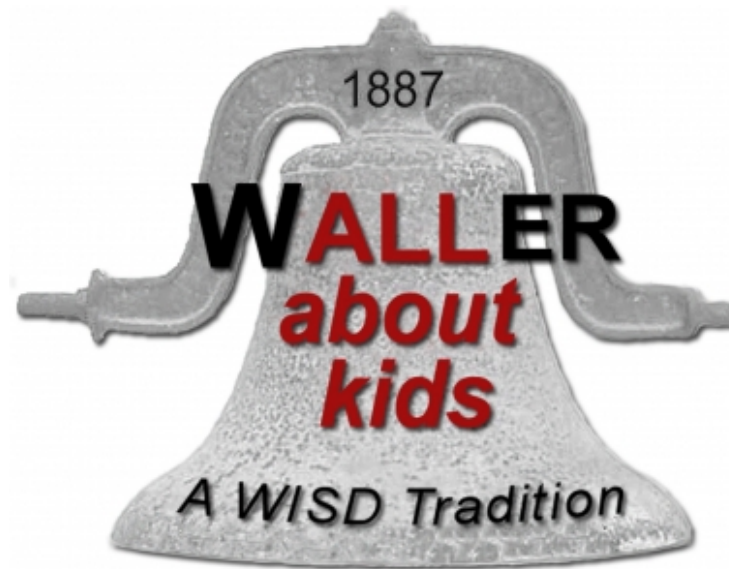


Waller Independent School District

District Improvement Plan

2018-2019

Accountability Rating: A



Board Approval Date: December 10, 2018
Public Presentation Date: November 7, 2018

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assessment Process

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

Data Sources Reviewed:

- WISD Mission Statement
- WISD Board Goals
- WISD Enrollment 17-18
- 2017-2018 PEIMS Fall Collection
- WISD 2017 Accountability Summary
- WISD 2017 System Safeguards
- WISD 2016-2017 TAPR
- WISD 2017-2018 Federal Report Card
- 2017-2018 Federal Funds Effectiveness Evaluation Survey Results
- WISD 2016-2017 High School Graduates Enrollment in Higher Education
- WISD Student Demographics
- Campus Maps
- Elementary Grade Level / Specials Structure
- Elementary Instructional Minutes
- Bell Schedules
- WISD and Campus Improvement Plans Summary
- Social Service Agencies in Northern Waller County
- Adult Education Classes offered in WISD
- WISD 2017 PBMAS
- WISD 2017 TELPAS
- WISD vs. State STAAR 2017
- WISD 2017 ACT Profile Report

- WISD Dual Credit & AP Four Year Summary
- WISD 2017-2018 Universal Screener Results
- WISD 2017 SAT Profile Report
- WISD Istation Executive Summary Report 2017-2018
- WISD Literacy Growth Reports
- 2015 WISD Comprehensive Needs Assessment Summary
- WISD STAAR Technology Chart
- WISD Technology Plan 17-18
- WISD Technology Inventory 17-18
- Instructional Snapshot / Walkthrough Form
- WISD Job Description - teacher & aide
- WISD Report of Violent Criminal Acts 17-18
- Sample Compact for Learning
- WISD Parent and Family Engagement Policy 17-18
- WISD Student Discipline Action Summary 17-18
- Student Assessment Testing Calendars 17-18
- WISD Assessment Calendar 17-18
- WISD Profesisonal Day Sample Agenda
- School Compacts
- WISD DIP and Campus CIPS Summaries 17-18

Demographics

Demographics Summary

Waller ISD is a rural, medium-sized, 5A school district that covers 328 square miles with a student population of 7,393 *(as of 9/24/18.)* Waller ISD experiences around a 4% growth yearly. Waller ISD and every Waller campus met the 2018 state accountability standards, earned a letter grade of "A", and various campuses earned 18 Distinction Designations. Waller ISD serves students in Pre K - 12th grade, and Waller ISD has eight campuses. This includes five elementary schools, two jr. highs, and one high school. Each Waller ISD school is a Title I schoolwide campus.

The student population of Waller ISD is: 10.5% African American, 32% White, .8% Asian, 54% Hispanic, .4% Native American, 2% Two or More Races, .1% Pacific Islander, 51% Male, 49% Female, 68% economically disadvantaged *(As of 9/24/18.)* Staff population of Waller ISD is: 11% African American, 59% White, 28% Hispanic, <1% Native American, < 1% Asian, < 1% Native Hawaiian or Other Pacific Islander, 1% Two or More Races; 18% Male, 82% Female. The turnover rate for teachers was 15.5%. Waller ISD is proud that 98% of the instructional staff meets state certification requirements (teachers and instructional aides.)

Waller ISD class of 2017 had a graduation rate of 96.5% with a dropout rate of 0% yearly. The average daily attendance rate in 2017-2018 for students was 95.6%. The percent of students with DAEP disciplinary placement was 1.28% *(2017-2018 School Year.)*

Waller ISD serves a number of students within special programs. The number of students served in those programs are as follows: 2,115 English Learners, 535 Section 504, 414 Gifted and Talented, 566 Special Education, and 1,836 Career and Technical Education *(as of 10/26/18.)*

Special Programs:

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

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

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

Our Title III program consists of bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Esperanza summer

programming for identified students, parent involvement activities, and supplemental supplies.

