.4%
5th Grade	94.2%
6th Grade	94.5%
7th Grade	94.1%
8th Grade	94.3%
9th Grade	90.5%
10th Grade	91.6%
11th Grade	89.6%
12th Grade	89.8%
Gender	
Female	92.6%
Male	92.8%
Ethnicity	
American Indian-Alaskan Native	-
Asian	94.7%
Black - African American	92.5%
Hispanic-Latino	92.6%
Native Hawaiian - Pacific Islander	92.3%

Year	Discipline Period	Number of Incidents	
22-23 White	Sixth Six Weeks	634	92.8%
22-23	Fifth Six Weeks	834	
22-23 Two or More	Fourth Six Weeks	813	92.3%
22-23	Third Six Weeks	659	
22-23	Second Six Weeks	577	
22-23	First Six Weeks	686	

Special Programs:

The schoolwide Title I program consists of parent engagement 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, extended day/Saturday credit recovery and assessment tutorials, summer programming for identified students, and professional development.

Waller ISD also offers a State Compensatory Education program (SCE) consisting of STAAR Acceleration teachers, reading and/or math 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, homebound instruction, summer programming for identified students, Summer EOC remediation, and supplemental supplies.

Under the Every Student Succeeds Act, Waller ISD also participates in Title II. This program consists of subject area curriculum coaches that provide embedded professional development for our staff, assistance with teacher certification exams to meet the state certification requirements, as well as professional development for a variety of staff members.

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

The Carl Perkins Grant purchases consist of instructional supplies, materials, equipment, and professional development for the following career clusters: Agriculture; Architecture 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.

The 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, which 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, and 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

The following are areas of strength for the Waller ISD's demographics:

- Continues to educate a wide range of students from all race/ethnicity groups and economic backgrounds utilizing a variety of strategies focused on each individual student,
- Serves a diverse student population and strives to offer a family environment, welcoming of all families. We serve new arrival students within assigned campuses in the district,
- Coordination of local, state, and federal funds to improve student academic performance through support services and training
- Instructional Facilitators, District Curriculum Coordinators, and Interventionists continue to support student academic success,

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a needed focus on all students, specifically those in specialized sub-groups as it relates to learning loss and mental health. **Root Cause:** As a result of COVID and chronic absenteeism, student academics and mental health were negatively impacted.

Problem Statement 2: Additional academic coaches are needed to support academic and learning loss at the junior high level in math and reading language arts. **Root Cause:** Focused coaching time for staff is needed in order to address the growing population of all students and learning loss from COVID and lower attendance rate.

Problem Statement 3 (Prioritized): There is a growing population of at-risk students attributed to an increase in the homeless student population, readiness testing, and non-satisfactory performance on state assessments. **Root Cause:** Growing homeless population possibly due to a result of COVID, as well as more STAAR failures due to COVID learning loss.

Student Achievement

Student Achievement Summary

Waller ISD Accountability Rating	
Met Standard	
Met Standard On: 2022	Did Not Meet Standard On:
Student Achievement	
School Progress	
Closing the Gaps	

Waller ISD Summary of Performance Domains for State Accountability - OVERALL SCORE of 80 Letter Grade (B)

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

- **Domain 1 - Student Achievement** = Waller ISD =
- **Domain 2 - School Progress** = Waller ISD =
- **Domain 3 - Closing the Gaps** = Waller ISD =

Distinction Designations

Distinction designations recognize outstanding academic achievement in reading / English language arts, mathematics, science, and 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.

- 22-23 data not currently released by TEA.

Domain 3 - Closing the Gaps Compared to State Targets

22-23 data not currently released by TEA.

Waller ISD Comparison to State

22-23 data not currently released by TEA.

Academic Achievement ELAR / Math
Growth Status ELAR / Math
Graduation Rate Status
English Learner Proficiency Status
Student Success STAAR Component
Student Quality Status CCMR

Student Achievement Strengths

See attached addendum that outlines the district versus state STAAR Preliminary Data with ROI and Learning Gain-Loss for 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement at all levels in Math, Science, Social Studies, and English Language Arts/Reading has not recovered to the 2019 performance levels. **Root Cause:** Lack of dedicated secondary PLC time and instructional coaches to support instructional planning. Student attendance; insufficient professional learning in small group instruction and differentiation for teachers to increase student achievement through tier 1 instruction. Tier I instructional time is unable to be maximized due to student behavior and effective PBIS implementation.

Problem Statement 2 (Prioritized): Student growth in Mathematics across all grade levels and in English Language Arts/Reading at the high school level does not meet state targets for closing the gaps. **Root Cause:** Unfinished learning created by the pandemic is still impacting student achievement; lack of additional instructional support (coaches, interventionists, etc); mental health/trauma/student behavior is impacting student achievement.

Problem Statement 3: Student achievement at all levels for students receiving special education services are significantly below federal targets in the RDA system and they continue to not meet state targets. **Root Cause:** Lack of certified special education teachers and appropriate staff to student ratios to provide best practices of co-teaching; lack of coaching

infrastructure (e.g. Coordinator, Coaches) for students receiving services in general education settings to support growth in adapting curriculum, specially designed instruction, IEP development etc.

Problem Statement 4: There is a consistent gap in performance among student groups that is apparent at the early levels, continues with STAAR performance, and is still evident among college readiness and other CCMR related indicators

District Culture and Climate

District Culture and Climate Summary

Waller ISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the success of the district. Waller ISD has an Executive Director of School Safety along with School Resource Officers to ensure safety on all campuses. Waller ISD employs Campus Safety Monitors on the secondary campuses, who will serve as an avenue to de-escalate situations that occur with the student population as well as to serve as perimeter and access control monitors. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student self-awareness and achievement that is individualized for specific student characteristics. A high degree of professionalism exists among our employees, and an ongoing recognition of student and staff excellence contributes to this culture. The goal of the instructional program at Waller ISD is to offer rigorous academic standards that equip students with the tools to meet and exceed grade-level expectations. Emphasis is placed on higher-level thinking skills, including research methodologies and independent, complex, critical thinking skills.

The district utilizes the Character Strong curriculum and Multi-tiered System of Support (MTSS) framework. The Character Strong curriculum provides research-based Pre-K through 12th-grade character development curricula and professional learning services that positively impact lives. This curriculum and professional learning are grounded in research and focused on fostering the whole child with vertically aligned lessons that teach character development. MTSS is a proactive and preventative framework integrating data and instruction to maximize student achievement, MTSS supports emotional, social, and behavioral needs.

All Waller ISD stakeholders contribute to the formation of each school's culture and climate. This includes parents, staff, business leaders, and community members. Shaping the culture and climate in each of our schools is a mindful and dynamic process for our campus and district leaders, which affects every decision we make. The district has recently started the District Safety and Security Committee which involves parents, students, administration, staff, first responders, mental health representatives, Board of Trustee members, and faith-based representatives. The goal and responsibilities of the committee are to evaluate Waller ISD safety and security needs, review current safety research and legislative reports, work collaboratively, and make recommendations in order to enhance safety efforts at every facility.

District Culture and Climate Strengths

Waller ISD offers numerous safety programs and action plans in order to focus on the culture and climate of students and staff in the district. The district Safety and Security Team meets regularly to address topics of discussion. In addition, Waller ISD is proud of its partnership with the Harris County Sheriff's Office (HCSO). Since 1998, School Resource Officers (SROs) have been a part of the WISD family. SROs are sworn law enforcement officers responsible for safety and crime prevention in schools. They work with district and campus administrators to develop and implement safety plans. Waller ISD has nurtured relationships with all local agencies through quarterly meetings, participation in safety drills, and through requests for additional assistance on campuses as needed. These agencies include Waller County Sheriff's Office, City of Waller Police Department, Prairie View Police Department, Prairie View University Police Department, Hempstead ISD Police Department, Harris and Waller County Fire Marshal's Office, Harris and Waller County Office of Emergency Management, Department of Public Safety, ESD 200, Rosehill Fire Department, Prairie View Volunteer Fire Department, SouthEast Texas Regional Advisory Council (SETRAC), and the FBI. Through the Harris County Sheriff Office, Waller ISD has access to Clinician Officer Remote Evaluation (CORE), a program that connects patrol deputies to crisis clinicians via a computer tablet.

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents. If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns and is supported by our incorporation of behavior specialists:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development; and
- Safe, supportive, and positive school climates.

In addition, Waller ISD prides itself on the following projects:

- RESET on each campus
- Region 4 MTSS/PBIS Project
- Transition meetings after DAEP
- Quarterly Waller ISD Safety and Security External Stakeholder Meetings
- Clinician Officer Remote Evaluation (CORE)

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Increase in mental health cases amongst adults and students, training is necessary in order to be able to identify mental health signs. **Root Cause:** Lack of mental health training to address student and staff needs. Lack of personnel to coordinate mental health services and resources in the district.

Problem Statement 2: Improve district communication and community feedback through effective surveys and data interpretation. **Root Cause:** Waller ISD is growing at a rapid case. An infrastructure of communication is needed.

Problem Statement 3: Increase in classroom referrals, removals, referrals for evaluations, disproportionate removals of African American males. Lack of staff capacity to implement pro-active preventative behavior interventions and supports. **Root Cause:** Need for classroom management training/support. Lack of implementation of comprehensive MTSS/PBIS framework.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the goal of the Human Resources Department (HR) to attract, hire, and retain well-trained, certified, and highly qualified teachers and to subsequently support personnel who will positively impact Waller ISD students. Assisting each campus and department in meeting their staffing needs is the primary focus of our department. Due to the impact additional personnel has on a tight budget, we work closely with the Superintendent, district cabinet members, campus principals, directors and budget managers to effectively hire and retain quality personnel.

Waller ISD faces several challenges related to student access to effective teaching. The first challenge is the rate at which the district is growing. Waller ISD is identified as a fast-growth district, increasing by approximately 8% in growth each year. Waller ISD employs over 1200 full-time staff members with approximately 551 of them being full-time teachers. In 22-23, In 22-23, Waller ISD's retention rate was 73.61% with 28.48% new to the district professionals (data obtained from the On Data Suite/Onboard Application Data).

Below is a breakdown from the 2022-2023 reported data regarding teacher years of experience. The 2022-2023 data was captured from the snapshot PEIMS reporting as noted in OnData Suite.

Teachers by Years of Experience	2020-2021	2021-2022	2022-2023
Beginning Teachers	4.1%	2.7%	2.7%
Teachers with 1-5 years of experience	33.3%	29.3%	29.4%
Teachers with 6-10 years of experience	20%	22.1%	22.10%

Teachers by Years of Experience	2020-2021	2021-2022	2022-2023
Teachers with 11-20 years of experience	30.6%	33.2%	33.27%
Teachers with 21-30 years of experience	9.9%	11.1%	11.03%
Teachers with over 30 years experience	2%	1.6%	1.5%

The chart below identifies teachers by race/ethnicity as reported on TxSchools.gov and PEIMS reporting as noted in On Data Suite:

Staff Race/Ethnicity	Percent of Staff 21-22	Percent of Staff 22-23
African American	10.7%	11.43%
Hispanic	19.7%	19.42%
White	67.3%	66.79%
American Indian	0.2%	.18%
Asian	0.4%	.36%
Pacific Islander	0.4%	.36%
Two or More Races	1.2%	1.45%

Student population data shows that the percentage of students by ethnicity appears to remain steady each year without a lot of change increases in any one population served. A challenge WISD does face is within the eight Title I Schoolwide campuses, the emergent bilingual population is increasing. In 22-23, the percent of emergent bilingual students served is 31.98% and 68.4% of the total population is on the free/reduced meal program.

Student Race/ Ethnicity	Percent of Students 21-22	Percent of Students 22-23
African American	10.6%	11.93%
Hispanic	56.8%	56.48%
White	26.3%	27.15%
American Indian	.3%	.33%
Asian	1%	1.37%
Pacific Islander	.1%	.07%
Two or More Races	2.3%	2.66%

Recruiting and hiring quality teachers are important priorities for the human resources department. Waller ISD staff members attend a wide variety of area job fairs and actively recruit from universities and colleges throughout Texas. In addition to recruitment efforts, the district partners with several universities' teaching programs in order to offer internal pipelines for the paraprofessional staff while also offering advanced degrees for professional staff members. Waller ISD believes the key to achieving the district's goal of having highly effective teachers in every classroom is the retention of our best teachers who help create professional learning communities on their campuses. These teachers reflect on their practice, assess their effectiveness, collectively study areas in need of attention, and make decisions about becoming more effective in the classroom. Competitive salaries, a supportive administration, good benefits, quality mentoring and a campus climate that supports professional learning communities help to keep the district's turnover rate below the statewide turnover rate.

