

Waco Independent School District

District Improvement Plan

2016-2017 Goals/Performance Objectives/Strategies



Mission Statement

Waco Independent School District will ensure innovation and excellence in education to prepare all learners for productive engagement in a global society

Core Beliefs

- 1. We believe that all students shall reach their full potential.*
- 2. We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.*
- 3. We believe that all students should graduate college or workforce ready.*
- 4. We believe that parent and community involvement is fundamental to student success.*
- 5. We believe that a well-paid, well-trained, and dedicated staff is essential to student success.*

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Goals






Goal 1: The district will implement a viable curriculum that will increase student achievement, participation, and performance.







Performance Objective 1: The district will show a 3% increase in reading and math from 2015-16 as indicated by the TAPR report.






Evaluation Data Source(s) 1: Texas Assessment Performance Report (TAPR), STAAR, EOC, Eduphoria reports, AMOAs, PBMAS, Parental Involvement surveys, iStation reading and math reports, Compass Learning reports






Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) The district will utilize and implement Texas Resource System with fidelity and Waco ISD Curriculum Maps as a framework to guide instruction.		Assistant Superintendent Elementary, Assistant Superintendent Areas, Assistant Superintendent Curriculum and Instruction, Content Specialists	Review of lesson plans will indicate appropriate material according to the District Scope and Sequence and 95% alignment with the pacing calendar and curriculum maps. YAG (Year at a Glance) created for principals and teachers.				
				Funding Sources: Local/General - \$100000.00			
2) The district will implement with fidelity programs for instruction and interventions to increase literacy, written expression, and numeracy levels in alignment with the District Reading plan and math curriculum. Multi-sensory Teaching Approach (MTA) for students with dyslexia will be included. Professional development will focus on enhanced application of balanced literacy components and the writing process		Assistant Superintendent Curriculum and Instruction, Curriculum department, Bilingual Department, Special Education Coordinator	100% of teachers will implement balanced literacy and sound implementation of the writing process. Walk-through data. Lesson plans. PLC daily reports. Local, District, and State Assessment data.				
				Funding Sources: Title I School Improvement			











<p>3) The district will utilize the school improvement model, Lead4ward's common assessments component, data analysis, interactive Lead4Ward professional development sessions, and timely interventions through dialogue and planning.</p>		<p>Assistant Superintendent Curriculum and Instruction, Director Professional Development, Director Bilingual Programs, Special Education Coordinators, Content and Instructional Specialists</p>	<p>Common Assessments created and administered by each campus grade/content area according to district scope and sequence. Data analysis completed on checkpoints and district based assessments. Assessments aligned and results indicative of STAAR results; sign-in sheets and artifacts from interactive PD sessions conducted by ESL Content Specialists, Special Education Coordinators, and Special Education Instructional Specialists on Elementary and Secondary (EOC) Lead4Forward resources for teachers at Waco ISD.</p>				
<p>Funding Sources: Title 1 School Improvement</p>							
<p>4) The district will provide principals and teachers professional development on data analysis resources and instructional tools in Lead4Ward to inform instructional efforts. Implement targeted academic vocabulary intervention which utilizes the Lead4Ward vocabulary resources.</p>		<p>Assistant Superintendent Curriculum and Instruction, Director Bilingual Education, Content and Instructional Specialists</p>	<p>Agendas and sign in sheets from staff professional development Documented walk-throughs Student achievement increase as demonstrated on proficiency data from state and local assessment.</p>				
<p>5) Administrators will utilize the Waco ISD T-TESS Walkthrough. Content specific walkthrough forms will be used by the content specialists.</p>		<p>Assistant Superintendent Elementary, Assistant Superintendent Areas, Assistant Superintendent Curriculum and Instruction</p>	<p>100% staff will demonstrate efficacy in implementation of walk-through protocols as evidenced in walk-through documentation. Monthly report showing by teacher by campus by day data of walk-through observations. Focus will be on quality of comments and suggestions.</p>				
<p>6) The district will provide professional development to campuses on specific research-based and evidence-based instructional strategies as defined in the T-TESS rubrics.</p>		<p>Assistant Superintendent Curriculum and Instruction, Director Professional Development, Director Bilingual Programs, District Reading Coordinator, Special Education Coordinators</p>	<p>PD sign in sheets and agendas Review of lesson plans Walk-through data will indicate an increase in use of defined instructional strategies.</p>				
<p>Funding Sources: Title II, Part A (TPTR), Title 1 School Improvement, Local/General</p>							
<p>7) The District Response to Intervention process will be implemented with fidelity.</p>		<p>Assistant Superintendent Elementary, Assistant Superintendent Areas, Assistant Superintendent Curriculum and Instruction, RTI Specialist</p>	<p>SAT/PLC team meeting agendas and minutes. Increase in student achievement as evident on STAAR, EOC. Campus meeting agendas and minutes will indicate RTI training to assure fidelity of process. Evidence of current RTI documentation.</p>				
<p>Funding Sources: State Compensatory Education - \$75000.00</p>							