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

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA.) Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEA's.) These funds are used for things such as: Salaries for support and related service staff, purchasing specially designed materials for instructional purposes, providing training to campuses and support staff, purchasing special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

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

- Bond election passed in 2015
- Teacher-student ratio vs. state

Student Achievement

Student Achievement Summary

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

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

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

- **Domain 1 - Student Achievement** Waller ISD = 88 (B)
- **Domain 2 - School Progress** = Waller ISD = 90 (A)
- **Domain 3 - Closing the Gaps** = Waller ISD = 89 (B)

Distinction Designations

Distinction designations recognize outstanding academic achievement in reading / English language arts, mathematics, science, social studies, Top 25% Closing Performance Gaps, Top 25% Academic Growth, and Postsecondary Readiness. Campuses/Districts that receive an accountability rating of Met Standard are eligible for distinction designations in 2018.

- **Academic Achievement in Reading / ELA - 3 Waller ISD Campuses**

- **Academic Achievement in Mathematics - 1 Waller ISD Campuses**
- **Academic Achievement in Science - 3 Waller ISD Campuses**
- **Academic Achievement in Social Studies - 2 Waller ISD Campus**
- **Top 25% Academic Growth - 1 Waller ISD Campus**
- **Top 25% Closing Performance Gaps - 4 Waller ISD Campuses**
- **Postsecondary Readiness - 4 Waller ISD Campuses**

Domain 3 - Closing the Gaps Compared to State Targets

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

Waller ISD Comparison to State

Academic Achievement ELAR / Math 19/24 = 79%

Growth Status ELAR / Math 16/22 = 73%

Graduation Rate Status 5/6 = 83%

English Learner Proficiency Status 1/1 = 100%

Student Success STAAR Component 10/13 = 77%

Student Quality Status CCMR 9/9 = 100%

Overview

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

Student Achievement Strengths

- All campuses and district "Met Standard" on State Accountability
- "A" rating on State Accountability for District
- Above state average in performance on STAAR
- 18 Distinction Designations
- Universal Screener Program
- Dual credit offerings & enrollment
- Current Title I, II, and III expenditures / effectiveness
- Graduation rate 10% above state average
- Increase in Post-Secondary Readiness
- CCMR score within Domain 1
- CTE Student Industry Certifications

District Culture and Climate

District Culture and Climate Summary

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

District Culture and Climate Strengths

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Development of Bilingual Program.
- SPED Inclusion Support
- Balance between training vs. collaboration of teachers at district curriculum professional development days.
- Spanish ELA Pk-2nd-focus on curriculum of native language
- Algebra I Remediation/Credit Recovery
- Readers/Writers Workshop
- Bilingual Program Development - research-based strategies/instructional materials and training for staff
- SPED Inclusion Support - SPED and general education teachers
- Pre-K - 12 Math Frameworks and vertical alignment
- Pre-K - 5 ELA Frameworks and vertical alignment

Curriculum, Instruction, and Assessment Strengths

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

Parent and Community Engagement

Parent and Community Engagement Summary

- Academic/Literacy Workshops for Parents-especially LEP
- Training on the use and purpose for parent centers
- Personal communication
- Promotion of school events
- Training on use of translation equipment

Parent and Community Engagement Strengths

- Layered communication with parents: bulletins, paper, Email, Twitter, Waller ISD News Bulletin, Facebook
- Adult Ed classes
- Meet the teachers
- Empowering Families Summit
- Waller ISD Bond
- Increase in volunteers
- Curriculum Nights

District Context and Organization

District Context and Organization Summary

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

District Context and Organization Strengths

- ELA Framework and Scope and Sequence K-5
- Math Frameworks and Scope and Sequence K-5
- ELA Framework and Scope and Sequence 6-12
- New Arrival Center at WHS
- Bilingual / ESL Frameworks
- Campus Surveys

Technology

Technology Summary

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

Technology Strengths

- Knowledgeable support staff
- Willingness to embrace technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

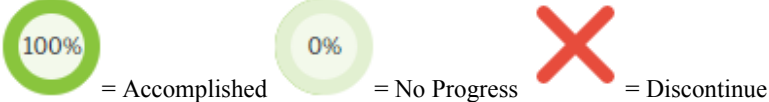
Goals

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Scores in the All Students category will increase in Reading from 75% to 78%, Math from 85% to 88%, Writing from 66% to 70%, Science from 86% to 89%, and in Social Studies from 85% to 88% respectively in order to increase student achievement.

Evaluation Data Source(s) 1: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 1:

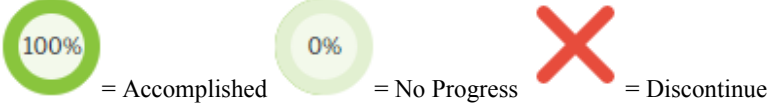
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS TEA Priorities Build a foundation of reading and math</p> <p>1) A solid district scope and sequence for all content areas is established and carried out with Tier 1 instruction, and targeted interventions are in place for students in reading and math based on universal screener, CBA, Benchmark, and STAAR data.</p>	<p>Assistant Director of Curriculum and Instruction, campus instructional staff, content coordinators, and PK-5 Literacy and Math coaches, and campus Interventionists.</p>	<p>Student achievement gains based on assessment data from sources such as: universal screeners, CBA's, benchmarks, F&P, iStation, STAAR, and other in-district assessments.</p>			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: Scores in the Hispanic sub population will increase from 71% in reading to 74% ; writing from 61% to 64%; math from 83% to 86%; science from 82% to 85%; social studies from 82% to 85% to continue to meet state expectations.

Evaluation Data Source(s) 2: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 2:

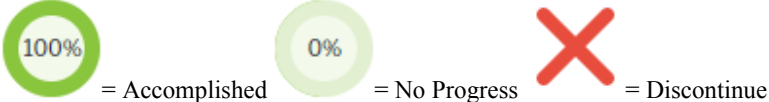
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 1) A solid district scope and sequence for all content areas is established and carried out with Tier 1 instruction, and targeted interventions are in place for students in reading and math based on universal screener, CBA, Benchmark, and STAAR data.</p>	Assistant Director of Curriculum, campus instructional staff, content coordinators, PK-5 literacy and math coaches, campus Interventionists	Student achievement gains based on assessment data from sources such as: universal screeners, CBA's, benchmarks, DRA, iStation, STAAR, and other in-district assessments.			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: African American will improve in reading from 67% to 70%; writing from 57% to 60%; math from 76% to 79%; science from 83% to 86%; social studies from 85% to 88% to improve student performance.