Through the completion of the required Texas Education Agency Equity Plan Process, Waller ISD's Equity Plan has yielded important data and resulted in several opportunities for meaningful dialogue with key stakeholders within our school district. While there are very slight or non-existent (negative) equity gaps in regard to out-of-field teachers and effective teaching, the equity gap of inexperienced teachers in the school district is larger than the state equity gap of 0.04%:

- There is a 5.94% equity gap in terms of student access to experienced teachers between our two highest-poverty campuses and our two lowest-poverty campuses, which falls below the state average of 13.7%.
- There is a 4.21% equity gap in terms of student access to experienced teachers between our two highest minority campuses and our two lowest minority campuses, which also falls below the state average of 13.7%

(Reported on the OnPoint data studio from OnData Suite)

Based on employee surveys from campuses there is some employee stress due to being overflowing with students. Waller ISD will open 2 new schools in the 24-25 school year which

is expected to help with the significant growth and will alleviate some of the overload in students at the elementary campuses.

Staff Quality, Recruitment, and Retention Strengths

Waller ISD is committed to ensuring that all personnel have the relevant knowledge, skills and expertise to perform their work to consistently meet high standards and to increase student achievement. The district recognizes that training and development are fundamental to ensure the quality of its services to students. The district supports a culture of lifelong learning and encourages employees to take ownership of their own professional development. A summary of strengths in Waller ISD is listed below:

- Competitive salary for teachers
- Host innovative and personable career fair
- Attendance at university job fairs and EPP career fairs
- Strong leadership academy for aspiring teacher leaders and administrators
- Family Atmosphere
- Participation in the Teacher Incentive Allotment
- Incorporation of ELAR and Math Coaches and Interventionists on Campuses
- Embedded Professional Development
- Revamped HR team eager to find innovative ways to attract teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Employee turnover rate has emerged as a concern subsequent to the COVID pandemic so recruiting and retaining employees within the field of education has become a challenge. **Root Cause:** As a result of the COVID pandemic inflation has surged, but the salaries of educators have not drastically increased.

Problem Statement 2: Staff in the district need additional required opportunities for highly effective and ongoing professional development. **Root Cause:** Improvement in Tier 1 instruction is a focus area.

Problem Statement 3: Internal mentor programs as a means to "grow your own" is lacking within the district. **Root Cause:** Insufficient funding from federal Title II funds in order to support recruiting and developing employees.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In Waller ISD everyone is accountable for teaching and learning--students, parents, teachers, campus administrators, and district administrators. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards. All teachers will utilize all district curriculum documents, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts. The curriculum is written and updated by Curriculum teams to specifically address the needs of our students.

The District's common assessments and curriculum-based assessments are used across all campuses and are aligned to the curriculum. Waller ISD campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level.

Meeting times are used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. All teachers, administrators and support staff are expected to actively participate in campus planning meetings. Formative data is disaggregated for state assessments, benchmark assessments, and curriculum-based assessments in each of the following areas: TEKS/SE Reporting categories Readiness/ Supporting/ Process Standards, Demographic groups, Teacher(s) District and Campus Administrators, including the Curriculum Team which actively monitors classroom teaching. Curriculum teams provide additional support to core departments through aligned curriculum documents, lesson planning assistance, peer coaching, data dis-aggregation and mentoring.

Curriculum, Instruction, and Assessment Strengths

- Research based professional development occurs in all content areas.
- Vertically and horizontally aligned district scope and sequences based on TEKS with student specific expectations are clearly defined in the areas of Science, Social Studies, Math, and CTE.
- Decision-making pertaining to curriculum revisions is a collaborative effort.
- Content courses are evaluated throughout the year to ensure proper alignment and pacing.
- Coordinators and Coaches are adept at compiling and analyzing data and guiding campuses in the use of data.
- Instructional Interventionists and Instructional Facilitators support academic needs of students.
- Curriculum coaches/coordinators in all core content areas support cohesive grade level teams.
- Campuses develop creative intervention and acceleration supports for students.
- Campuses inform and promote college and workforce readiness in all schools throughout the year.
- Campus and district teams analyze achievement data on a student and TEKS-specific level to make instructional decisions for every student.
- Advisory/Intervention courses are intentional and specific to student needs in order to close learning gaps.
- CTE industry based certifications are consistently increasing each year, and students are completing programs of study for graduation.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Only 70% of all students in Mathematics approached standard, 33% met standard, and only 12% mastered standard. Students in grades 4, 7, and 8 are struggling more than others. **Root Cause:** Teachers need support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to STAAR 2.0. Teachers need additional support in planning for individual needs for students who are not targeted for intervention.

Teachers need additional support in developing lessons that support the CRA math model.

Problem Statement 2 (Prioritized): Only 70% of all students in ELAR approached standard, 45% of all students met standard, and only 19% mastered standard. Students struggle more in 6th grade, English 1, and English 2 than in other grade levels. **Root Cause:** Questioning remains at the lower levels. Teachers need additional support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to the STAAR 2.0 blueprint. Curriculum/resources at the secondary level are in need of refinement. Primary grades K-2 need explicit, state-approved phonics resources.

Problem Statement 3: Only 76% of all students in Science approached standard, 46% met standard, and 19% mastered standard. **Root Cause:** Students need access to more hands-on science exploration. Grade levels K-4 need a more dedicated focus on science in order to build prerequisite knowledge and skills. There is a need for additional resources to support hands-on science.

Problem Statement 4: Only 75% of all students in Social Studies approached standard, 45% met standard, and 25% mastered the standard. **Root Cause:** Teachers struggle with maintaining student engagement in the Social Studies classroom. Students should be exposed to more Social Studies content in the lower grade levels in order to build prerequisite skills. The quality of Tier 1 instruction is not consistent across the district.

Problem Statement 5: The quality of Tier 1 instruction is not consistent across the district. **Root Cause:** High teacher turnover requires more targeted support in the curriculum. Rigor of instruction and questioning does not always reach high levels. Differentiation is geared toward lower-performing students instead of all. Teachers need additional support with data-based instruction and intervention. There is a need to enhance teachers' content knowledge of vertical skills.

Parent and Community Engagement

Parent and Community Engagement Summary

Waller ISD strives to maintain a strong partnership with parents and community members because we know that education does not occur in isolation. Waller ISD is a fast-growing community while maintaining a small-town atmosphere. All campuses within the district offer a wide variety of parent nights, Title I meetings, curriculum nights, and other events to continue building parent and family engagement at each campus. The district utilizes many forms of communication to ensure parents stay informed about the district, including social media (Facebook, Twitter), the district website, call-outs, emails, and newsletters. The district utilizes the Bilingual Department and has multilingual staff at each campus, as well as the administration building for multilingual families. Waller ISD believes our strength in Family and Community Engagement is found in the wide array of communication tools the district utilizes to reach stakeholders, as well as the partnerships the district establishes to develop relationships with the community, business leaders, and the schools to showcase the great things happening in the district.

Parent and Community Engagement Strengths

- Mass communications - call/email/text/social/website/local media
- WISD works to provide Spanish translation for all communications to our stakeholders to ensure everyone is engaged in their native language.
- WISD provides campus and district communication of pertinent important information to families in a 2-way communication.
- WISD offers a growing Parent Family Engagement Program to engage families and build their capacity to become full partners in their child's education. These programs/events include a Parent University (STAAR/TELPAS training, Skyward, etc.), Math and Literacy workshops, such as Read 3, Cuentos Familiares, and other important topics for families such as Exploring Their Future where families learn about junior high and high school credits and graduation requirements.
- WISD has two social workers (1 for elementary campuses and 1 for secondary schools) to provide support and resources to our families.
- WISD engages community members by allowing volunteers to engage with our schools through mentoring programs, PTO, and school activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need for additional campus translators in Waller ISD. Spanish speaking families have shared that they want all written and verbal information from their campus and teachers to be in Spanish and someone who can be readily available when they call or come to the school. **Root Cause:** We do not have the tools or capacity to translate without additional resources and due to the lack of funding, we cannot hire fulltime campus translators/interpreters. The bilingual staff that are on campuses have specific duties throughout the day and may not be available to translate or interpret when requested by families.

Problem Statement 2: Parent surveys and staff feedback indicate a desire for more information on mental health resources. **Root Cause:** Due to duties and responsibilities that are required for our campus counselors and social workers to perform, there is not an excess of time to dedicate to extra mental health resources.

Problem Statement 3 (Prioritized): Parent surveys indicate that families are in need of more resources in academics, career & technical education, and post secondary education. Families also request literacy, technology, & ESL classes, as well as more family opportunities to build their capacity, specifically in the areas of reading & math, especially in secondary. **Root Cause:** WISD is growing at a fast pace and due to lack of funding and the rural location of many of our families, our staff is short-handed and family education

opportunities and resources are limited.

Problem Statement 4 (Prioritized): Waller ISD would like to improve the use of Canvas to its full potential for parent and staff use. While trainings for families and staff are offered throughout the year, feedback from parents suggested that the features they should be able to see and use as parents were not available or teachers were not allowing them full access. Feedback from teachers suggested that Canvas is time consuming. **Root Cause:** Canvas is a platform that has many features that some teachers and parents find confusing to navigate. Most of the training for Canvas that is offered is for brand-new users and does not build upon previous knowledge. Therefore, the learning platform is not being utilized to its full potential.

Problem Statement 5 (Prioritized): Staff surveys and feedback demonstrate that teachers and staff want to build their capacity in the area of parent and family engagement (PFE), as well as learn about strategies and resources for PFE. **Root Cause:** Teachers and staff feel that they lack the knowledge and resources to be effective in parent and family engagement. Extra time and available funding are the main obstacles to providing adequate PFE staff training.

Problem Statement 6: WISD would like to create more relationships with existing and new organizations in our community. Currently, there is not a system in place to draw in outside organizations and businesses into our schools and invest in our students' success. **Root Cause:** WISD is growing in every aspect, including our external community. Due to lack of a full time education foundation, the district struggles to build new community partnerships with businesses and organizations.

District Context and Organization

District Context and Organization Summary

Campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level.

Many campuses have initiated a specific time during the school day when students can receive targeted interventions that are data-driven by student academic needs, helping students in subject areas in which they perform poorly. Campuses provide extensive instructional support to teachers and students throughout the day. Students are provided opportunities before and after school on campuses throughout the school year. The goal at each campus is to have staff members meet in Professional Learning Communities (PLCs) to work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Campuses create master schedules that maximize time for students as well as a morning and afternoon staff duty schedule to help monitor and ensure the safety of students. Campus mapping and classroom structures are planned with consideration for student needs, safety, and strategic flow of the school day. Campus staff members are actively involved in textbooks/materials selection as well as updating curriculum/assessments. Staff has a voice in decision-making and school policies. Principals take part in district-level meetings with the Superintendent, Cabinet, and District Directors once a month. These meetings can also include professional development activities for principals.

Waller ISD fully supports comprehensive options of extracurricular and co-curricular activities (fine arts, athletics, academics, CTE, etc.) at all campuses both before and after school throughout the full calendar year.

In Spring 2023, the District was designated as a District of Innovation, allowing flexibility in the areas of Teacher Certifications, Probationary Contracts, Teacher Contract Days, Out-of-District Transfer Students, First Day of Instruction, and Designation of Campus Behavior Coordinator.

The District Site-Based Decision Making Committee (DSBDMC), composed of district-wide, elected professional staff, parents, community members, and business representatives advise the Superintendent and Cabinet members in establishing and reviewing the District's educational goals, objectives, and major district wide classroom instructional programs.

District Context and Organization Strengths

Waller ISD has an academic calendar that offers two weeks of professional development opportunities before school starts for staff. In addition, during the school calendar development process, the district has embedded additional professional development days throughout the school year.