8) The district will provide professional development opportunities, materials and updates on STAAR passing standards and changes to the accountability system.		District Testing Coordinator	PD sign in sheets and agendas will indicate a minimum of five professional development opportunities that will be offered to staff. Online updates will be recorded and available for campus personnel to view.				
9) The district will utilize Behavior Specialists to address at-risk behavior in order to increase student achievement through coaching, modeling, and encouraging students.		Assistant Superintendent Elementary, Assistant Superintendent Areas, Coordinator of District Behavior Intervention	Report cards, evaluation reports. Discipline records will indicate 10% decrease in DAEP placements, discipline referrals and failure reports				
10) The district will implement a district plan focused on Family Engagement and Literacy		Assistant Superintendent Areas, Coordinator Compensatory Services	Calendar of events, agendas, and sign-in sheets from district offerings of professional development sessions				
Funding Sources: Title 1 School Improvement							
11) The district will support Language Proficiency Assessment Committee (LPAC) procedures and data integrity to facilitate the success of English Learners (ELs). Implement ELlevation software to manage student language and academic data. Offer LPAC training sessions, guidance, and informational resources throughout the school year.		Director Bilingual Education, English Learners (EL) Content Specialists, Bilingual Content Specialist, and EL Strategist/Interventionist	LPAC PD sign in sheets will indicate 100% attendance of LPAC Committee Chairs. LPAC minutes and students' folders will demonstrate implementation efficacy of procedures as per District and State guidance documents. LPAC documentation will be submitted on a timely basis and include evidence of thorough analysis of the specific needs of ELs.				
Funding Sources: Local/General - \$18000.00							
12) The district will offer monthly EL Teacher Academy Meetings and EL Department Toolkits in collaboration with HR, Curriculum, and Professional Development to increase the pedagogy and knowledge base of best practices in instruction for ELs.		Director Bilingual Education, ESL Content Specialists, Bilingual Content Specialist, ESL Strategist/Interventionist	PD sign in sheets will indicate attendance of instructional staff that work directly with ELs. PD artifacts will reflect sound instructional practices and strategies for ELs. 100% of Bilingual teachers will implement the Waco ISD Bilingual Model with efficacy ELs will demonstrate increased academic performance and English language proficiency across the four language domains.				
Funding Sources: Local/General							
13) The EL Department will increase learning outcomes of ELs by using established system to alert EL staff when ELs and monitored students are failing and monitor necessary interventions, collaborating with CTE and SPED Departments to support dually coded students, and providing direct and specialized support to Newcomers and older ELs who continue to struggle with reading and/or math.		Director Bilingual Education, ESL Content Specialists, Bilingual Content Specialist, ESL Strategist/Interventionist, Director CTE, Special Education Coordinator	PD artifacts will demonstrate attendance of staff that work directly with non-dually coded and dually coded ELs (e.g. CTE and SPED). PD artifacts will include best instructional practices and strategies for reading and math instruction for both dually coded and non-dually coded ELs. LPAC meeting minutes will demonstrate collaboration between LPAC and ARD committee members (when applicable).				