Evaluation Data Source(s) 3: 2018 STAAR scores compared with 2019 STAAR scores.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS TEA Priorities Build a foundation of reading and math</p> <p>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, CBA, Benchmark, and STAAR data.</p>	<p>Assistant Director of Curriculum, Campus Instructional staff, Content Coordinators, and PreK-5 literacy and math coaches along with campus administration, campus Interventionists.</p>	<p>Student achievement gains based on assessment data from sources such as: universal screeners, CBA's, benchmarks, DRA, iStation, STAAR, and other in-district assessments.</p>			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

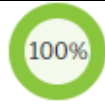
Performance Objective 4: Special education will improve in reading from 54% to 57%; writing from 41% to 44%; math from 66% to 69%; science from 63% to 66%; social studies 57% to 60% to improve student performance.

Evaluation Data Source(s) 4: 2018 STAAR scores compared with 2019 STAAR scores

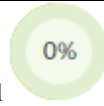
Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 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>*Neuhaus Training *Istation *Differentiated Instruction *Document Based Questioning *Reader's/Writer's Workshop *Read 180 *Garland Linkenhoger *Debbie Wells</p>	<p>Assistant Director of Curriculum and Instruction, Special Education Administrators, campus instructional staff, content coordinators, and PK-5 literacy and math coaches along with campus administration.</p>	<p>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>Comprehensive Support Strategy 2) SpEd Department will provide extensive inclusion training for campus teams and will visit campuses to monitor implementation of inclusion strategies. After trainings, SpEd Department will visit campuses and provide walk-through documentation of the implementation of the inclusion training.</p>	<p>Leaders: Special Education Director;all content coordinators</p> <p>Others involved: Campus principals, and instructional facilitators, PK-5 literacy and math coaches.</p>	<p>Walk-through documentation from principal; Instructional Facilitator, and Director of Special Services.</p> <p>Specific plans created for individual student.</p> <p>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>Comprehensive Support Strategy</p> <p>3) Provide in-class support for our special education students, including campus staff, academic tutors, and instructional specialists.</p>	<p>Leaders: Principal, SpEd staff</p> <p>Others involved: Instructional staff, PK-5 literacy and math coaches</p>	<p>Inclusion services implemented and student assessment data is monitored and analyzed for growth. Master schedule documents use of personnel for inclusion support.</p>			
<p>Comprehensive Support Strategy</p> <p>4) Provide supplemental TEKS-specific interventions for writing, reading, science, math, and social studies. *Academic Tutors *Campus Interventionists</p>	<p>Campus Admin, Content Coordinators, Instructional Facilitators, Campus instructional staff, Assistant Director of Curriculum and Instruction, Director of Special Services, PK-5 literacy and math coaches.</p>	<p>Student achievement gains on various campus, district, and state assessments throughout the year.</p>			



= Accomplished



= No Progress



= Discontinue

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 5: EL Reading scores will increase from 66% to 70% or above, EL Writing scores will increase from 51% to 55% or above on STAAR.




EL scores in EOC will increase from 36% to 40%, and EL scores in CTE will increase from 42% to 45%.

TELPAS composite scores will be above state average.

Evaluation Data Source(s) 5: 2018 STAAR/TELPAS scores
PBMAS 2018

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math</p> <p>1) Provide in-class support for our EL students, with campus staff, academic tutors, EL interventionist aides, and Bilingual coach (Elementary)</p>	Leader: Principals and Instructional Coordinators, Elementary and Secondary EL Coordinator and Bilingual coach	Student assessment data is monitored and analyzed for growth.			
<p>2) Provided PD to ELAR and Social Studies teachers in the secondary level on Talk, Read, Talk, Write for instructional differentiation.</p>	Leader: Principals and Social Studies Coordinator, EL Coordinators and coach, and Social Studies teachers	Student assessment data is monitored and analyzed for growth.			
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>3) Monitoring system for second language acquisition for all domains-listening, speaking, reading and writing. -EL meetings -ELPS walkthroughs</p>	Bilingual/ESL Director, EL coordinators, Campus Administration	Blue Form data, walk through data, and student assessment data.			

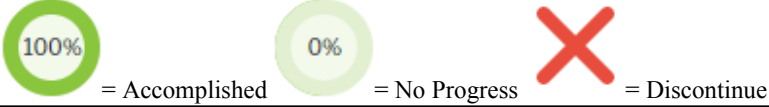
<p align="center">Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>4) Continue with the implementation of the New Arrivals Center at high school, junior high school, and elementary school levels to accelerate the acquisition of the English language.</p>	<p>Campus Administrators, EL Coordinators, Bilingual/ ESL Director</p>	<p>Student Assessment Data, TELPAS, STAAR</p>			
<p>5) Develop and implement a plan to practice for the online Listening and Speaking TELPAS test using online tools, for 2nd-12th grade. Lesson plans will document usage.</p>	<p>Campus Administrators, Instructional facilitators, EL Coordinators, Bilingual/ ESL Director.</p>	<p>Improved Listening, Speaking, and Composite TELPAS scores.</p>			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 6: Scores in the Economically Disadvantaged category will increase in reading from 70% to 73%, math from 82% to 85%, writing from 60% to 63%, science from 82% to 85%, and from 82% to 85% in social studies, in order to increase student achievement.