Additional strengths in Waller ISD are:

- Common planning times
- Specific time built into the school day for targeted interventions
- Reading, math, and bilingual coaches at the elementary level
- District & campus-based communications utilizing website, mass messaging (call/email/text), social media, and Smore newsletters (district and campus-based licenses)

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): The majority of district classes are at capacity. **Root Cause:** The district is rapidly growing.

Problem Statement 2 (Prioritized): The 3-tier bus system causes issues with pick-up and drop-off schedules as well as the inability to offer late bus service to serve students who participate in after-school activities.. **Root Cause:** The district's large land mass means travel-time is extended; we are in need of additional buses and bus drivers.

Problem Statement 3: Lack of instructional coaches at the secondary level. **Root Cause:** Lack of supplemental funding.

Problem Statement 4: Lack of district staffing in the areas of district communication such as dedicated district webmaster and translator. **Root Cause:** Lack of funding.

Technology

Technology Summary

Waller ISD is aware that instructional technology is a critical component to ensuring students graduating from high school are prepared for success in college and the workforce. Technology changes quickly and budgets do not allow for hardware to be upgraded as often as possible; therefore, Waller ISD uses strategies to look into the future and find the most appropriate hardware and software to meet both the current needs and make the purchased hardware last as long as fiscally possible. Waller ISD strives to be a leader in all aspects of educational technology. District classrooms are connected by a high-speed fiber network and classrooms are equipped with state-of-the-art digital technology to include interactive displays, laptops, chromebooks, and Ipads. Individual classrooms are also equipped with multiple technology-based learning programs supporting instruction in reading, mathematics, science, and languages.

A few of the Waller ISD district technology facts are notated below:

- Serve all 9000+ students
- Approx. 9,000+ computers used daily district wide
- 78 Servers
- 32 Terabytes of storage used daily
- Over 300 Terabytes of video storage
- 19 Technology staff members
- 1:1 iPads for Pre-K and Kindergarten, 1:1 Chromebooks for grades 1-12
- Students and staff provided with G Suite tools to connect, create, access, and control data flow
- LMS - Canvas
- 25 Gigabit pipe to the Internet
- WISD has wireless access on all campuses
- Skyward Student and Finance System
- Classrooms equipped with document cameras and Interactive Displays
- Maintain 800+ security cameras district wide
- IP Telephone system
- Maintains a visitor control software system, V-Soft, which is installed on each campus to track visitors, student late arrival / early departure, and staff sign in. The system also checks visitor IDs against national sex offender databases.
- Numerous computer-based instructional tools including Clever, Eduphoria, ISTATION, Edgenuity, StemScopes, BrainPOP, Sirius, Dreambox and more!

Technology Strengths

Strengths in Waller ISD as it relates to technology are identified below:

- 1:1 in first through twelfth grade utilizing chromebooks and the use of Ipads in grades Pre-K and Kindergarten
- Implementation of Canvas as a Learning Management System
- A digital custom reporting dashboard
- Incorporation of work order systems for staff and students through a centralized technology department
- Aristotle Chromebook management with teachers in the classroom
- Jabber IP phone system

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Waller ISD needs to incorporate professional development with an expectation of use on products purchased. **Root Cause:** Lack of collaboration with Curriculum on expectation of use on software programs.

Problem Statement 2: The district has a need to replace smart boards with interactive displays. **Root Cause:** Smart Boards are outdated and projectors no longer work. Need to update remaining smart boards to Interactive Displays.

Problem Statement 3: Signage at campuses needs to incorporate updated digital technology. **Root Cause:** Need to purchase VIVI systems on all campuses for digital signage.

Problem Statement 4 (Prioritized): Additional Technology personnel to help handle the growing number of students and staff **Root Cause:** We currently don't have enough employees to handle the growth in the district.

Problem Statement 5 (Prioritized): Plan to add additional chromebooks to maintain 1:1 for growing population of students and replace end of life chromebooks. **Root Cause:** Need to develop a plan to purchase additional devices for students with growing population

Problem Statement 6: Need to develop a replenishment plan for administrative and teacher 1:1 devices. Moving from a desktop environment to a mobility solution. **Root Cause:** Need to develop a plan to purchase additional devices for outdated machines.

Priority Problem Statements

Problem Statement 1: Parent surveys indicate that families are in need of more resources in academics, career & technical education, and post secondary education. Families also request literacy, technology, & ESL classes, as well as more family opportunities to build their capacity, specifically in the areas of reading & math, especially in secondary.

Root Cause 1: WISD is growing at a fast pace and due to lack of funding and the rural location of many of our families, our staff is shorthanded and family education opportunities and resources are limited.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: There is a needed focus on all students, specifically those in specialized sub-groups as it relates to learning loss and mental health.

Root Cause 2: As a result of COVID and chronic absenteeism, student academics and mental health were negatively impacted.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff surveys and feedback demonstrate that teachers and staff want to build their capacity in the area of parent and family engagement (PFE), as well as learn about strategies and resources for PFE.

Root Cause 3: Teachers and staff feel that they lack the knowledge and resources to be effective in parent and family engagement. Extra time and available funding are the main obstacles to providing adequate PFE staff training.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Waller ISD would like to improve the use of Canvas to its full potential for parent and staff use. While trainings for families and staff are offered throughout the year, feedback from parents suggested that the features they should be able to see and use as parents were not available or teachers were not allowing them full access. Feedback from teachers suggested that Canvas is time consuming.

Root Cause 4: Canvas is a platform that has many features that some teachers and parents find confusing to navigate. Most of the training for Canvas that is offered is for brand-new users and does not build upon previous knowledge. Therefore, the learning platform is not being utilized to its full potential.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Waller ISD needs to incorporate professional development with an expectation of use on products purchased.

Root Cause 5: Lack of collaboration with Curriculum on expectation of use on software programs.

Problem Statement 5 Areas: Technology

Problem Statement 6: The majority of district classes are at capacity.

Root Cause 6: The district is rapidly growing.

Problem Statement 6 Areas: District Context and Organization

Problem Statement 7: Employee turnover rate has emerged as a concern subsequent to the COVID pandemic so recruiting and retaining employees within the field of education has

become a challenge.

Root Cause 7: As a result of the COVID pandemic inflation has surged, but the salaries of educators have not drastically increased.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: There is a growing population of at-risk students attributed to an increase in the homeless student population, readiness testing, and non-satisfactory performance on state assessments.

Root Cause 8: Growing homeless population possibly due to a result of COVID, as well as more STAAR failures due to COVID learning loss.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Only 70% of all students in ELAR approached standard, 45% of all students met standard, and only 19% mastered standard. Students struggle more in 6th grade, English 1, and English 2 than in other grade levels.

Root Cause 9: Questioning remains at the lower levels. Teachers need additional support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to the STAAR 2.0 blueprint. Curriculum/resources at the secondary level are in need of refinement. Primary grades K-2 need explicit, state-approved phonics resources.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Only 70% of all students in Mathematics approached standard, 33% met standard, and only 12% mastered standard. Students in grades 4, 7, and 8 are struggling more than others.

Root Cause 10: Teachers need support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to STAAR 2.0. Teachers need additional support in planning for individual needs for students who are not targeted for intervention. Teachers need additional support in developing lessons that support the CRA math model.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Student achievement at all levels in Math, Science, Social Studies, and English Language Arts/Reading has not recovered to the 2019 performance levels.

Root Cause 11: Lack of dedicated secondary PLC time and instructional coaches to support instructional planning. Student attendance; insufficient professional learning in small group instruction and differentiation for teachers to increase student achievement through tier 1 instruction. Tier I instructional time is unable to be maximized due to student behavior and effective PBIS implementation.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: Student growth in Mathematics across all grade levels and in English Language Arts/Reading at the high school level does not meet state targets for closing the gaps.

Root Cause 12: Unfinished learning created by the pandemic is still impacting student achievement; lack of additional instructional support (coaches, interventionists, etc); mental health/trauma/student behavior is impacting student achievement.

Problem Statement 12 Areas: Student Achievement

Problem Statement 13: The 3-tier bus system causes issues with pick-up and drop-off schedules as well as the inability to offer late bus service to serve students who participate in after-school activities..

Root Cause 13: The district's large land mass means travel-time is extended; we are in need of additional buses and bus drivers.

Problem Statement 13 Areas: District Context and Organization

Problem Statement 14: Additional Technology personnel to help handle the growing number of students and staff

Root Cause 14: We currently don't have enough employees to handle the growth in the district.

Problem Statement 14 Areas: Technology

Problem Statement 15: Plan to add additional chromebooks to maintain 1:1 for growing population of students and replace end of life chromebooks.

Root Cause 15: Need to develop a plan to purchase additional devices for students with growing population

Problem Statement 15 Areas: Technology

Problem Statement 16: Increase in mental health cases amongst adults and students, training is necessary in order to be able to identify mental health signs.

Root Cause 16: Lack of mental health training to address student and staff needs. Lack of personnel to coordinate mental health services and resources in the district.

Problem Statement 16 Areas: District Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures 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: Our student achievement score for STAAR performance will increase from 73% to 78% and our growth score will increase from ___% to ___%. (

Achievement scores in the All Students category will increase in Reading from 67% to 75%, increase in Math from 68% to 75% , Science from 75% to 80%, and in Social Studies from 74% to 78% respectively.

Growth scores will maintain a scaled score of __ in reading and increase in scaled score from __ to __ in math.

Evaluation Data Sources: 2023 scores compared with 2024 STAAR scores

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Science Coordinator, Social Studies Coordinator, ELAR Coach & Coordinator, Math Coach & Coordinator</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each campus will participate in the targeted improvement planning process with assistance from the district school improvement officer to ensure campus accountability data continuously improves from one year to the next.</p> <p>Strategy's Expected Result/Impact: Improved Accountability ratings, Compliance with Section 1111(d)(10 and (2) of the Every Student Succeeds Act</p> <p>Staff Responsible for Monitoring: School Improvement Officer, Director of Curriculum</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campuses will implement targeted, TEKS based, tiered interventions, utilizing personalized digital programs and small group resources.</p> <p>Strategy's Expected Result/Impact: Each student will make a minimum of one years growth during the 23-24 school year.</p> <p>Staff Responsible for Monitoring: School Improvement Officer, Director of Curriculum</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Student achievement at all levels in Math, Science, Social Studies, and English Language Arts/Reading has not recovered to the 2019 performance levels. Root Cause: Lack of dedicated secondary PLC time and instructional coaches to support instructional planning. Student attendance; insufficient professional learning in small group instruction and differentiation for teachers to increase student achievement through tier 1 instruction. Tier I instructional time is unable to be maximized due to student behavior and effective PBIS implementation.</p> <p>Problem Statement 2: Student growth in Mathematics across all grade levels and in English Language Arts/Reading at the high school level does not meet state targets for closing the gaps. Root Cause: Unfinished learning created by the pandemic is still impacting student achievement; lack of additional instructional support (coaches, interventionists, etc); mental health/trauma/student behavior is impacting student achievement.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Only 70% of all students in Mathematics approached standard, 33% met standard, and only 12% mastered standard. Students in grades 4, 7, and 8 are struggling more than others. Root Cause: Teachers need support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to STAAR 2.0. Teachers need additional support in planning for individual needs for students who are not targeted for intervention. Teachers need additional support in developing lessons that support the CRA math model.</p> <p>Problem Statement 2: Only 70% of all students in ELAR approached standard, 45% of all students met standard, and only 19% mastered standard. Students struggle more in 6th grade, English 1, and English 2 than in other grade levels. Root Cause: Questioning remains at the lower levels. Teachers need additional support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to the STAAR 2.0 blueprint. Curriculum/resources at the secondary level are in need of refinement. Primary grades K-2 need explicit, state-approved phonics resources.</p>

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: Current Special Education will increase in reading from 32%-37%; increase in math from 33%-36%; science from 31% to 35%; social studies 37% to 41% to improve student performance.

Former Special Education will increase in reading 77%-80%; math from 71%-76%; science from 73% to 78%; social studies 71% to 76% to improve student performance.