14) The district will build capacity through professional development of instructional and administrative staff on alternatives and interventions to decrease suspensions/expulsions of greater than 10 days for special education students in order to decrease significant dis-proportionality.		Response to Instruction Coordinator, District Behavior Coordinator, Student Management Coordinator	Sign-in sheets to indicate professional development has been provided to all campus instructional and administrative staff. The 2016-2017 Significant Disproportionality end of year report provided by TEA will indicate the district did not exceed the rate difference threshold of African-American students with a disability. *3.47 was the accepted rate difference threshold of the 2015 report.				
Funding Sources: Local/General - \$4000.00							
15) The district will provide programs for increased parental involvement in English and Spanish.		Assistant Superintendent Elementary, Assistant Superintendent Areas, Coordinator Compensatory Education, Director Bilingual Education, EL Content Specialists, Bilingual Content Specialist, EL Strategist/Interventionist	Sign in sheets will indicate a 15% increase in parent involvement, parent involvement surveys will indicate a 70% agree or strongly agree that sufficient opportunities for parent involvement are provided. Parent meeting agenda and sign-in sheets, EL Advisory Council Meeting agenda and sign in sheets, EL Newsletter, EL Advisory Council Meeting artifacts, parent meeting artifacts, EL Brochures, and EL web page on District website.				
Funding Sources: Title I School Improvement							
16) The Bilingual department will collaborate with district and campus staff to provide parental involvement opportunities specific to ELs. Host Homework Clinics for Parents and EL Department Advisory Council Meetings throughout the 2016-2017 school year.		Director Bilingual Education, EL Content Specialists, Bilingual Content Specialist, EL Strategist/Interventionist	Parent meeting agenda will reflect agenda items that are relevant to ELs. Homework Clinics and EL Advisory Meeting agendas and sign-in sheets will demonstrate parental involvement. EL Newsletter, EL Advisory Council Meeting artifacts, parent meetings, EL Brochures, and EL web page on District website will contain parent resources.				
17) The district will provide programs for student remediation and/or acceleration through after-school intervention and extended year opportunities.		Assistant Superintendent Elementary, Assistant Superintendent Areas, Assistant Superintendent Curriculum and Instruction, Coordinator Compensatory Education	Attendance, report cards, promotion reports				
Funding Sources: Title I School Improvement, State Compensatory Education - \$130000.00							
18) The secondary campuses will implement with fidelity the AVID program at all secondary campuses.		Assistant Superintendent Areas, Director of AVID	Certification from AVID State office				
Funding Sources: State Compensatory Education - \$112000.00, Title I School Improvement							

19) The district will develop mandatory intervention course for reading for all students in grades 6-9 who were unsuccessful on state assessments.	Assistant Superintendent Areas, Assistant Superintendent Curriculum and Instruction	Student assessment data indicates improved performance of students enrolled in intervention course.				
Funding Sources: Local/General						
20) The district will provide additional support for the PEP students: 1 teacher and 2 case managers.	Assistant Superintendent Areas	Documentation of services provided; records of credits earned, and students returning to school and graduating.				
Funding Sources: State Compensatory Education - \$255000.00						
21) The district will utilize Eduphoria, a system for maintaining and disaggregating data, to empower administrators and teachers to make informed decisions using data to drive instruction.	District Testing Coordinator, District Data Specialist	PLC minutes reflect the use of data; lesson plans which provide differentiated, focused lessons, and STAAR/EOC results.				
Funding Sources: State Compensatory Education - \$37500.00						
22) The district will provide subject/grade level specific Content Specialists to support, guide, and enhance curriculum and instruction across the district.	Assistant Superintendent Curriculum and Instruction	STAAR/EOC achievement results.				
Funding Sources: State Compensatory Education - \$485000.00						
23) The district will host a fall TELPAS Preview Session and monitor the efficacy of implementation of Guided Reading, the Writing Process, and essential elements in Bilingual and EL instruction to increase teachers' knowledge base of the four language domains and how to incorporate them during instruction.	Director Bilingual Education, EL Content Specialists, Bilingual Content Specialist, EL Strategist/Interventionist	PD sign-in sheets will demonstrate attendance of EL staff. Artifacts from TELPAS Preview Session will include strategies to help ELs increase English language proficiency across the four language domains. Instructional coaching, model lessons, and teacher mentoring artifacts will reflect guidance on best practices in Guided Reading instruction, the Writing Process, and ESL and Bilingual instruction. ELs will increase proficiency across the four language domains.				
Funding Sources: State Compensatory Education - \$190000.00						
24) Provide support in student health services in an effort to reduce absences and ensure students have access to health resources in school.	Coordinator of Nurses, Assistant Superintendent Human Resources	Decrease the number of delinquent immunizations by September 12, 2016 by offering immunization clinics and coordinating with local health clinics; Dental clinics are offered for students at all elementary campuses throughout the school year; Complete all vision and hearing screenings before Winter break for early detection before State mandated preparation and testing; Offer student flu shot clinics; work closely with the special education department on individualized health plan (HIP) and coordinating private duty nurses.				
Funding Sources: Local/General - \$95780.00						