Evaluation Data Source(s) 6: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 6:

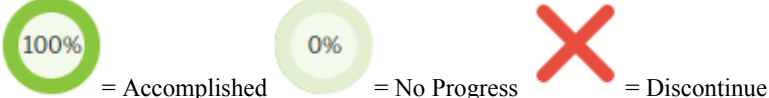
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Targeted Support Strategy</p> <p>1) Solid Tier 1 instruction based on the district scope and sequences for reading, math, writing, science, and social studies, as well as targeted interventions that are in place based on universal screeners and other assessment data.</p>	<p>Assistant curriculum director, campus administration, campus instructional staff, content coordinators, and PK-5 literacy and math coach</p>	<p>Student assessment data from Universal Screeners, CBA's, benchmarks, DRA, iStation, and STAAR.</p>			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 7: ACT/SAT participation rates will continue to improve from 83% to Q1 minimum score of 84 for Distinction Designations on State Accountability.

Evaluation Data Source(s) 7: 2017-2018 ACT/SAT participation rates reported in the State Accountability Distinction Designation Report

Summative Evaluation 7:

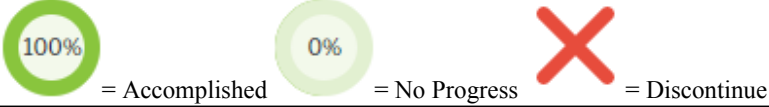
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Expand / Provide testing availability at a Waller ISD location.	High School principal, College and Career Counselor.	Yearly participation rates			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 8: The average SAT scores will improve from 510 on Reading/Writing to meet or exceed the Q1 minimum score of 520 on the State Accountability Distinction Designations.

Evaluation Data Source(s) 8: 2017-2018 SAT student performance rates reported in the State Accountability Distinction Designation Report.

Summative Evaluation 8:

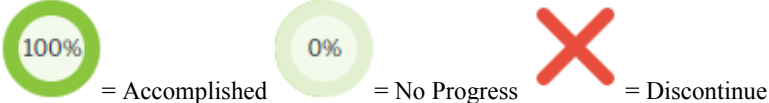
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>TEA Priorities Connect high school to career and college</p> <p>1) Work with teachers on better aligning curriculum and instruction to address student weaknesses on the SAT.</p>	<p>Campus instructional facilitator, AP for Curriculum and Instruction, Content Coordinators, Advanced Academic Coordinator</p>	<p>Increase in student scores on campus assessments aligned to the SAT.</p>			
<p>TEA Priorities Connect high school to career and college</p> <p>2) Implement SAT prep sessions, study sessions, review materials, as well as practice tests for students. Utilize Schmoop.</p>	<p>High School College and Career Counselor, High School Principal</p>	<p>Increase in student scores on SAT</p>			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 9: The average ACT scores will improve from 17.4 for ELA, 18.3 for Math, and 18.2 for Science to meet or exceed Q1 minimum scores of 20.2, 20.5, and 20.8 respectively.

Evaluation Data Source(s) 9: 2018 State Accountability Distinction Designation Report

Summative Evaluation 9:

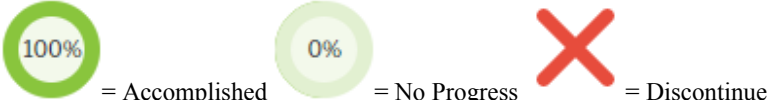
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>TEA Priorities Connect high school to career and college</p> <p>1) Work with teachers on better aligning curriculum and instruction to address student weaknesses on the ACT.</p>	Campus instructional facilitator, AP for Curriculum and Instruction, Content Coordinators	Increase in student scores on campus assessments aligned to the ACT.			
<p>TEA Priorities Connect high school to career and college</p> <p>2) Implement ACT prep sessions, study sessions, review materials, as well as practice tests for students. Utilize Schmoop.</p>	High School College and Career Counselor, High School Principal	Increase in student scores on ACT			
					

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

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

Evaluation Data Source(s) 10: Annual Report, Appropriately Qualified (ESSA), Calendar, CIP / DIP Presentations

Summative Evaluation 10:

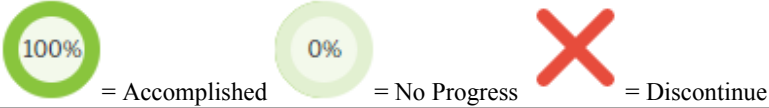
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) This information will be communicated annually in the District Site-Based Decision Making committee meetings as well as the presentation to the school board.	Chief Academic Officer, Campus Administrators	Meeting agendas, presentations, and sign-in sheets			
					

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

Evaluation Data Source(s) 1: Lesson plans reveal alignment with scope and sequence documents. Team planning minutes reveals the use of scope and sequence during planning.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>1) Prior to the beginning of the school year, all PK-12 educators will be provided an instructional pacing calendar from which they will document the objectives to be taught each 6-weeks period, completing all required TEKS by the end of the school year.</p>	Lead: Curriculum Content Coordinators, PK-5 Literacy Coaches and Math Coach, Bilingual Coach Others involved: Classroom Teachers, Instructional Facilitators, Campus Administrators	Implementation will be demonstrated by students receiving high-quality instruction over the entire district curriculum in each content area.			
<p>2) Teacher teams meet weekly to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing Tier 1 instruction and learning.</p>	Campus Instructional Leaders, Instructional Facilitators, Content Coordinators, PK-5 Literacy Coaches and Math Coach	Meeting sign-in sheets, increased collaboration			
<p>3) Campus leaders use various strategies, processes, and/or procedures to monitor the TEKS implementation to ensure fidelity. Such as: *Review lesson plans *Participation in team planning by administrators *Participation in data review sessions</p>	Campus Instructional Leaders, Principal, Instructional Facilitator, Content Coordinators, PK-5 Literacy Coaches and Math Coach	Meeting sign-in sheets, feedback given to teachers Improved in the quality of lesson plans created by teachers			
					