Evaluation Data Sources: 2022 STAAR scores compared with 2023 STAAR scores

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>*Differentiated Instruction *Reader's/Writer's Workshop *Universal Design for Learning *Garland Linkenhoger *Debbie Wells *Lead4Ward</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Science Coordinator, Social Studies Coordinator, ELAR Coach & Coordinator, Math Coach & Coordinator</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Special Education Department will collaborate with campus teams to build capacity in effective practices for in-class support. The Special Education Department will coordinate a review of practices to establish WISD's critical components of in-class support, determine campus baseline performance, and create recommendations for improvement.</p> <p>Strategy's Expected Result/Impact: Walk-through documentation from campus administration; Instructional Facilitator, and Special Education Department</p> <p>Summary of campus baseline performance, creation of critical components of in-class support, and recommendations for improvement,.</p> <p>Staff Responsible for Monitoring: Director and Assistant Director of Special Education</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Waller ISD EB (Current) ELA/Reading scores will increase from 62% to 67% or above.

Waller ISD EB (Current & Monitored) ELA/Reading scores will increase from 64% to 69% or above.

EOC English EB (Current) scores will increase from 52% to 57%.





EOC English EB (Current & Monitored) scores will increase from 56% to 61%.

TELPAS Progress Rate will increase from 35% to 41%. (pending update as of 10-2-23)

High Priority

Evaluation Data Sources: 2024 STAAR/EOC Performance (txschools.gov)
2024 TELPAS





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The bilingual department will ensure that in-class support (LEP interventionist) is offered to the Emergent Bilingual students and that a variety of resources are provided to support daily instruction.</p> <p>Strategy's Expected Result/Impact: Student assessment data is monitored and analyzed for growth.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Bilingual Director</p> <p>Funding Sources: Paraprofessional Support (LEP Interventionist) - Title III (263) - 263 E 11 6129 00 xxx 3 25 000 - \$204,791, Resources, such as reading materials and dictionaries for Students - Title III (263) - 263 E 11 6329 00 xxx 3 25 000 - \$3,563, Professional Development Books to go with training - Title III (263) - 263 E 13 6329 00 xxx 3 25 000 - \$3,040, Supplies for Emergent Bilingual Students - Title III (263) - 263 E 11 6399 00 xxx 3 25 000 - \$5,029, Student online dictionary - Title III (263) - 263 E 11 6398 00 xxx 3 25 000 - \$2,800</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Professional Development to teachers in ELAR, SS, Math, SC, and CTE in all levels with Seidlitz Ed. 7 Steps and ELPS for instructional differentiation. Providing "7 Steps and I don't Know" posters for these teachers to support the 7 Steps district implementation.</p> <p>Strategy's Expected Result/Impact: Student assessment data is monitored and analyzed for growth.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Bilingual Director</p> <p>Funding Sources: Professional Development - Title III (263) - 263 E 13 6299 00 xxx 3 25 000 - \$12,800</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The bilingual department will establish a monitoring system for second language acquisition for all domains-listening, speaking, reading, and writing, while continuing with the Campus TELPAS Matters Committee and ensuring a systematic TELPAS practice test is implemented on every campus.</p> <p>Strategy's Expected Result/Impact: Accommodations Checklist Form 7-1 data, walkthrough data, and student assessment data.</p> <p>Staff Responsible for Monitoring: Bilingual Director</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The bilingual department will continue with the implementation of the New Arrivals Center at High School, Junior High schools, and Holleman Elementary to accelerate the acquisition of the English language, while also offering professional development for staff and summer school for the new arrival students in their first and second year.</p> <p>Strategy's Expected Result/Impact: Student Assessment Data, TELPAS, STAAR</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Bilingual Director</p> <p>Funding Sources: Title III Funds for Supplemental Summer Programs - Title III (263) - 263 E 11 6118 00 699 3 25 000 - \$18,190</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: In the 23-24 school year, 100% of PK-12 core area teachers will use the district's scope and sequence to plan instruction as evaluated by lesson plans and unit assessment data. (Curriculum Development)

Evaluation Data Sources: Lesson plans reveal alignment with scope and sequence documents. Team planning minutes reveals the use of scope and sequence during planning. Unit assessment data shows progression towards mastery of standards taught during each quarter.

Strategy 1 Details	Formative Reviews		
<p>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 9-weeks period, completing all required Pre-K Guidelines and K-12 TEKS by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Implementation will be demonstrated by students growth on unit assessments and lesson plans aligned to the scope and sequence in each content area.</p> <p>Staff Responsible for Monitoring: WISD Curriculum Department</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher teams meet with Coaches or Coordinators 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.</p> <p>Strategy's Expected Result/Impact: Implementation will be demonstrated by students growth on unit assessments and lesson plans aligned to the scope and sequence in each content area.</p> <p>Staff Responsible for Monitoring: WISD Curriculum Team</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will regularly use assessment data to plan and implement targeted, TEKS based small group instruction to close learning gaps and accelerate learning.</p> <p>Strategy's Expected Result/Impact: Each student will make a minimum of one years growth during the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Coaches/Coordinators, Instructional Facilitators</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Student achievement at all levels in Math, Science, Social Studies, and English Language Arts/Reading has not recovered to the 2019 performance levels.

Root Cause: Lack of dedicated secondary PLC time and instructional coaches to support instructional planning. Student attendance; insufficient professional learning in small group instruction and differentiation for teachers to increase student achievement through tier 1 instruction. Tier I instructional time is unable to be maximized due to student behavior and effective PBIS implementation.

Problem Statement 2: Student growth in Mathematics across all grade levels and in English Language Arts/Reading at the high school level does not meet state targets for closing the gaps. **Root Cause:** Unfinished learning created by the pandemic is still impacting student achievement; lack of additional instructional support (coaches, interventionists, etc); mental health/trauma/student behavior is impacting student achievement.

Curriculum, Instruction, and Assessment

Problem Statement 1: Only 70% of all students in Mathematics approached standard, 33% met standard, and only 12% mastered standard. Students in grades 4, 7, and 8 are struggling more than others. **Root Cause:** Teachers need support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to STAAR 2.0. Teachers need additional support in planning for individual needs for students who are not targeted for intervention. Teachers need additional support in developing lessons that support the CRA math model.

Problem Statement 2: Only 70% of all students in ELAR approached standard, 45% of all students met standard, and only 19% mastered standard. Students struggle more in 6th grade, English 1, and English 2 than in other grade levels. **Root Cause:** Questioning remains at the lower levels. Teachers need additional support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to the STAAR 2.0 blueprint. Curriculum/resources at the secondary level are in need of refinement. Primary grades K-2 need explicit, state-approved phonics resources.





Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: By the end of the 23-24 school year, all teachers, principals, paraprofessionals, and school leaders will receive at least 30 hours of professional development intended to improve the overall quality of instruction and ensure equity of educational opportunity for all students as documented in their STRIVE portfolio.

High Priority

Evaluation Data Sources: CPE hours of staff

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Impact will be measured by 100% implementation of the materials by the classroom teacher.</p> <p>Staff Responsible for Monitoring: WISD Curriculum Team</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Technology 1</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All administrators, teaching staff, and instructional paraprofessionals will have the opportunity to attend professional development related to their content area in order to grow and develop from internal coaching staff and external vendors. (Professional Development)</p> <p>Strategy's Expected Result/Impact: Growth and development of staff</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Chief Academic Officer, WISD Curriculum Team</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Technology 1</p> <p>Funding Sources: Staff Travel for Professional Development and Bridges Intervention Online Training - Title Two (255) - 255 E 13 6411 00 999 3 30 000 - \$8,000, Professional Development Materials for Administrators - Title Two (255) - 255 E 23 6399 00 999 3 30 000 - \$500, District Coaching Staff - Title Two (255) - 255 E 13 6119 00 901 3 30 000 - \$207,334, Lead4ward Professional Development - Title Two (255) - 255 E 13 6299 00 xxx 3 30 000 - \$9,000, Region IV Training - Title Two (255) - 255 E 13 6239 00 xxx 3 30 000 - \$16,000</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district will offer a leadership academy for teachers who aspire to take on more campus leadership roles, as well as an additional academy for teachers who aspire to become campus administrators in order to internally grow and develop our current staff.</p> <p>Strategy's Expected Result/Impact: Internal growth of staff</p> <p>Staff Responsible for Monitoring: Chief of School (Elementary and Secondary)</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District and campus leaders will implement a structured coaching model in order to ensure that all teachers are equipped to implement high quality instruction aligned with state standards.</p> <p>Strategy's Expected Result/Impact: 1. Student growth and achievement on assessments 2. Improvement of TTESS scores</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student achievement at all levels in Math, Science, Social Studies, and English Language Arts/Reading has not recovered to the 2019 performance levels. Root Cause: Lack of dedicated secondary PLC time and instructional coaches to support instructional planning. Student attendance; insufficient professional learning in small group instruction and differentiation for teachers to increase student achievement through tier 1 instruction. Tier I instructional time is unable to be maximized due to student behavior and effective PBIS implementation.</p> <p>Problem Statement 2: Student growth in Mathematics across all grade levels and in English Language Arts/Reading at the high school level does not meet state targets for closing the gaps. Root Cause: Unfinished learning created by the pandemic is still impacting student achievement; lack of additional instructional support (coaches, interventionists, etc); mental health/trauma/student behavior is impacting student achievement.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Employee turnover rate has emerged as a concern subsequent to the COVID pandemic so recruiting and retaining employees within the field of education has become a challenge. Root Cause: As a result of the COVID pandemic inflation has surged, but the salaries of educators have not drastically increased.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Only 70% of all students in Mathematics approached standard, 33% met standard, and only 12% mastered standard. Students in grades 4, 7, and 8 are struggling more than others. Root Cause: Teachers need support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to STAAR 2.0. Teachers need additional support in planning for individual needs for students who are not targeted for intervention. Teachers need additional support in developing lessons that support the CRA math model.</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Only 70% of all students in ELAR approached standard, 45% of all students met standard, and only 19% mastered standard. Students struggle more in 6th grade, English 1, and English 2 than in other grade levels. **Root Cause:** Questioning remains at the lower levels. Teachers need additional support in the area of small group instruction and concurrent independent or collaborative work. Resources do not adequately support the transition of testing to the STAAR 2.0 blueprint. Curriculum/resources at the secondary level are in need of refinement. Primary grades K-2 need explicit, state-approved phonics resources.

Technology





Problem Statement 1: Waller ISD needs to incorporate professional development with an expectation of use on products purchased. **Root Cause:** Lack of collaboration with Curriculum on expectation of use on software programs.