25) Continue the Alternative Education Program at Brazos High School for credit recovery for at-risk students in need of acceleration.		Assistant Superintendent Areas	Increase in the number of students earning credits and graduating				
Funding Sources: State Compensatory Education - \$743594.00							
26) Conduct PreK Roundup and other transition programs.		Early Childhood Coordinator, Assistant Superintendent Elementary, Assistant Superintendent Middle School, Assistant Superintendent High School	Students will begin the school year on time; parents will be involved in the child's education, and student achievement and attendance will increase as reflected in data collection.				
27) Increase collaboration between CTE and the Bilingual staffs. CTE and EL Support Teacher will increase activity to support EL/CTE students.		Director CTE	EL CTE student progress as indicated by PBMAS, increased number of certifications and dual/articulated credits earned				
28) Provide learning opportunities for sound implementation with fidelity of Saxon Phonics, provide coaching/modeling, and observe teachers in the delivery of the phonics component of balanced literacy instruction.		Assistant Superintendent Curriculum and Instruction, District Reading Coordinator	Saxon professional development sign-in documentation, I-Station results, and walk-through documentation.				
Funding Sources: Title 1 School Improvement							
29) The district will implement strategies and create supports for identified at risk students to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. At risk students will be identified using the 13 statutorily defined criteria.		Coordinator of Compensatory Education Services, Assistant Superintendent Curriculum and Instruction	STAAR/EOC achievement results.				
Funding Sources: State Compensatory Education - \$522226.00, Title 1 School Improvement							
30) Participate in a Shared Service Arrangement with Region XII to address Title I, Part C compliance.		Compensatory Education Services	Documentation submitted and migrant students are monitored and received needed supplemental services				
31) Build capacity of campus staff through campus and district professional development of functions of behavior and appropriate responses.		Secondary/Elementary Special Education Coordinators, District Behavior Coordinator	Sign-in sheets to indicate professional development has been provided to campus and administrative staff.				
32) Train special education staff monthly in research based instructional strategies and creating and implementing meaningful standards-based IEP's based on individual student needs. .		Special Education Coordinators, Special Education Instructional Specialists, campus special education service providers	A review of multiple data sources, including walkthroughs, goals and objectives, Principal's Notebook audits, indicate special education teachers are using research based instructional strategies and are creating and implementing meaningful standards-based IEP's. Ongoing monitoring through walkthroughs, observations, IEP reviews, Principal's Notebook audits, and campus staff reports will be conducted.				

33) Provide campus support through Special Education Instructional Specialists to assist with instructional practices, instructional setting, and Special Education processes/procedures.		Director Special Education, Special Education Coordinators, Special Education Instructional Specialists	Observational data indicates implementation of IEP goals and objectives.				
34) The district will implement Bilingual teacher mentors for new Bilingual teachers in coordination with Director of Professional Development and Elementary campuses across the district.		Director Bilingual Programs, ESL Content Specialists, Bilingual Content Specialist, Director Professional Development	Artifacts from classroom observations, instructional rounds, model lessons, and teacher mentoring sessions will reflect collaboration between the new Bilingual teacher (s) and mentor.				
35) The district will continue to increase campus level support for ELs and campuses by adding an ESL Strategist/Interventionist that will support ELs and Immigrant students. New position will utilize curriculum provided by the EL Department and schedule will be built in coordination with the EL Department and targeted Campus Principals via data analysis and identified needs.		Director Bilingual Programs	ELs will demonstrate continuous academic growth and English Language Proficiency across the four language domains for ELs and Immigrant students at Elementary and Secondary Levels.				
36) The district will continue to increase campus level support for ELs and targeted Elementary School campuses at the elementary level by adding an on-site Bilingual Content Specialist.		Director Bilingual Programs, Bilingual Content Specialist	ELs will demonstrate continuous academic growth and English Language Proficiency across the four language domains for ELs at the elementary level.				
37) The district will implement programs for instruction and interventions to increase literacy, to include Unique Learning System specifically designed to address the needs of Functional Academics students.		Special Education Coordinators	Lesson plans will reflect implementation of the ULS system. Program benchmarks will reflect increased literacy.				
Funding Sources: IDEA B Formula							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: The district will implement a viable curriculum that will increase student achievement, participation, and performance.

Performance Objective 2: Increase achievement of advanced and gifted students

Evaluation Data Source(s) 2: Dual credit course passing rate, AP scores, ACT/SAT participation and performance, parent and student survey data, STAAR Advanced Measures rates among G/T students

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue process to ensure only appropriately certified and trained instructors teach identified gifted/talented students, Pre-Advanced Placement classes, and Advanced Placement classes and conduct routine informal classroom visits, provide instructional feedback, and ensure ongoing professional development is available.		Director Advanced Academics, Assistant Director Advanced Academics, Advanced Academics Instructional Specialists Advanced Academic Services Staff; ATLAS Academy and Atlas 9-10 teachers and ATLAS Assistant Principal	Ongoing monitoring of professional development progress with communication between Advanced Academics, building principals, and the teacher of G/T, Pre-AP and AP courses. Review of lesson plans and course syllabi correlations by Advanced Academics staff. Professional development, in accordance with the Texas State Plan for the Education of G/T Students, will be offered within the district, outside of the district, and online to serve the needs of all participants. STAAR reports will indicate a 2% increase of Advanced Performance measures among all students tested in Math and Reading.				