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

Evaluation Data Source(s) 2: The measure of impact will be determined by at least a 5% increase in student scores on this year's local assessments as compared with last year's corresponding assessments. In addition, we expect at least a 3% increase on all STAAR assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) All core teachers will attend district curriculum planning/professional development days. Teachers will review data from common assessments to refine curriculum and instruction and provide input on district created common assessments.</p>	<p>Lead: Curriculum Content Coordinators, Grade-Level Content Facilitators, Campus Instructional Facilitators</p> <p>Others involved: Classroom Teachers, Literacy Coaches, Math Coach, and Campus Administrators</p>	<p>1) Implementation will be demonstrated by a comparison between last year's district-developed assessment results and this year's assessment results to show a tighter alignment between curriculum and instruction as demonstrated by higher student achievement on both the assessments and STAAR.</p> <p>2) Impact will be measured by growth on both local and state assessments.</p>			
<p>2) District assessments (CBA's, Benchmarks, Unit Tests, checkpoints) are administered based on the published district assessment calendar.</p>	<p>Content Coordinators, Campus Instructional Facilitators, Campus Administrators</p>	<p>Assessment results in Eduphoria AWARE program</p>			
<p>3) Teacher teams review student data from multiple sources and develop a response that supports and defines methods for re-teaching, interventions, and re-evaluating to ensure all students learn the content.</p>	<p>Campus Instructional Facilitators, Literacy Coaches, Math Coach and teacher teams with support from Content Coordinators</p>	<p>Improved student data, data-driven decision making / spiraling evidence in lesson plans.</p>			
<p>4) Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support.</p>	<p>Campus Instructional Facilitators and content teams along with support from Literacy Coaches, Math Coach, and Content Coordinators and Assistant Director of Curriculum, Campus Administrators</p>	<p>1) Monitor results of CBAs, midterms, and/or benchmark data for students targeted in intervention groups.</p> <p>2) Monitor results of CBAs, midterms, and/or benchmark data to measure student growth of all students.</p>			



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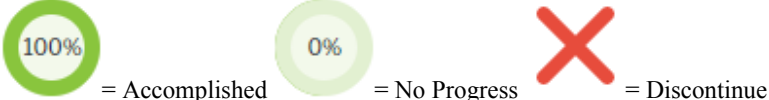
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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

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

Evaluation Data Source(s) 3: The measure of impact will be determined by the completion of the PGP and Four-Year Graduation Plan meeting and necessary documentation.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) All junior high campuses will coordinate with the high school counselors to hold PGP meetings during the spring semester of the student's 8th grade year and provide TEA Graduation Toolkit to students / parents. Students will also complete career interest inventories in Xello to inform their decisions.</p>	<p>Lead: High School and Junior High Counselors Others involved: Campus Administration</p>	<p>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>TEA Priorities</p> <p>Connect high school to career and college</p> <p>2) High School counselors will meet with the parent and student during the 9th grade year to review the PGP and provide the TEA Graduation Toolkit.</p>	<p>High School Counselors</p>	<p>Meeting documentation-4 yr. Grad Plan</p>			
					

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

Evaluation Data Source(s) 4: The measure of impact will be determined by 100% completion of the development of aligned assessments, scope and sequence documents, and implementation in the classroom as observed through walk throughs.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar

<p align="center">Comprehensive Support Strategy</p> <p>1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population:</p> <ul style="list-style-type: none"> *ELPS *SIOP- Sheltered Instruction *Valley Speech *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA, TCSS, TSSSA, TCEA) *HCDE Trainings *Seidlitz Group EL Trainings - Long Term EL's *Inclusion/Coteach *Guided Reading-English and Spanish *Reader's/Writer's Workshop *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *Region X Service Center Training *STEMscopes * AC Language training for new arrivals and content instructional strategies. *Embedded professional development provided by content coordinators *Patterns of Power *Texas Instruments-Math and Science *AP Institutes *Garland Linkenhoger *Lisa Contreras *Seidlitz 	<p>Lead: Curriculum Content Coordinators, Campus Administrators, PK-5 Literacy and Math Coach</p> <p>Others involved: Consultants, such as: Shonda Guthrie, Dr. Elsa Cardenas-Hagan, John Seidlitz, Nicole Shanahan, Patricia Morales, Alana Morris, Danette Thorton, Whitney LaRocca, Kelly Tummy, Garland Linkenhoger, Tom Reardon, Jeff Lukens, Debbie Wells, Amy Rasmussen, Monelle Rogeau, Lisa Contreras, Marianna Maldonado</p>	<p>1) Implementation will be demonstrated by completion of the minutes, agendas, and sign-in sheets from professional development events.</p> <p>2) Impact can be measured through walk throughs and observation of implemented specific skills and knowledge acquired in trainings.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>2) All teaching staff and paraprofessionals will have access to necessary materials in order to effectively implement district goals as identified by the pacing calendar and related professional development.</p>	<p>Lead: Curriculum Content Coordinators, Campus Administrators, Instructional Facilitators, PK-5 Literacy Coaches and Math Coach, Campus Administrators</p> <p>Others involved: Curriculum and Campus Secretaries</p>	<p>1) Implementation will be demonstrated by the use of materials identified through professional development and pacing calendars.</p> <p>2) Impact will be measured by 100% implementation of the materials by the classroom teacher.</p>			



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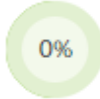

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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

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

Evaluation Data Source(s) 5: The measure of impact will be determined by participation in activities will including Generation TX Day, Education Go Get It Week, Career Day, College Nights, TX College and Career, College Visits.