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 3: The district will increase student and family awareness of a variety of choices for life after high school as it relates to college, career, and military related options. (College and Career)

Evaluation Data Sources: Chief Academic Officer

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Generation Texas Week will be promoted at each campus with various activities. (i.e., College Night, Guest Speakers, College Dress-Up Days) Strategy's Expected Result/Impact: Participation at each event, weekly agendas from campuses Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each campus will host parent break-out presentations during College Night, such as grade-level parent presentations, NCAA eligibility, Financial Aid, AP/Dual-Credit information. Strategy's Expected Result/Impact: Participation at event Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campuses will utilize a college and career readiness software on every student in grades 7-8 for college and career awareness and exploration to better align student interests and plans with high school graduation plans. 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 and Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: High School counselors will review and promote 4 year graduation plans, credit recovery options, and post secondary plans. Strategy's Expected Result/Impact: 4 Yr. Grad Plan and Personal Graduation Plan Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All junior high campuses will coordinate with the high school counselors to hold Personal Graduation Planning meetings during the spring semester of the student's 8th grade year and provide the TEA Graduation Toolkit to students / parents.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: High school counselors will meet with the incoming 8th grade parents and students during their 9th grade year to review the Personal Graduation Plan and provide the TEA Graduation Toolkit.</p> <p>Strategy's Expected Result/Impact: Students will have a finalized 4 year graduation plan when starting high school</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 4: Accelerated Instruction and drop-out prevention strategies will be implemented to support the at-risk population in order to increase the number of students graduating from school. (Dropout Prevention/Accelerated Instruction/McKinney Vento)

High Priority

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Edgenuity Program from Imagine Learning will be offered as Credit recovery at the secondary campuses, including HOPE Academy, Saturday school, extended day, and Summer programs as an accelerated program for at-risk students.</p> <p>Strategy's Expected Result/Impact: Successful completion of credits for graduation</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Waller High School Administrative Team</p> <p>Funding Sources: Imagine Learning-Campus Allocations - Title One (211)</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Drop Out Prevention Specialist will conduct year-round monitoring of leaver codes in order to implement early interventions for locating students who are at-risk of dropping out of school or who have dropped out of school.</p> <p>Strategy's Expected Result/Impact: Reduction in leaver code "98" for the school year.</p> <p>Staff Responsible for Monitoring: At-Risk and Highly Mobile Liaison, Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor and provide support to the McKinney Vento students and families identified in the district through meeting the academic, hygiene, and their mentorship needs.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic performance</p> <p>Staff Responsible for Monitoring: At-Risk and Highly Mobile Liaison, Director of State and Federal Programs</p> <p>Funding Sources: TECHY Training - Homeless Grant (280) - \$1,091, Homeless Liaison - Homeless Grant (280) - \$40,000, Student resources, hygiene products, & as needed items. - Homeless Grant (280) - \$10,000, Academic and hygiene resources for homeless students - Title One (211) - 211 E 11 6499 HM 999 3 30 000 - \$800, Homeless/Dropout Prevention - Title One (211) - 211 E 21 6119 00 901 3 30 000 - \$45,152, Professional Development for Homeless Liaison - Title One (211) - 211 E 21 6411 00 999 3 30 000 (and 6239) - \$871</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize state compensatory education funds to offer accelerated instruction, drop-out prevention strategies, intervention courses, summer programming, and additional programs or services designed to supplement the regular education program for the at-risk student population. (Dropout Prevention/Accelerated Instruction)</p> <p>Strategy's Expected Result/Impact: Increase student attendance, decrease in drop out rate, improved academic results for this population</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: Summer Programs - SCE (199.30) - \$233,868, Intervention Staff throughout Entire District - SCE (199.30) - \$3,645,272, Social Work Service and Supplies - SCE (199.30) - \$42,738</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide pregnancy related services to identified students as needed.</p> <p>Strategy's Expected Result/Impact: Class enrollment, PEIMS coding of children of students, timesheets</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Offer accelerated instruction to students through credit by exam (CBE) opportunities in order for students to demonstrate proficiency in grade level or course content.</p> <p>Strategy's Expected Result/Impact: Accelerated credit for a course on the basis of credit by examination.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: Exam Test Fees - Title IV (289) - 289 E 31 6339 00 xxx 3 30 000 - \$10,100</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 5: Dyslexia Interventions will be provided by trained dyslexia specialists to any eligible student in order to increase the academic level through progress monitoring. (Dyslexia)





Evaluation Data Sources: Attendance Records, Mastery Checks, Progress Monitoring (DIBELS), CPE hours

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identified dyslexia students who need services will receive a research based intervention such as Reading by Design, RAVE-O, and/or Countdown.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved basic reading skills, comprehension and spelling</p> <p>Staff Responsible for Monitoring: Dyslexia Literacy Coach and Lead Dyslexia Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dyslexia teachers will be trained in researched based interventions and supported through professional development, supplies, and tools to support students in the district.</p> <p>Strategy's Expected Result/Impact: All identified dyslexia students in need of reading strategies will receive interventions from a fully-trained dyslexia teacher.</p> <p>Staff Responsible for Monitoring: Dyslexia Literacy Coach and Lead Dyslexia Specialist, Director of State and Federal Programs</p> <p>Funding Sources: Dyslexia Literacy Coach - 22-23 Dyslexia Grant Award Program (429) - \$75,200, Staff Stipends to Complete Summer Reading by Design Training - 22-23 Dyslexia Grant Award Program (429) - \$26,440, Costs Associated with Diagnostician Certification, Masters Degree, Region IV Reading by Design Professional Development, & Supplies - 22-23 Dyslexia Grant Award Program (429) - \$110,510</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 6: Implement and evaluate the Advanced Academics/Gifted and Talented programs annually for program effectiveness. (Advanced Academics)

Evaluation Data Sources: Parent Surveys, GT Student Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis. Strategy's Expected Result/Impact: Eduphoria Professional Learning Portfolios Staff Responsible for Monitoring: Advanced Academics Coordinator</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will evaluate the effectiveness of the GT Program utilizing a district-created survey. Feedback from the survey will be used to make adjustments and improvements. The results of the survey will be shared with campus principals. Strategy's Expected Result/Impact: Analysis of survey results Staff Responsible for Monitoring: Advanced Academics Coordinator, GT Coordinators on campuses</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide programming to meet the educational needs of gifted and talented students through pull-out experiences in grades 1st-5th, GT advisory at the junior high level, and Honors, Dual Credit and Advanced Placement (AP) course enrollment at the high school level. Strategy's Expected Result/Impact: Schedules showing weekly day and time for GT pull-out experiences at the elementary level and daily GT advisory at the junior high level. Enrollment at the high school level for Honors, Dual Credit, and Advanced Placement courses. Staff Responsible for Monitoring: Advanced Academics Coordinator, GT Coordinators on campuses</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 7: WISD Career & Technical Education (CTE) will increase certification options by providing students with opportunities to prepare for certification exams through the use of supplies, materials, technology, hands on learning experiences, and Career & Technical Student organizations (CTSO) to provide an enriched and accelerated program. While WISD is above the state average in Industry Based Certifications at 19% earned we strive to move from 22% of WISD certifications earned to 50% of WISD seniors earning an Industry Based Certification.

High Priority





Evaluation Data Sources: Student Industry Based Certification data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase certifications by aligning Industry Based Certifications into each Program of Study. Strategy's Expected Result/Impact: Increase percentage of seniors graduating with an Industry Based Certifications by aligning certifications with Programs of Studies. Staff Responsible for Monitoring: CTE Coordinator	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: WISD CTE will continue to purchase equipment and supplies that meet industry standards for training and test preparation. Strategy's Expected Result/Impact: Increased Industry Based certifications graduation rate. Staff Responsible for Monitoring: CTE Coordinator	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 8: Waller ISD will increase the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course from 27% to 41% to meet the state average. (Advanced Academics)

Evaluation Data Sources: Texas Schools Report Card





Strategy 1 Details	Formative Reviews		
Strategy 1: Expand/Provide SAT/ACT testing availability in Waller ISD Strategy's Expected Result/Impact: Yearly participation rate Staff Responsible for Monitoring: Advanced Academics Coordinator	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a program to align instructional practices with SAT and ACT skills; provide professional learning for teachers. Strategy's Expected Result/Impact: Increase in student scores on practice PSAT, SAT, and ACT assessments, lesson plans to include SAT/ACT targeted skills. Staff Responsible for Monitoring: Advanced Academics Coordinator	Formative		
	Nov	Jan	Mar
 No Progress  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 in Waller ISD will complete all required compliance trainings. (School Safety Team)

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will utilize the Region 10 on-line compliance training bundle to provide training to meet all specific staff requirements, to include:</p> <ul style="list-style-type: none"> a.) Anaphylaxis and Auto-Injectors Training - All Employees b.) Bloodborne Pathogens - All Employees c.) Bullying Prevention for Administrators, Teachers, & Staff - All Employees d.) Child Abuse, Sexual Abuse, and Other Maltreatment of Children - All Employees e.) Substance Abuse - All Employees f.) Human Trafficking of School-Aged Children - All Employees g.) Individual with Disabilities Education Act - Campus Staff h.) Section 504 - Campus Staff i.) Sexual Harassment - All Employees j.) Texas Educator's Code of Ethics - All Employees k.) Understanding Copyright Law - All Employees l.) FERPA - All Employees m.) Suicide Prevention - New Employees n.) Teen Dating Violence Prevention - Secondary Campuses <p>Strategy's Expected Result/Impact: Staff completion certificates Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district will offer mental health first aid and trauma informed care training to all teachers, counselors, principal, and all other appropriate personnel.</p> <p>Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Executive Director of School Safety, Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district will offer training on student boundaries provided by the district's represented attorney firm, designed to promote healthy relationships and prevent sexual and other types of misconduct, such as bullying, hazing, harassment, conflicts of interest, and financial impropriety.</p> <p>Strategy's Expected Result/Impact: Eduphoria/Strive Report</p> <p>Staff Responsible for Monitoring: Chief of School (Elementary and Secondary)</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The district will provide the Standard Response Protocol training to all staff prior to the start of the school year.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Executive Director of School Safety</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district will train all staff in Stop the Bleed protocol.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Executive Director of School Safety</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Waller ISD will minimize risks by ensuring students and staff are prepared with the knowledge, resources, and skills to effectively respond to all emergencies that might affect safety or security. (Safety)

Evaluation Data Sources: Beginning of year Safety Training for all staff and students
 Emergency drill logs
 Security audit report
 After Action Reviews





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus drills will be completed monthly and security audits will be completed as required by state guidelines. ID badges will be enforced and the renewal of current safety services, as well as the addition of a new safety program for anti-bullying and safety reporting that helps detect, identify and control bullying, safety and mental health issues on the campuses, and for staff will be incorporated. The district will utilize various tools to assist with emergency response and anonymous reporting to communicate about bullying or safety-related issues at any given moment by giving them an easy and clear pathway to safety.</p> <p>I. Lock downs II. Secure III. Shelter-In- Place IV. Evacuation V. Severe Weather</p> <p>Strategy's Expected Result/Impact: Logs and audit report Staff Responsible for Monitoring: Executive Director of School Safety</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses will follow the District and Building Plan for Suicide Prevention, Intervention and Postvention Response through the formation of a coordinated Support Team which provides direct service to students in crisis.</p> <p>Strategy's Expected Result/Impact: Recognizing and/or avoiding potential threats early and TEA Behavioral Threat Assessment Reporting Staff Responsible for Monitoring: Executive Director of School Safety</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district will utilize the updated Emergency Operations Plan throughout the district.</p> <p>Strategy's Expected Result/Impact: Staff and students will be prepared for how to respond in the event of an emergency Staff Responsible for Monitoring: Executive Director of School Safety, Assistant Director of School Safety</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a memorandum of understanding that outline the School Resource Officers responsibility to the district.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of School Safety</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district will provide visitor parking and a single point of access for visitors.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of School Safety</p>	Formative		
	Nov	Jan	Mar
 No Progress  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 utilize school campus staff to offer curriculum services designed to shape well-rounded students, increase student wellness, improve academic performance, and increase participation in postsecondary education. (Counseling)

Evaluation Data Sources: Comparison of student counseling data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will provide campus counselors, campus personnel, and secondary students with training to equip all stakeholders with the knowledge and skills to recognize the many forms of harassment and abuse, as well as violence (including dating violence), the prevention of, and intervention for, as well as opportunities to learn about how to support students academic performance.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district will ensure campuses offer instruction focusing on positive behavior, and character development.</p> <p>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</p> <p>Staff Responsible for Monitoring: Chief of Schools (Elementary & Secondary), Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campuses will utilize the Character Strong curriculum and staff will be supported with continuous professional development to support the implementation efforts.</p> <p>Strategy's Expected Result/Impact: Teachers will be more equipped to serve their students by increasing their understanding of the Character Development curriculum</p> <p>Staff Responsible for Monitoring: Chief of Schools (Elementary and Secondary), Director of State and Federal Programs</p> <p>Funding Sources: Curriculum-Character Strong - Elementary - Title IV (289) - \$3,495, Professional Development-Character Strong - Title IV (289) - \$20,000, Curriculum-Character Strong - Secondary - Title IV (289) - \$1,500</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Performance Objective 4: Waller ISD will utilize the Multi-Tiered Systems of Support for the safety of all students. (School Safety, MTSS Coordinator, and Chief of Schools)

High Priority

Evaluation Data Sources: Certificates of completion, comparison of discipline from year-to-year, Region IV Collaborative