<p>2) Conduct concentrated, targeted training on the characteristics of G/T students in all demographics to increase percent of identified G/T students in underrepresented populations; provide PSAT/SAT/ACT preparation both in person and online; offer school-day ACT testing to remove obstacles preventing students from testing and preparation lessons in math and English classes to prepare students prior to the ACT to increase both participation and performance; and conduct routine classroom observations, ongoing professional development, and data collection to monitor implementation of rigorous, complex instruction to increase the percent of students earning Advanced Measures on STAAR.</p>	<p>Director Advanced Academics, Assistant Director Advanced Academics, Advanced Academics Instructional Specialists Advanced Academic Services Staff, high school College Readiness staff</p>	<p>Identified G/T student data for 2016-2017 will indicate a 1-3% increase in the number of identified G/T African American students; a 2% increase in percent of students taking ACT/SAT; and a 2% increase in students earning Advanced Measures on STAAR Math and Reading. District calendars, School Messenger logs, sign-in sheets, and rosters will show both student involvement and increases in participation.</p>				
<p>3) Improve instruction in Pre-AP and AP classrooms through teacher training, syllabi and lesson plan correlations and early approval by College Board as well as by providing AP mentors to increase by 2% the percentage of students scoring 3 or better on the AP exams. ACT participation and performance will increase by administration of the school-day ACT test and preparatory lessons prior to the day of testing.</p>	<p>Director Advanced Academics, Assistant Director Advanced Academics, Advanced Academics Instructional Specialists, Advanced Academic Services Staff</p>	<p>Baseline data from 2014-2015 will indicate a 2% increase in the percentage of students scoring 3,4,5 on AP exams; 2% increase in aggregate performance of ACT/SAT scores. Ongoing audits of AP syllabi and lesson plans conducted. All juniors will participate in school-day ACT testing in April 2017.</p>				
<p align="center">State System Safeguard Strategy</p> <p>4) Provide more directed enrichment for elementary G/T students through a district-wide pull-out model to enhance critical and creative thinking, research skills, socio-emotional understanding, and extracurricular participation. Increase the quality of classroom instruction for G/T students through a compacted, enriched curriculum.</p>	<p>Director Advanced Academics, Assistant Director Advanced Academics, Advanced Academics Instructional Specialists, Advanced Academic Elementary G/T Enrichment Teachers</p>	<p>Advanced Products and Performances projects; parent advisory committee feedback; principal and cluster teacher feedback; STAAR Index 4 performance, and data from informal instructional feedback observations.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 1: The district will implement a viable curriculum that will increase student achievement, participation, and performance.

Performance Objective 3: Reduce expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations by 25% for all students.

Evaluation Data Source(s) 3: Fall 2016 TAPR data will show 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue Disciplinary Alternative Education Program at Wiley Opportunity Center.		Assistant Superintendent Middle School, Coordinator of Student Services.	Recidivism and discipline referrals decrease by 10%				
Funding Sources: State Compensatory Education - \$1515032.00							
2) Revise and continue to provide professional development opportunities to campus administrators and PEIMS staff on correct discipline coding and application of Chapter 37.		Coordinator of Student Management and Director of PEIMS and Counselors	Agendas, Sign in sheets, Audit reports reflect accuracy and corrective action, Error report submitted monthly, attendance at Region 12 Chapter 37 training.				
3) Continue implementation and monitoring of programs that are alternative consequences in lieu of expulsion, DAEP, and in school suspension, and out-of-school suspension.		Coordinator of Response to Intervention, Coordinator of District Behavior Intervention, and Supervisor of Student Management	Monthly discipline reports will show a decrease in OSS, ISS, and DAEP placements.				