Summative Evaluation 5:

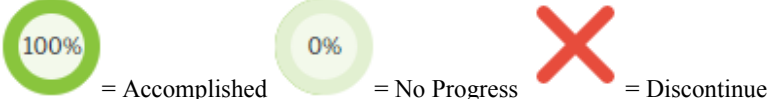
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) *Generation TX Week promoted at each campus with various activities. (i.e., College Night, Guest Speakers, College Dress-Up Days, Blinn Mobile Unit.)	Counselors, High School College and Career Counselor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

Evaluation Data Source(s) 6: Drop-out rates will decrease to 0%.

Summative Evaluation 6:

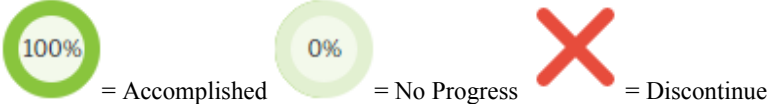
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Edgenuity Program for Credit recovery through HOPE Academy, Saturday school, and Summer program	Administration, Counselors, Credit Recovery Teacher	Successful completion of credits for graduation			
2) Home visits and September outreach program	Administration	Getting students to come back to school and not become a drop out.			
3) Year-round monitoring of leaver codes and implementing early interventions for locating students.	High School Administration, Registrar, Counselors, Attendance Office	Reduction in leaver code "98" for the school year.			
<p>TEA Priorities Connect high school to career and college</p> 4) 4 Yr. Grad plans for all students and Personal Graduation Plans are developed for students at risk for not graduating	High School Administration and Counselors	Reduction in lever code 98 and increased graduation rate			
<p>TEA Priorities Connect high school to career and college</p> 5) Provide Credit by Exam for acceleration or remediation for students through UT or Texas Tech	High School Administration and Counselors	Number of credits awarded through Credit by Exam			
					

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

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

Evaluation Data Source(s) 1: Staff certificates of completion/Sign in Sheets

Summative Evaluation 1:

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




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

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

Evaluation Data Source(s) 2: Certificates of completion, campus written plan, comparison of discipline from year-to-year

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Maintain a Core Team trained in TBSI protocol, policy and procedures	Lead:Campus Administration	Certificates of completion			
2) All campuses will maintain a school-wide positive behavioral support system.	Lead:Campus Administration	written school plan, matrix			
3) Provide campus-wide bully prevention and campus wide aggression and harassment prevention and awareness activities.	Campus Administration, Safety Management Director	Staff development agendas, sign-in sheets, Skyward Discipline reports, Region 10 Certificate of completion.			
4) Monitor and provide support to homeless students identified in the district.	District Homeless Liaison and campus administration teams, counselors	Homeless students are monitored throughout the year with a tracking sheet.			
5) Provide staff development for what constitutes emotional safety for disparate population groups within the campus general population (suicide prevention, conflict resolution, violence prevention and intervention, sexual abuse, sex trafficking maltreatment of children.)	District and Campus administrative team, counselors	All staff are trained in appropriate interactions and mentors are in place to meet student needs. Region 10 Certificate of completion.			
6) Provide campus personnel and secondary students with the training to equip students to recognize the many forms of harassment and abuse, as well as violence (including dating violence) prevention and intervention. Provide cam	Curriculum/Federal Programs Director, SRO's, Safety Management Director, Counselors, Special Education Director, Campus Admin, 504 Coordinator	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.			
7) Ensure a barrier-free physical setting throughout the district, at all campuses, at athletic facilities, and on transportation.	Assistant Superintendent for Administration, Sp. Ed. Director, Transportation Director, Maintenance Director	District is barrier free for all individuals of all ages. Required postings.			
8) Train all district and campus personnel as advocates for all students with special needs including Sp.Ed., 504, and at-risk general education students.	Sp. Ed. Director, At-Risk Coordinator, Federal Programs Director, 504 Coordinator	Observation records, parent, and student feedback indicate an increased perception and actuality that needs are being met.			

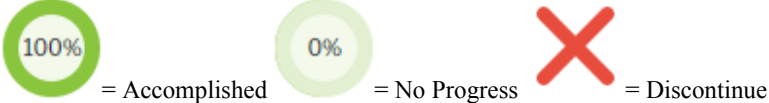
9) Provide pregnancy related services to identified students: parenting education classes, PEP daycare, and homebound services.	HS Administration, PEP Coordinator, Federal Programs Director	Class enrollment, PEIMS coding of children of students, timesheets			
10) Transitional activities planned by counselors between campuses for students moving from one campus to another. *Fish Camp at WHS *Meet the Teacher Night at each campus *5th Grade campus tours of Junior High Campuses *5th/8th Grade parent orientation meetings with JH principals and counselors and HS principals and counselors.	Principals, Counselors	Agenda for transitional activities and parent/student attendance at events.			
11) Provide professional development in the area of discipline management at the beginning of each school year: discipline strategies, student code of conduct, classroom management, Mandt training, etc.	Campus administration, Assistant Superintendent for Administration, and Special Education Director	Sign-in sheets and agendas, student attendance report for day of presentation			
12) Provide professional development on Restorative Practices to campus administrators	Chief of Schools-Elementary and Secondary and Campus Administration	Certificate of completion and implementation of Restorative Practices at the campus level			
13) EPIC-Bullying/Kindness campus and parent presentations (Elementary Campuses)	Counselor Coordinator and Campus Counselors	Student attendance report for day of presentation and parent night time sign in sheet. Reduction in bullying allegations on the campus			
 = Accomplished  = No Progress  = Discontinue					