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain a Core Team trained in TBSI protocol, policy and procedures Strategy's Expected Result/Impact: Certificates of completion Staff Responsible for Monitoring: Chief Academic Officer	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: All campuses will maintain a school-wide positive behavioral support system. Strategy's Expected Result/Impact: written school plan, matrix Staff Responsible for Monitoring: MTSS District Leadership Team Results Driven Accountability Funding Sources: PBIS Rewards - Title IV (289)	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide campus-wide bully prevention and campus wide aggression and harassment prevention and awareness activities. Strategy's Expected Result/Impact: Staff development agendas, sign-in sheets, Skyward Discipline reports, Region 10 Certificate of completion. Staff Responsible for Monitoring: Chief of School: Elementary and Secondary	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure a barrier-free physical setting throughout the district, at all campuses, at athletic facilities, and on transportation to comply with ADA requirements. Strategy's Expected Result/Impact: District is barrier free for all individuals of all ages. Required postings. Staff Responsible for Monitoring: Executive Director of Auxiliary Services, Chief of Secondary Schools, Chief of Elementary Schools	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Beginning of year professional development in the area of discipline management, discipline strategies, classroom management, CPI, etc. Student overview of code of conduct.</p> <p>Strategy's Expected Result/Impact: Staff sign-in sheets and agendas, student attendance report for day of presentation</p> <p>Staff Responsible for Monitoring: Special Education Director, Chief of Elementary Schools, Chief of Secondary Schools</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The district will participate in the MTSS Region 4 Coaching Project.</p> <p>Strategy's Expected Result/Impact: Improved student well-being</p> <p>Staff Responsible for Monitoring: MTSS Coordinator</p> <p>Results Driven Accountability - Equity Plan</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: Increase the district's recruitment and retention efforts through implementation of the Teacher Incentive Allotment, teacher mentoring programs, competitive compensation plans, on-going staff development, and aggressive hiring practices of high quality personnel. (Human Resources)

High Priority

Evaluation Data Sources: Retention Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a hiring process that permits the Human Resources department to work collaboratively with campus principals in order to recruit the best candidates by providing letters of intent early in the hiring period in order to reach committed teachers before other districts have the opportunity to recruit them.</p> <p>Strategy's Expected Result/Impact: Ability to hire candidates early to prevent them from being hired by other districts</p> <p>Staff Responsible for Monitoring: Chief Human Resource Officer and Director of Human Resources</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize a multi-step process for the recommendation of employees to verify certification requirements and validate qualification status prior to hiring.</p> <p>Strategy's Expected Result/Impact: Documents of ESSA qualified status; recommendation forms on file for all WISD employees documenting ESSA qualified status</p> <p>Staff Responsible for Monitoring: Director of Human Resources and Human Resources Coordinator</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish and maintain working relationships with university and educator preparation programs.</p> <p>Strategy's Expected Result/Impact: Student teacher/applicant rosters; assistance and obtain probationary/intern certifications; verification letters; invitation to speak with student teachers</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer and Director of Human Resources</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a mentoring program for first year teachers in order to support the growth and development of inexperienced teachers as part of the district's equity plan development.</p> <p>Strategy's Expected Result/Impact: Increased retention rate for first year teachers, closing the equity gap of inexperienced teachers as aligned to Section 1112(b)(2) of the Every Student Succeeds Act</p> <p>Staff Responsible for Monitoring: Chief of Human Resources, Director of Human Resources, Chief of Schools (Elementary and Secondary)</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize staff attendance data to determine best practices related to the reduction of absences and provide district leadership team members with staff attendance incentive strategies.</p> <p>Strategy's Expected Result/Impact: Campuses will have a decrease in their teacher absence rate</p> <p>Staff Responsible for Monitoring: Chief of Human Resources, Director of Human Resources, Chief of Schools (Elementary and Secondary)</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement requirements of the Teacher Incentive Allotment and annually review the compensation plan in comparison to surrounding school districts in order to ensure Waller ISD is staying competitive with surrounding LEA's.</p> <p>Strategy's Expected Result/Impact: Competitive compensation plan</p> <p>Staff Responsible for Monitoring: Chief of Human Resource Officer and Director of Human Resources</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Employee turnover rate has emerged as a concern subsequent to the COVID pandemic so recruiting and retaining employees within the field of education has become a challenge. Root Cause: As a result of the COVID pandemic inflation has surged, but the salaries of educators have not drastically increased.</p>

Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 2: 100% of academic core subjects will be taught by certified teachers and instructional paraprofessionals. (Human Resources)

Evaluation Data Sources: SBEC Educator Verification Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Human Resources team will administer locally developed paraprofessional assessment exam, as needed, to ensure appropriate credentials for non-certified staff.</p> <p>Strategy's Expected Result/Impact: 100% of paraprofessionals meet SBEC/TEA requirements</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Human Resource team will ensure campuses conduct timely implementation of the elements of the T-TESS evaluation instrument.</p> <p>Strategy's Expected Result/Impact: Data from classroom walk-throughs and T-TESS system procedures</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In collaboration with the bilingual department, Human Resources will assist with verification of certifications and the bilingual department will provide professional development and support for ESL/Bilingual state certification exams in order to ensure all staff meet certification requirements in a timely manner.</p> <p>Strategy's Expected Result/Impact: 100% of instructional staff SBEC/TEA certified</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL Education and Director of Human Resources</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Professional development - Title III (263)</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Human Resources team will utilize creative hiring practices as part of our District of Innovation certification plan and paths to certification through Alternative Certification programs in order to ensure appropriate credentials for non-certified staff within a one year time frame.</p> <p>Strategy's Expected Result/Impact: Highly certified staff within first year of teaching</p> <p>Staff Responsible for Monitoring: Human Resources Team</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:





Staff Quality, Recruitment, and Retention

Problem Statement 1: Employee turnover rate has emerged as a concern subsequent to the COVID pandemic so recruiting and retaining employees within the field of education has become a challenge. **Root Cause:** As a result of the COVID pandemic inflation has surged, but the salaries of educators have not drastically increased.

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

Performance Objective 1: The walk-through process will be adjusted to ensure alignment with T-TESS summative data and student growth. (Chief of Schools)

Evaluation Data Sources: T-TESS Evaluation Instrument; Improvement on equity gaps outlined in the Equity Plan for WISD





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly meetings will be held with core teams at every campus which include coaches and administrators focused on walk-through data.</p> <p>Strategy's Expected Result/Impact: Improvement in student growth, stronger instruction based upon walk-through data</p> <p>Staff Responsible for Monitoring: Chief of School for Secondary and Elementary</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: The District School Health Advisory Council (SHAC) will assist the district in ensuring that local community values are reflected in health education instruction in order to strengthen the connection between health and learning. (SHAC Committee)

High Priority





Evaluation Data Sources: Committee Attendance. SHAC feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meetings will be held at least 4 times a year with the SHAC committee who will follow the rules and expectations of board policy BDF (Legal).</p> <p>Strategy's Expected Result/Impact: Community Input on SHAC Issues</p> <p>Staff Responsible for Monitoring: Chief of Schools-Elementary</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School Wellness Plans will be implemented in order to increase physical activity and improve fitness among students.</p> <p>Strategy's Expected Result/Impact: Increase in student health, Triennial assessment of School Wellness Plan</p> <p>Staff Responsible for Monitoring: Chief of Schools-Elementary</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instruction as it relates to human sexuality, prevention of child abuse, family violence, dating violence, and sex trafficking will follow the District Local Policy of EHAA.</p> <p>Strategy's Expected Result/Impact: Adoption of materials if approved by SHAC Committee and the board</p> <p>Staff Responsible for Monitoring: Chief of Schools-Elementary</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Through implementation of an effective discipline management plan and by concentrating on building relational capacity, WISD will reduce disciplinary incident rates by 10% from the previous year and increase attendance rates to 98%. (Chief of Schools)

Evaluation Data Sources: Discipline Incident Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The district and all campuses will continue to follow policies and regulations for identifying and investigating allegations of bullying as mandated in Policy FFI (Local). Strategy's Expected Result/Impact: Decrease in discipline incidents Staff Responsible for Monitoring: Chief of Schools for Elementary and Secondary	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus behavior incident reporting will be carefully monitored in Skyward/PEIMS for coding accuracy. Strategy's Expected Result/Impact: End of month discipline referrals entered in Skyward are checked for verification and timely documentation. Staff Responsible for Monitoring: Chief of Schools for Elementary and Secondary	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain consistent discipline management training and follow all procedures and policies that align with state laws as it relates to discipline incidents, as well as unwanted physical or verbal aggression and sexual harassment. Strategy's Expected Result/Impact: Accuracy in Disciplinary Coding and consistent policies and procedures throughout the district Staff Responsible for Monitoring: Chief of Schools for Elementary and Secondary	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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. (Technology)

High Priority

Evaluation Data Sources: Bandwidth utilization reports, and appropriate CIPA filtering.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the K-12 Technology Applications TEKS using state provided on-line learning materials and use of Canvas as the online learning management platform across the district.</p> <p>Strategy's Expected Result/Impact: Teacher Lesson Plans Student Benchmarks Student Schedules</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, District Technologist, Technology Applications Instructors, Director of State and Federal Programs</p> <p>Funding Sources: Personalized learning experiences to support the effective use of technology - Title IV (289) - \$515</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hands on training and instructional videos and help sheets will be provided to the teachers to assist in the integration of technology into the classroom. New teachers and staff will be trained at the beginning of the year on district resources. Training courses will be offered throughout the year via Google Meets or in person as needed.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Facilitators, District Trainer, District Software Facilitator, District Google Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: 25G link maintained where fiber owned by district. bandwidth monitored and increased as required for campuses not connected through owned fiber.</p> <p>Staff Responsible for Monitoring: Director of Technology, Network Manager</p>	Formative		
	Nov	Jan	Mar





Strategy 4 Details	Formative Reviews		
Strategy 4: District will provide Chromebooks and iPads to all students and MiFi's to students based district request. Strategy's Expected Result/Impact: Students will be able to work from school and home Staff Responsible for Monitoring: Technology Staff, Director of Technology	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 K-12. (Technology)

High Priority

Evaluation Data Sources: TipWeb inventory reports. Planning documents to prepare for future growth.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District technology support staff will work to maintain a 1:1 mobile environment. Students in K will receive iPads. Students in grades 1-12 will receive Chromebooks. Limited additional devices will be made available on campus for loaners.</p> <p>Strategy's Expected Result/Impact: Google and TipWeb reports on mobile devices. Utilization reports on specific applications, Budget requests to maintain 1:1 environment with student growth.</p> <p>Staff Responsible for Monitoring: District Data Analyst, Director of Technology, District Technologist</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Technology integration into the core content areas. Teachers will use Canvas and Seesaw to deliver course content. Interactive Displays will be used to promote classroom engagement of technology integrated lessons.</p> <p>Strategy's Expected Result/Impact: Utilization reports from Clever and Canvas Tiny PC/OPS in all Classrooms for use with interactive displays</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Instructional Facilitator, District Technologist, Director of Technology</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and Students will use a work order system to submit hardware and software issues. District Technologists will rotate campuses to trouble shoot issues reported.</p> <p>Strategy's Expected Result/Impact: Keep all devices in working order and repairs performed in an efficient and timely manner.</p> <p>Staff Responsible for Monitoring: District Technology Lead, Director of Technology, Service repair technologist.</p> <p>Problem Statements: District Context and Organization 1</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

District Context and Organization
<p>Problem Statement 1: The majority of district classes are at capacity. Root Cause: The district is rapidly growing.</p>





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. (Technology)

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers integrate technology into the K-12 curriculum using the technology resources in the classroom.</p> <p>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 Jamf to monitor Apple products</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Instructional Facilitators, District Technologist, Trainer, District Software Facilitator,</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District will utilize technology tools to monitor and educate principals and staff on the importance of student engagement with the use of Canvas and Google Team Drive.</p> <p>Strategy's Expected Result/Impact: Reports from the monitoring tools, Utilization reports, District Dashboards Training offered to Admin/ISM teams</p> <p>Staff Responsible for Monitoring: Principals, Chief Academic Officer, Instructional Facilitator, District Data Analyst</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>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 Google Meet sessions on various software products.</p> <p>Strategy's Expected Result/Impact: Training will be offered on campus and via Google Meets. District Trainer, District Software Facilitator, Director of Curriculum will participate in planning trainings. Training for departments will be offered on how to use district software resources and Google tools.</p> <p>Staff Responsible for Monitoring: Instructional Facilitators, District Trainer, District Software Facilitator, Director of Curriculum</p>	Formative		
	Nov	Jan	Mar