<p>4) Standardize structure of behavior management in the district by integrating current behavior systems and supports into the RTI/PBIS model. Train implementation teams composed of teachers, counselors, administrators in district-wide tiered behavior intervention process.</p>	<p>Assistant Superintendent Elementary, Assistant Superintendent Areas, Campus Principals, District Behavior Intervention Coordinator, Response to Intervention Coordinator</p>	<p>PD sign in sheets, team developed implementation plans, campus sign in sheets from planned implementation activities</p> <p>Evidence of RTI implementation is observable in eduphoria.</p>				
<p>Funding Sources: Title 1 School Improvement, IDEA B Formula</p>						
<p>5) Continue to implement alternative behavioral modifications prior to DAEP, OSS, and ISS by utilizing various resources such as RESET classrooms, Communities in School programs, behavioral support aides, behavior specialists and interventionists, restorative discipline facilitators, Saturday Diversion, Peer Mediation, and Student Court.</p>	<p>Coordinator of Response to Instruction, Coordinator of District Behavior Intervention, Campus Behavior Coordinators, Campus Principals, Assistant Superintendents for Elementary, Middle School, and Secondary Education, and Coordinator of Student Management</p>	<p>Monthly discipline reports will show a decrease in ISS, OSS, and DAEP placements.</p>				
<p>Funding Sources: State Compensatory Education - \$131250.00</p>						
<p>6) Continue supporting Communities in School programs at 10 campuses.</p>	<p>Assistant Superintendent Curriculum and Instruction</p>	<p>Decrease in discipline referrals; and increase in attendance; increase in parent participation in school activities;</p>				
<p>Funding Sources: State Compensatory Education - \$131250.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The district will increase the graduation rates and district wide attendance for WISD.

Performance Objective 1: To reduce the dropout rate for WISD from 4.2% to 3.5% for the 2016-2017 school year.

Evaluation Data Source(s) 1: TAPR Report - Completion Rate I, Completion Rate II, Graduation Rate, and Dropout Rate

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purge all 'no shows' from campus lists no later than the second day.		Director PEIMS and Counseling	Accurate school enrollment lists.	✓			
2) Implement focused activities to clear 'no shows' and recover students listed as potential dropouts within the school start window.		Director PEIMS and Counseling, Assistant Superintendent Areas	Weekly evidence of cleared 'no shows' and recovered students from August 22, 2016 through September 23, 2016.	✓			
							

Goal 2: The district will increase the graduation rates and district wide attendance for WISD.

Performance Objective 2: The district wide attendance rate will improve no less than 1% during the first semester of the school year and an additional 1% over the second semester of the school year when compared to the same rates for the 2015-2016 school year.

Evaluation Data Source(s) 2: End of year attendance data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strengthen collaboration with Community in Schools (CIS) to support increasing attendance, counselors will make parent contact for absent students.		Assistant Superintendent Curriculum and Instruction, Director PEIMS and Counseling	Phone/contact logs, increased attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 3: The district will maintain and/or develop high performing, student focused teachers.

Performance Objective 1: Recruit and retain quality employees.

Evaluation Data Source(s) 1: Teacher recruiting, compensation, and retention efforts will be enhanced.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. The district will implement strategies to recruit and retain high quality employees through the use of ongoing improvement of personnel management systems and the integration of technology and multimedia.	5	Assistant Superintendent of Human Resources and HR Staff	Increase number of teacher and support staff applicants through the use of multimedia technology such as Facebook, radio, various online posting sites, television commercials, and online job fairs.				
	Funding Sources: Local/General - \$6000.00						
2) Conduct ongoing competitive compensation reviews of similar and surrounding districts in an effort to stay competitive, attract, and retain quality employees. Work closely with the district's chief financial officer to ensure availability of funds.	5	Assistant Superintendent of Human Resources, HR staff, and the Chief Financial Officer	A competitive compensation plan will be offered to attract and recruit high quality applicants and retain high quality employees. Employee climate survey. Online exit interview survey. TASB compensation survey results.				
3) Research, develop, and implement an affordable and comparable benefit package in an effort to recruit and retain high quality staff. Work closely with the district's chief financial officer to ensure funding availability.	5	Assistant Superintendent of Human Resources and Staff, Director of Business Support, and the Chief Financial Officer	An affordable and comparable benefits package will be offered to attract, recruit and retain high quality employees. Employee Benefits Survey Employee Climate Survey Online Exit Interview Survey				
4) Determine resources to improve employee morale, special recognition, and incentives.		Assistant Superintendent of Human Resources, Chief Financial Officer, Director of Communications	Waco ISD Employee Climate Survey and special recognitions.				