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

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

Evaluation Data Source(s) 3: emergency drill logs and security audit report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Campus drills are completed monthly and security audits are completed as required by state guidelines.	Leader: Campus Administration Others: Emergency Management Officer	Logs and audit report			
2) School Threat Assessment Team Implementation	Chief of Secondary Schools, SRO District Supervisor, Counselor Representative, Alternative Education Program Administrator, Chief Information Officer, HS Asst. Principal Representative	Recognizing and/or avoiding potential threats early			
3) TEEEX Active Shooter Tabletop Exercise Training	All School Resource Officers, Alternative Education Program Administrator, Local EMS, Law Enforcement, and City Officials	Staff and local officials will be prepared for a coordinated and effective response in the event of a school safety emergency			
4) Updated and detailed Emergency Operations Plan for WISD and each campus	Chief of Schools Secondary, SRO District Supervisor	Staff and students will be prepared for how to respond in the event of an emergency			
					

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

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

Evaluation Data Source(s) 1: SBEC Educator Verification Reports

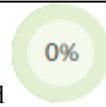
Summative Evaluation 1:

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

4) Provide mentoring groups for first year teachers	<p>Leader: Chief of Schools-Elementary, Chief of Schools-Secondary</p> <p>Others: Chief Academic Officer, Chief Human Resources Officer, Director of Human Resources, Content Coordinators, Campus Principals, Content Department Chairs, Veteran Teachers</p>	The retention rate for first year teachers is greater than 85%			
5) Capture and provide absence data by campus. Collaborate with principals and school administration to determine best practices related to the reduction of absences. Provide superintendent with staff attendance incentives.	<p>Leader: Campus Principals</p> <p>Others: Chief of Schools-Elementary, Chief of Schools-Secondary, Chief of Human Resources Officer, Director of Human Resources</p>	Campuses will have a decrease in their teacher absence rate.			
6) Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with principals and school administration on the implementation of next steps. Provide superintendent with staff attendance incentives strategies.	<p>Leader: Superintendent</p> <p>Others: Campus Principals, Chief of Schools-Elementary, Chief of Schools-Secondary, Chief of Human Resource Officer, Director of Human Resources</p>	Decrease in turnover of high performing teachers.			
7) Review current hiring and recruitment process for substitute teachers, Academic/LEP tutors. Review pay in comparison to surrounding districts. Review surrounding districts' best practices for hiring.	<p>Leader: Chief of Human Resource Officer, Director of Human Resources</p> <p>Others: Chief of Schools-Elementary, Chief of Schools-Secondary, Chief Academic Officer, Campus Principals</p>	Remain competitive in pay for substitutes and tutors.			



= Accomplished



= No Progress



= Discontinue

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

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

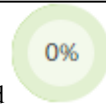
Evaluation Data Source(s) 2: SBEC Educator Verification Report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Administer locally developed assessment exam, as needed, to ensure appropriate credentials for non-certified staff.	Leader: Director of Human Resources Others: Human Resource Staff	100% of paraprofessionals meet SBEC/TEA requirements			
2) Conduct timely implementation of the elements of the T-TESS evaluation instrument.	Leader: Campus Principals Others: Campus Administrative Teams, Chief Academic Officer, Chief of Schools-Elementary, Chief of Schools-Secondary, Director of Human Resources	Data from classroom walk-throughs and T-TESS system procedures			
3) Assist teachers not currently appropriately certified according to ESSA with professional development to meet ESSA requirements in a timely manner. Utilize ESSA funds to pay for teacher certification exams to become state certified	Chief Academic Officer, Director of Special Services, Director of Bilingual/ESL Education, Campus Principals, Director of Human Resources	100% of instructional staff SBEC/TEA certified			
4) Provide training for teachers seeking an ESL or Bilingual certification/endorsement to increase their success rate on the teacher certification exam and reimburse test fees.	Director of Bilingual/ESL Education, EL Elementary Coordinator, EL Secondary Coordinator	Teacher certificates, training certificates			



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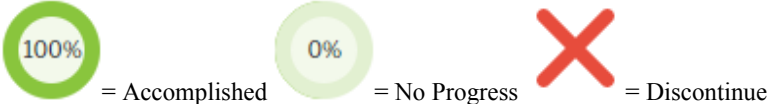
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Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

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

Evaluation Data Source(s) 1: T-TESS Evaluation Instrument

Summative Evaluation 1:

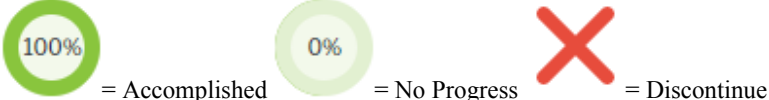
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Campus administrators will conduct walk-throughs and observations based on TEA guidelines and board approved T-TESS calendar.	Leader: Campus Administration Others: Chief of Academics, Chief of Schools-Elementary, Chief of Schools-Secondary, Chief of Human Resources Officer, Assistant Director of Human Resources	Walk-Throughs, goal setting, observations, pre and post conferences, end of year conferences, summatives compared year-to-year			
					

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

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

Evaluation Data Source(s) 2: T-TESS Evaluation Instrument

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) T-TESS appraisers will discuss the student growth goal process with teachers during goal setting conferences at the beginning of the school year.	Leader: Campus Administration Others: Chief of Academics Officer, Chief of Schools-Secondary, Chief of Schools-Elementary, Chief of Human Resources, Assistant Director of Human Resources	Goal Setting Conferences Pre/Post Observation Conferences End of Year Conference in April/May			
					