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District training guides, videos, and District Technology Newsletters will be made available to all staff to assist with software usage.</p> <p>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.</p> <p>Staff Responsible for Monitoring: District Trainer, District technologist, District Software Facilitator, Director of Technology</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 utilize technology tools and available software to help increase awareness of student use. (Technology)

HB3 Goal

Evaluation Data Sources: Resources made available through Canvas and Clever to ensure student account integration with the teacher resources available. Data integration is complete and accurate.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide software subscriptions and campus used web links to Clever for teachers and students to easily access.</p> <ul style="list-style-type: none"> *IStation *Dreambox *Sirius *Zearn *Stemscopes *SeeSaw *Learning without Tears *Edgenuity * Others as requested <p>Jamf will be used to deploy Apple Applications to IOS devices</p> <p>Strategy's Expected Result/Impact: Use programs to offer supplemental curriculum to students.</p> <p>Staff Responsible for Monitoring: Director of Technology, Chief Academic Officer, District Technologist, District Trainer, District Software Facilitator, District Coordinators</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Borderless Classroom will be provided to teachers to monitor chromebooks and student home devices in grades 1-12 during school hours.</p> <p>Strategy's Expected Result/Impact: Monitor student Chromebooks, share resources to students at the same time</p> <p>Staff Responsible for Monitoring: District Technologist, District Trainer, District Software Facilitator, Director of Technology</p> <p>Funding Sources: Aristotle Licenses - Local (199) - 536398.00750099731 - \$40,000</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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. (Communications Team)

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The communications team will create branded, timely, and consistent communications in support of school district/department/campus initiatives, events, achievements, celebrations, academic opportunities, crisis, etc.</p> <p>Strategy's Expected Result/Impact: * Broaden internal and external stakeholder awareness and engagement</p> <p>* Distribute key messages through appropriate communications channel including, but not limited to:</p> <ul style="list-style-type: none"> 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 Peach Jar <p>Staff Responsible for Monitoring: Communications Department</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The communications team will conduct a communication survey.</p> <p>Strategy's Expected Result/Impact: * Evaluate effectiveness Communications channels</p> <p>* Review preferred communications methods</p> <p>* Adjust distribution of communications based on feedback</p> <p>Staff Responsible for Monitoring: Communications Department</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district will make public communication regarding the annual academic performance ratings, district plans, financial transparency, as well as state and federal reporting requirements through public meetings.</p> <p>Strategy's Expected Result/Impact: Improvement in two way communication</p> <p>Staff Responsible for Monitoring: District Cabinet Members</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Ensure the budget process is instructionally driven and guided by the planning documents as the approach to managing increased academic standards. (Finance)

High Priority

Evaluation Data Sources: Successful implementation of the adopted budget book

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure expenditures for the district and campuses comply with all legal, local, and financial policies, procedures, and guidelines required by the funding source. Strategy's Expected Result/Impact: Outside annual audit Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Create and offer a competitive compensation package for employees. Strategy's Expected Result/Impact: Employee Retention Rates Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize funding to maintain existing facilities while keeping up with enrollment growth. Strategy's Expected Result/Impact: Upkeep of maintenance repairs Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase general operating fund balance to stabilize the District's financial condition. Strategy's Expected Result/Impact: Improved financial state Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Improve the state's school financial accountability rating system (FIRST) to an A. Strategy's Expected Result/Impact: Improved financial rating Staff Responsible for Monitoring: Chief Financial Officer and Director of Business Services	Formative		
	Nov	Jan	Mar



No Progress



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: Waller ISD will work to ensure 100% of the federal funds allocated are spent timely in order to improve student and staff success during the current school year. (Federal Programs)

High Priority

Evaluation Data Sources: Budget, Requisitions, Purchase Orders, Campus Plan





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Allocate Title I funds to campuses using the rank and serve method, after excluding district reservations in order to support Campus Improvement Plans.</p> <p>Strategy's Expected Result/Impact: Annual Audit, ESSA Grant Application, Supporting Documents</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize ESSA Program funds from Title II and Title IV in order to focus on professional development, coaching opportunities, well-rounded education, and safety in the district.</p> <p>Strategy's Expected Result/Impact: Improved safety, increase in Professional Development, Positive Formative and Summative Evaluations</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title III funds will be used to focus on improvement with the English Learner Student Population.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The district will seek out supplemental grants in order to fund additional programs and resources needed to support the district goals.</p> <p>Strategy's Expected Result/Impact: Overall improvement in the LEA</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize grant funds from Region IV on professional development and other services provided by the region service center.</p> <p>Strategy's Expected Result/Impact: Utilize funds to provide training materials, customized contracts, conference registrations, products, or other services from Region 4</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: On Data Suite - Region IV Grant Funds - Local (199) - 199.E.13.6239.15.999.0.99.500 - \$5,800, Training Materials, Professional Development, Products - Region IV Grant Funds - Local (199) - 199.E.13.6239.15.999.0.99.500 - \$2,986.17</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 secondary students will be connected to the school through co-curricular or extracurricular activities.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will offer to all students, a variety of clubs and career and technical student organizations to further their knowledge and skills by participating in activities, events, and competitions.</p> <p>Strategy's Expected Result/Impact: Class rosters, club rosters, extracurricular rosters</p> <p>Staff Responsible for Monitoring: Coordinator of CTE</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Waller ISD will ensure that all students in the district are afforded the opportunity to participate in extra-curricular activities without barriers to participation.</p> <p>Strategy's Expected Result/Impact: Full participation by all subgroups</p> <p>Staff Responsible for Monitoring: Chief of Schools (Elementary and Secondary), Director of Special Education</p>	Formative		
	Nov	Jan	Mar
 No Progress  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 stakeholders will receive information related to school and parent programs, meetings and other activities in a format and, to the extent practicable, in a language the parents can understand. (Meaningful Communication-Family Engagement)

High Priority

Evaluation Data Sources: Number of annual requests for other languages, home language surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement various software programs in order to improve communication regarding district information and educational opportunities for families, students, and the community.</p> <p>Strategy's Expected Result/Impact: Improved communication through the creation of interactive newsletters, updates, and announcements to keep families, students, and the community informed, updated and engaged that is easily accessible in multiple languages</p> <p>Staff Responsible for Monitoring: Department of State and Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement the campus and district translation and interpretation procedures.</p> <p>Strategy's Expected Result/Impact: Improved communication in a language families can understand</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Family Engagement Specialist</p>	Formative		
	Nov	Jan	Mar
 No Progress  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 2: Develop the knowledge and skills of the District Family Engagement Specialist , campus liaison, and other staff in order to provide the capacity to offer training opportunities for parents in response to parent feedback. (Training for WISD Staff and Families-Family Engagement)

High Priority

Evaluation Data Sources: Parent Survey Feedback from Trainings, Certificate of Completion of Training Opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide campuses and district employees with the opportunity to attend the Statewide Title I Parental Involvement Conference and additional PFE trainings hosted by the Region Service Center, ACET, TEA, or a variety of other offerings.</p> <p>Strategy's Expected Result/Impact: Certificate of attendance, increase in the number of parent, family, and community engagement opportunities within the district</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Family Engagement Specialist, Bilingual/ESL Staff</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the district Family Engagement Specialist to facilitate opportunities to build parent, family and community engagement within Waller ISD by equipping the specialist with the knowledge, training, and skills to offer the community a variety of sessions such as:</p> <ul style="list-style-type: none"> (1) 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 Adult Classes (9) Summer Parent Academy (10) FNB Smart Money Program (11) Crime Stoppers presentations (12) Other campus/district specific involvement opportunities <p>Strategy's Expected Result/Impact: Parent attendance by the sign-in sheets</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Family Engagement Specialist, ESL/Bilingual Dept., Campus Administration, Communications Staff, Community Youth Specialist</p> <p>Funding Sources: District Family Engagement Specialist - Title One (211) - 211 E 61 61XX 00 901 3 30 000</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will attend various Parent and Family Engagement Training Opportunities in order to stay informed regarding opportunities for parent outreach, family literacy services and/or family outreach and trainings, and community participation programs as required by Title III.</p> <p>Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance. Impact will be demonstrated with presenting information about how to navigate the engagement resource tool to campuses. Provide increased Title III parent, family, and community engagement opportunities on campuses and within the district.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Family Engagement Specialist, Bilingual/ESL Director, Campus PFE Liaisons</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide families with classes and workshops to support engagement activities in the district through the district Parent University Program.</p> <p>Strategy's Expected Result/Impact: High Parent attendance as evidenced by sign-in sheets Positive Impact on parent and family capacity for increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs, Family Engagement Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Offer the Latino Family Literacy Project and other Family and Community events to Spanish speaking families.</p> <p>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 and family capacity for increased student achievement; build connections/relationships with families and parents feeling more comfortable and willing to be partners in education; support the TEA Strategic Priority of building a strong foundation of reading</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs, Bilingual Director, and Family Engagement Specialist</p> <p>Funding Sources: Family Parent Engagement Travel - Title III (263) - 263 E 61 6411 00 999 3 25 000 - \$475, Latino Family Parent Engagement Supplies - Title III (263) - 263 E 61 6399 00 999 3 25 000 - \$5,977, Family Parent Engagement Travel (ESC) - Title III (263) - 263 E 61 6329 000 999 3 25 000 - \$300</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,921,878.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education funds in Waller ISD provide campuses with supplemental staff members, both professionals and paraprofessionals, focused on small group instruction, interventions, tutorials, and one-on-one assistance. Supplemental supplies are also purchased for the interventions courses in order to facilitate differentiated instructional practices. These funds support a contract with the local county government to provide a social worker to assist the district in meeting the goals and objectives outlined in TEC, §48.104.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
All LEA Positions can be found	Attached as Addendum	0

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A District Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire district. It reflects the status of academic achievement of our students in relation to the challenging state academic standards. The CNA includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented, but it also includes a focus on offering well-rounded educational opportunities for all students. The CNA process includes reviewing the data for strengths of the district and problem areas to ensure planning and budgeting is targeted to the most important needs of the district; a list of the data sources used to conduct the CNA process can be found within the plan. The CNA is developed during the Spring semester and is approved in the Fall Semester of each school year. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented within the district plan. The committee, as well as specialized subcommittees, meet throughout the school year as new data becomes available and/or when the needs of students require district-level action. The district goal is to conduct at least 3 meetings during the school year to formatively assess the plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan (DIP) is developed in collaboration with parent(s), community member(s), and district and campus personnel including teachers, paraprofessionals, district and campus leaders and leadership team members, and district administration as aligned to Waller ISD board policy BQB (Local). The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other district and campus staff, as needed. The list of stakeholders who participate in the development and review of the DIP can be found within the district plan.

2.2: Regular monitoring and revision

The DIP remains in effect for the duration of the school's identification as a Title I district and campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners: ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152(d)]. Meeting agendas, meeting minutes, and sign-in sheets with the date, time, and location of each meeting can be found stored locally at the LEA.

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

Families will be notified at the beginning of the year that a copy of the DIP is located on the district website. English and Spanish copies are available upon request. The district will, to the extent possible, provide translations in other languages. (ESSA, Sec. 1114(b)(4)) The Waller ISD Translation Policy can be found on the Waller ISD website, under "Parents" - "Parent and Family Engagement".

2.4: Opportunities for all children to meet State standards

The district and campuses determine schoolwide reform strategies based upon formative and summative student achievement data. Each campus and district plan includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] will meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The district will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, performance objectives, and strategies, the district lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education.

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

The district addresses the needs of all students it serves with a focus on the needs of students identified as “At Risk” of not meeting the challenging state academic standards. Within the needs assessment and improvement plan, the district identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting state standards.

3.1: Annually evaluate the schoolwide plan

The District Improvement Plan is evaluated through three formative reviews in order to arrive at the annual summative evaluation. A survey is also provided to gather feedback on program plan.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed jointly with families and provided in English and Spanish. Other languages are provided upon request. A list of individuals who assisted with the development of the Parent and Family Engagement Policy can be found at the Instructional Support Center in Waller ISD. The Family Engagement Specialist maintains documentation related to the parent and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

The district provides a flexible number of meetings for parents. The Parent and Family Engagement meetings are held throughout the year. The Family Engagement Specialist maintains all documentation of events, agendas, past meeting information, and training opportunities for parents. This information is maintained at the Instructional Support Center in Waller ISD.