5) Provide additional support for teachers in the classroom for grades pre-k through 2nd. Primary literacy aides will be assigned to each teacher in pre-k and kindergarten. Primary literacy aides will be assigned 1:2 for first and second grade teachers.	5	Assistant Superintendent Of Human Resources, Assistant Superintendent of Elementary Education, Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer,	Teacher Morale will improve evidenced by the employee climate survey. Increase in percentage (83%) of third grade students reading on grade level by 2020.				
Funding Sources: Local/General - \$3500000.00							
6) Provide additional behavior support for the RESET classrooms at each campus.	5	Assistant Superintendent of Human Resources, Assistant Superintendent of Elementary Education, Middle School, and Secondary Education, Coordinator of Student Management	Teacher morale will improve evidenced by the employee climate survey results. Discipline report will show a reduction in In School Suspensions, Out of School Suspensions, and District Alternative Education Placements.				
Funding Sources: Local/General - \$2300000.00							
7) Enhance the District's current Grow Your Own Program (Paraprofessional to Teacher Program) by reviewing the benefits currently offered and identifying areas for improvement. Work with MCC and Tarleton State University to create flexible and affordable opportunities for Waco ISD paraprofessionals to obtain a Bachelor degree in education and teacher certification.	5	Assistant Director of Human Resources and HR Staff	Increase participation in the Grow Your Own Program. Increase number of paraprofessionals hired as teachers in Waco ISD				
8) Develop a teacher retention task force. The goal of the task force will be to develop a comprehensive retention plan that addresses current practices and processes by reviewing and analyzing retention data; evaluating current retention strategies for present strengths, weaknesses, opportunities, and threats; identifying obstacles to retention that currently exist; creating a common vision for addressing retention across all departments, prioritize goals related to retention; and identifying immediate and future actions that address each attributive factor.	5	Assistant Superintendent of Human Resources and Teacher Retention Task Force	2016-2017 TAPR report will show a 5% decrease in teacher turnover for Waco ISD.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The district will maintain and/or develop high performing, student focused teachers.






Performance Objective 2: Improved teacher performance through evidence of improved student performance.

Evaluation Data Source(s) 2: Comprehensive Professional Development Plan

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide continuous support to new teachers through induction and mentoring activities. Continued improvement of the teacher mentoring program to improve effectiveness and engagement.		Director Professional Development	Increased retention of quality new teachers. Fewer teachers placed on a growth plan				
Funding Sources: Title II, Part A (TPTR) - \$60000.00							
2) Continue the district's PDS partnership and related activities with Baylor University and Tarleton State University.		Director Professional Development, Assistant Superintendent of Elementary Schools	Professional learning agendas, evidence of hiring of designated interns, end of year reports generated by all partners.				
Funding Sources: Title II, Part A (TPTR) - \$36000.00							
3) Support the District's core content curriculum with high quality professional development focused on District adopted materials and research-based instructional strategies.		Director Professional Development	Professional development sign in sheets, agendas, and instructional documents				
Funding Sources: Title II, Part A (TPTR) - \$190000.00							
4) Provide substitutes for teachers who attend professional development sessions during contracted workdays.		Director Professional Development	Report detailing the number of days substitutes were utilized to allow teachers to attend professional development				
Funding Sources: Title II, Part A (TPTR)							
5) Provide professional development in understanding poverty for all new staff during New Teacher Induction.		Director Professional Development	Sign in sheets, agendas, minutes				
Funding Sources: Title II, Part A (TPTR) - \$4500.00							
6) Support professional development collaboratives with Region 12 ESC and other ESCs to respond to campus needs.		Director Professional Development	MOUs with ESCs used, documentation to support involvement with each campus based on need.				
Funding Sources: Local/General - \$30000.00							

7) Provide campus specific professional development and support based on data determined needs for those campuses designated as Improvement Required.	Director Professional Development, Assistant Superintendent Curriculum and Instruction	Documented improvement efforts for those campuses designated Improvement Required				
Funding Sources: State Compensatory Education - \$80000.00						
8) Provide support for campus PD initiatives identified through the campus needs assessments and their CIPs.	Assistant Superintendent Elementary, Assistant Superintendent Areas, Assistant Superintendent Curriculum and Instruction, Coordinator Compensatory Education, Director Professional Development	Sign in sheets, agendas, minutes				
9) Provide professional development support for early childhood education (including Parents as Teachers).	Assistant Superintendent Elementary, Early Childhood Coordinator	Sign in sheets, agendas, minutes, training documents				
Funding Sources: Title 1 School Improvement						
10) Utilize Instructional coaches to support new and/or struggling teachers with classroom pedagogy to increase the retention rate of highly qualified teachers.	Assistant Superintendent of Curriculum and Instruction, Director Professional Development	Documented improvement of teacher and student performance throughout the year, increased retention of new teachers to WISD.				
Funding Sources: Title II, Part A (TPTR) - \$270000.00						
11) Utilize instructional specialists to support teachers in content specific knowledge, support best practices in the classroom, model teach, co-teach and facilitate planning and goal setting.	Assistant Superintendent Curriculum and Instruction, Director Professional Development	Increase in teacher performance and student achievement as documented in STAAR and EOC results.				
Funding Sources: State Compensatory Education - \$1000000.00						




 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue







Goal 4: The district will graduate students who are college or career ready.

Performance Objective 1: Increase by 5% the number of WISD graduates entering post-secondary education programs.

Evaluation Data Source(s) 1: TAPR, THECB, PBMAS

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze multi-year data for the number of WISD students entering post-secondary as tracked by the Texas Higher Education Coordinating Board (THECB) annual report.		Director Advanced Academics	Chart with THECB data will indicate that WISD is at or above the state average.				
2) Monitor and provide feedback to each principal regarding time his/her counselor(s) spend on direct counseling tasks.		Director PEIMS and Counselors	WISD counselor lesson plans monthly				
3) Research and establish a suicide prevention program that meets the standards as outlined by HB1386.		Assistant Superintendent of Human Resources	Suicide Prevention Policy is now a part of the SafeSchools curriculum to be taken across the district.				
4) Increase middle school career awareness of CTE programs as they relate to graduation endorsements.		Director Career Technology Education	Middle school plan that will include: Counselor Education of CTE programs Academy Nights Middle School Feeder Pattern Campus Tours Collaboration with Middle School AVID curriculum and CTE academies Four year graduation planning completed with high school counselors at the high school campus				
5) Increase the number of students pursuing post-secondary education by earning college credits while still in high school, as well as dual and articulated credit.		Director Career Technology Education. Director Advanced Academics	Report indicating increase by 10% the number of students in dual credit courses.				
6) Increase the number of students completing college admissions and financial aid forms.		Director AVID, Director of Advanced Academics, Project Link, College and Career Advisors	Report indicating increase by 2% the number of students completing admissions and financial aid forms				

7) Increase the number of scholarships received by WISD students through parent information sessions and support of scholarship application completion.	Director AVID. Director of Advanced Academics, Project Link, College and Career Advisors	Report indicating increase by 2% the number of scholarships received by WISD students. Parent information session sign-ins,				
8) Explore and increase Workforce dual credit options with MCC and TSTC.	Director Career Technology Education	Dual credit agreements with TSTC and MCC that indicate an increase of 1 - 2 courses. Student enrollment data. Student transcripts				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: The district will graduate students who are college or career ready.

Performance Objective 2: Raise the number of CTE students completing Technical Certificates to meet or exceed the Texas target.

Evaluation Data Source(s) 2: TAPR, THECB, PBMAS

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze the number of students completing technical certifications as evidenced by the Perkins Performance Measures Annual Report.		Director Career Technology Education	Chart with Perkins will indicate whether WISD is at or above the state average.				
2) Explore and increase the various technical certifications available to secondary students.		Director Career Technology Education	Presentation will reflect options available and recommendations for inclusion in WISD course offerings.				
3) Evaluate and create an updated publicity campaign to inform parents, students, and the community of the impact technical certifications can have on student success.		Director Career Technology Education	Publicity campaign materials and documentation of completion. Campaign will include images and information to support non-traditional careers and certifications				
4) Build on current CTE Schools of Study at Waco High to create Career Academies and increase the awareness of those offerings.		Director Career Technology Education	Add the Academies of Education and Engineering in the Fall of 2016. Campaign and parent meetings to increase public awareness of Waco High Career Academies. Information for the academies included in the WISD 2016-2017 WISD Secondary Information Guide (course catalog).				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: The district will graduate students who are college or career ready.

Performance Objective 3: Decrease the number of CTE dropouts to at or below the Texas target.

Evaluation Data Source(s) 3: TAPR, THECB, PBMAS

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct 3 walkthrough observations on each high school CTE teacher.		Director Career Technology Education	100% of walkthrough observations will be completed.				
2) Increase student enrollment at the Greater Waco Advanced Manufacturing Academy through increased recruitment efforts.		Director Advanced Academies	GWAMA will be at 450 student enrollment				
3) Increase student enrollment at the Greater Waco Advanced Health Care Academy through increased recruitment efforts.		Director Advanced Academies	Fall 2016 enrollment will increase by 25%				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	4	Provide more directed enrichment for elementary G/T students through a district-wide pull-out model to enhance critical and creative thinking, research skills, socio-emotional understanding, and extracurricular participation. Increase the quality of classroom instruction for G/T students through a compacted, enriched curriculum.