5.1: Determine which students will be served by following local policy

Waller ISD is a school-wide LEA and does not have any targeted assistance schools.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AC	Family Engagement Specialist	State & Federal Programs	100%
DG	Homeless Liaison/Dropout Prevention	State & Federal Programs	50%
Title I Positions that are campus based	are documented within each Campus Plan	State and Federal Programs	

District Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Imagine Learning-Campus Allocations		\$0.00
2	4	3	Homeless/Dropout Prevention	211 E 21 6119 00 901 3 30 000	\$45,152.00
2	4	3	Academic and hygiene resources for homeless students	211 E 11 6499 HM 999 3 30 000	\$800.00
2	4	3	Professional Development for Homeless Liaison	211 E 21 6411 00 999 3 30 000 (and 6239)	\$871.00
10	2	2	District Family Engagement Specialist	211 E 61 61XX 00 901 3 30 000	\$0.00
Sub-Total					\$46,823.00
Title Two (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Staff Travel for Professional Development and Bridges Intervention Online Training	255 E 13 6411 00 999 3 30 000	\$8,000.00
2	2	2	Lead4ward Professional Development	255 E 13 6299 00 xxx 3 30 000	\$9,000.00
2	2	2	District Coaching Staff	255 E 13 6119 00 901 3 30 000	\$207,334.00
2	2	2	Professional Development Materials for Administrators	255 E 23 6399 00 999 3 30 000	\$500.00
2	2	2	Region IV Training	255 E 13 6239 00 xxx 3 30 000	\$16,000.00
Sub-Total					\$240,834.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Resources, such as reading materials and dictionaries for Students	263 E 11 6329 00 xxx 3 25 000	\$3,563.00
1	3	1	Paraprofessional Support (LEP Interventionist)	263 E 11 6129 00 xxx 3 25 000	\$204,791.00
1	3	1	Professional Development Books to go with training	263 E 13 6329 00 xxx 3 25 000	\$3,040.00
1	3	1	Student online dictionary	263 E 11 6398 00 xxx 3 25 000	\$2,800.00
1	3	1	Supplies for Emergent Bilingual Students	263 E 11 6399 00 xxx 3 25 000	\$5,029.00
1	3	2	Professional Development	263 E 13 6299 00 xxx 3 25 000	\$12,800.00
1	3	4	Title III Funds for Supplemental Summer Programs	263 E 11 6118 00 699 3 25 000	\$18,190.00
4	2	3	Professional development		\$0.00
10	2	5	Family Parent Engagement Travel (ESC)	263 E 61 6329 000 999 3 25 000	\$300.00
10	2	5	Family Parent Engagement Travel	263 E 61 6411 00 999 3 25 000	\$475.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
10	2	5	Latino Family Parent Engagement Supplies	263 E 61 6399 00 999 3 25 000	\$5,977.00
Sub-Total					\$256,965.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	6	Exam Test Fees	289 E 31 6339 00 xxx 3 30 000	\$10,100.00
3	3	3	Curriculum-Character Strong - Elementary		\$3,495.00
3	3	3	Curriculum-Character Strong - Secondary		\$1,500.00
3	3	3	Professional Development-Character Strong		\$20,000.00
3	4	2	PBIS Rewards		\$0.00
6	1	1	Personalized learning experiences to support the effective use of technology		\$515.00
Sub-Total					\$35,610.00
SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	4	Summer Programs		\$233,868.00
2	4	4	Social Work Service and Supplies		\$42,738.00
2	4	4	Intervention Staff throughout Entire District		\$3,645,272.00
Sub-Total					\$3,921,878.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	2	Aristotle Licenses	536398.00750099731	\$40,000.00
8	2	5	On Data Suite - Region IV Grant Funds	199.E.13.6239.15.999.0.99.500	\$5,800.00
8	2	5	Training Materials, Professional Development, Products - Region IV Grant Funds	199.E.13.6239.15.999.0.99.500	\$2,986.17
Sub-Total					\$48,786.17
Homeless Grant (280)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Homeless Liaison		\$40,000.00
2	4	3	Student resources, hygiene products, & as needed items.		\$10,000.00
2	4	3	TECHY Training		\$1,091.00
Sub-Total					\$51,091.00

22-23 Dyslexia Grant Award Program (429)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	Dyslexia Literacy Coach		\$75,200.00
2	5	2	Staff Stipends to Complete Summer Reading by Design Training		\$26,440.00
2	5	2	Costs Associated with Diagnostician Certification, Masters Degree, Region IV Reading by Design Professional Development, & Supplies		\$110,510.00
				Sub-Total	\$212,150.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Amy Carranza	10/24/2023
Child Abuse and Neglect			Amy Carranza	10/24/2023
Decision-Making and Planning Policy Evaluation			Amy Carranza	10/24/2023
Dropout Prevention			Amy Carranza	10/24/2023
Post-Secondary Preparedness			Amy Carranza	10/24/2023
Recruiting Teachers and Paraprofessionals			Amy Carranza	10/24/2023
Student Welfare: Crisis Intervention Programs and Training			Amy Carranza	10/24/2023
Texas Behavior Support Initiative (TBSI)			Amy Carranza	10/24/2023
Technology Integration			Amy Carranza	10/24/2023
Job Description for Peace Officers, Resource Officers & Security Personnel			Amy Carranza	10/24/2023

Addendums

Pre-Kinder Math - CLI Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	86%	87%	90%	0

Kinder Math - CLI Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	81%	67%	69%	-12

1st Grade Math - TEMI Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	86%	92%	92%	0

2nd Grade Math - ESTAR Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	83%	79%	79%	-4

Pre-Kinder RDG - CLI Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	78%	76%	84%	0

Kinder RDG - CLI Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	82%	76%	84%	0

Grade RDG - ISIP Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	71%	71%	61%	-10

1st Grade RDG - ISIP Screener	2019 Results	2021 Results	2022 Results	Learning Loss 2022 compared to 2019
District	71%	71%	72%	0

3rd Grade Math	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	83%	61%	74%	+13	-9	+5
State	78%	61%	69%	+8	-9	

3rd Grade Reading	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	76%	65%	74%	+9	-2	-2
State	76%	68%	76%	+8	0	

4th Grade Math	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	84%	63%	66%	+3	-18	-1
State	74%	58%	67%	+9	-7	

4th Grade Reading	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	77%	57%	73%	+16	-4	-3
State	74%	63%	76%	+13	2	

4th Grade Math	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	82%	74%	74%	0	-8	0
State	83%	69%	74%	+5	-9	

4th Grade Reading	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	78%	74%	79%	+5	+1	0
State	77%	72%	79%	+7	+2	

4th Grade Science	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	83%	71%	69%	-2	-14	+5
State	74%	61%	64%	+3	-10	

4th Grade Reading	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	67%	57%	65%	+8	-2	-2
State	66%	61%	67%	+6	+1	

5th Grade Math	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	80%	59%	69%	+10	-11	-1
State	79%	66%	70%	+4	-9	

4th Grade Reading	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	77%	66%	74%	+8	-3	-3
State	74%	68%	77%	+9	-3	

4th Grade Math	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	78%	55%	53%	-2	-25	-4
State	73%	61%	57%	-4	-16	

5th Grade Reading	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	81%	68%	79%	+11	-2	-1
State	77%	72%	80%	+8	+3	

5th Grade Math	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	86%	48%	62%	+14	-24	-6
State	81%	60%	68%	+8	-13	

5th Grade Science	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	84%	70%	75%	+5	-9	+4
State	79%	67%	71%	+4	-8	

8th Grade SS	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	77%	62%	65%	+3	-12	+8
State	67%	56%	57%	+1	-10	

Waller ISD High School

English I	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	64%	62%	52%	-10	-12	-10
State	63%	66%	62%	-4	-1	

English II	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	69%	65%	65%	0	-4	-6
State	67%	70%	71%	+1	+4	

Biology	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	91%	80%	81%	+1	-10	0
State	88%	81%	81%	0	-7	

Algebra	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	85%	64%	70%	+6	-15	-2
State	84%	72%	72%	0	-13	

US History	STAAR 2019	STAAR 2021	STAAR 2022 Preliminary	ROI from 2021-2022	Learning Gain/Loss Compared to Self 2019	Campus/District 2022 Compared to State Average 2022
District	93%	85%	84%	-1	-9	-5
State	93%	88%	89%	+1	-4	

State Compensatory Education Funded Staff & Distribution Percent

Employee Type	Building Code Desc	Fund	T	Fct	Acc	SO	Org	FY	PIC	Prj	Distribution
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10

TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	HOLLEMAN	199	E	11	6119	0	102	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.10
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.10
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.10
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	JR HIGH	199	E	11	6119	0	41	0	30	0	0.1250
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.1250

TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	JR HIGH	199	E	11	6119	0	41	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	JR HIGH	199	E	11	6119	0	41	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
TEACHER 10 MO	JR HIGH	199	E	11	6119	0	41	0	30	0	0.1250
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.1250
PARA 10 MONTHS	JR HIGH	199	E	11	6129	0	41	0	30	0	0.1250
PARA 10 MONTHS	JR HIGH	199	E	11	6129	0	41	0	30	0	0.1250
TEACHER 10 MO	JR HIGH	199	E	11	6119	0	41	0	30	0	0.1250
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.1250
TEACHER 10 MO	TURLINGTON ELEM	199	E	11	6119	0	107	0	30	0	0.20
TEACHER 10 MO	JONES ELE	199	E	11	6119	0	104	0	30	0	0.20
ADMIN 11 MONTH	FIELDSTORE	199	E	13	6119	0	901	0	30	0	0.20
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.20
ADMIN 11 MONTH	ROBERTS RD	199	E	13	6119	0	107	0	30	0	0.20
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.25
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.25
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.25
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.25
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.25
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.25
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.30
PARA 10 MONTHS	SCHULTZ JH	199	E	11	6129	0	41	0	28	0	0.33
PARA 10 MONTHS	SCHULTZ JH	199	E	11	6129	0	43	0	28	0	0.33
ADMIN 11 MONTH	SCHULTZ JH	199	E	23	6119	0	41	0	28	0	0.33
ADMIN 11 MONTH	SCHULTZ JH	199	E	23	6119	0	43	0	28	0	0.33
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	41	0	28	0	0.33
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	28	0	0.33
PARA 10 MONTHS	SCHULTZ JH	199	E	11	6129	0	41	0	28	0	0.33
PARA 10 MONTHS	SCHULTZ JH	199	E	11	6129	0	43	0	28	0	0.33
PARA 10 MONTHS	SCHULTZ JH	199	E	11	6129	0	2	0	28	0	0.34
ADMIN 11 MONTH	SCHULTZ JH	199	E	23	6119	0	2	0	28	0	0.34
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	2	0	28	0	0.34
PARA 10 MONTHS	SCHULTZ JH	199	E	11	6129	0	2	0	28	0	0.34
TEACHER 10 MO	ROBERTS RD	199	E	11	6119	0	101	0	30	0	0.35
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.3750
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.3750
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.3750
TEACHER 10 MO	WALLER HS	199	E	11	6119	0	2	0	30	0	0.3750
TEACHER 10 MO	FIELDSTORE	199	E	11	6119	0	106	0	30	0	0.40
ADMIN 11 MONTH	JONES ELE	199	E	13	6119	0	102	0	30	0	0.40
TEACHER 10 MO	JR HIGH	199	E	11	6119	0	41	0	30	0	0.50
TEACHER 10 MO	TURLINGTON ELEM	199	E	13	6119	0	107	0	30	0	0.50
TEACHER 10 MO	SCHULTZ JH	199	E	11	6119	0	43	0	30	0	0.50
ADMIN 11 MONTH	TURLINGTON ELEM	199	E	13	6119	0	107	0	30	0	0.50
TEACHER 10 MO	JONES ELE	199	E	13	6119	0	104	0	30	0	0.50
TEACHER 10 MO	FIELDSTORE	199	E	13	6119	0	106	0	30	0	0.50