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

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

Evaluation Data Source(s) 3: Teacher effectiveness

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) Provide staff development to the areas of social studies, writing, reading, math, science, SpEd, and EL's to address identified and targeted students.</p>	<p>Campus Administration, Content Coordinators, Chief Academic Officers, Assistant Director of Curriculum and Instruction, Director of Special Services, Director of Bilingual/ESL Education, EL Secondary Coordinator, EL Elementary Coordinator, Instructional Facilitators, PreK-5 Literacy Coaches and Math Coaches, Bilingual Coach</p>	Sign-in sheets, agendas, certificates			
<p>Comprehensive Support Strategy 2) Maintain vertical teams for writing, math, reading, science, and social studies utilizing WISD Full Staff Development Days for curriculum planning.</p>	<p>Campus Administration, Content Coordinators, Instructional facilitators, PreK-5 Literacy Coaches, Math Coach, and Bilingual Coaches</p>	Sign-in sheets, agendas			
<p>3) Provide professional development to support second language development for EL students with Esperanza, WOW, WELLS, and JELLS programs.</p>	<p>Director of Bilingual/ESL Education, EL Secondary Coordinator, EL Elementary Coordinator, Bilingual coaches, Campus Administration</p>	Sign-in sheets, agendas			
<p>4) Support second language acquisition for secondary EL's through sheltered instruction training.</p>	<p>Campus Administration, EL Secondary Coordinator, Content Coordinators</p>	Sign-in sheets, agendas			

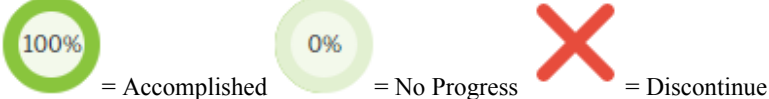
5) Provide professional development for G/T to include Odyssey of the Mind Coaches Training, 6-hour updates offered in February, July and December; Houston-Area GT Co-Op	Advanced Academics Coordinator and Coach	Sign-in sheets, agendas			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

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

Performance Objective 4: Evaluate the GT program annually

Evaluation Data Source(s) 4: Staff and Parent Surveys

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students, Teachers, and Parents will evaluate the effectiveness of the GT Program utilizing a district-created survey through Survey Monkey.	Advanced Academic Coordinator	Survey results			
2) Provide feedback of survey results to campuses in order to improve programs each year.	Advanced Academic Coordinator, GT Coordinators on campuses	Implementation of program improvement suggestions.			
					

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Campus Instructional Technology Teams will assist teachers with online resources that will be incorporating Technology Applications TEKS into day-to-day classroom instruction.	Principal, Instructional Facilitators, Technology CIO, District Trainer, District Google Specialist, Campus Technologist	Teacher Lesson Plans. Utilization reports for online resources.			
2) Implement the K-12 Technology Applications TEKS using state provided on-line learning materials. This will include dedicated class time instruction at the K-5 grades and using online resources to bring the 6-8 grades through the required TEKS.	Campus Instructional Team, Chief Academic Officer, Principal, Campus Technologist, Technology Applications Instructors	Teacher Lesson Plans Student Benchmarks Student Schedules			
3) Utilize methods to use distance learning capability for professional development, meeting collaboration, virtual field trips and testing for college credit.	District Trainer, Teachers, Principals, Counselors, Technology CIO	Certificate of Completion Professional development certificates Lesson plans Meeting Attendance records			
4) Campus administrators, technologists and teachers will attend annual conferences to examine methods for improved and increased use of technology for student learning.	Campus technologist, Teachers, Curriculum Director, Technology CIO	Attendance certificate CPE Hours technology integration in lesson plans T-Tess Evaluation			
5) Campuses will develop an expanded technology assistance to aid in campus level technology integration efforts. The technologist and the district trainer will form a plan to assist teachers in technology integration.	Campus Administrators, Campus Technologists, District Trainer, Principals	Change of lesson plans to include Integration of technology			
6) Hands on training will be provided to the teachers to assist in the integration of technology into the classroom.	Principals, Teachers, Instructional Facilitators, District Trainer, District Google Specialist	Training will be offered at the technology building and on campuses as needed. District Trainer will participate in planning meetings on the campus. Training for departments will be offered to show how to use district software resources.			

7) Waller ISD will maintain 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.	Technology CIO, Network Manager	10G link maintained where fiber owned by district. bandwidth monitored and increased as required for campuses not connected through owned fiber.			
8) District will expand wireless into all areas of the district where student access is required for academic performance.	Technology CIO	Increased wireless infrastructure			
9) District will provide supplemental Chrome Books and MiFi to home-bound students	504 Coordinator and Special Services Director	Check in-Check out documents in student success and home-bound/credit recovery classes			
10) District will provide supplemental Chrome Box for District DAEP computers for At-Risk students	DAEP administrator	Student engagement and online course work.			

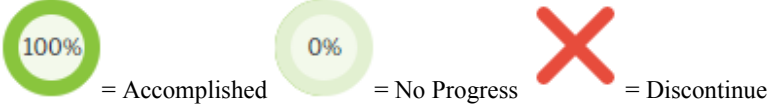
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Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 2: Campuses will work towards a 1:1 mobile learning environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

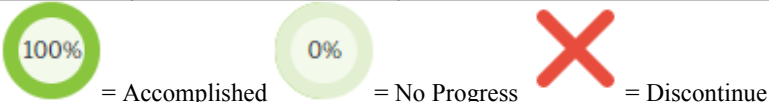
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Campus Instructional Technology Teams will assist with campus administration on allocating mobile devices to maximize a 1:1 learning environment. (supplemental campus chrome books)	Principals, District Google Specialist, Technology CIO, Campus Technologist	Google and Tab pilot reports on mobile devices. Utilization reports on specific applications.			
2) Technology integration into the core content areas. Teachers will engage students with interactive tools and resources.	Principal, Chief Academic Officer, Instructional Facilitator, Campus Technologist, Technology CIO, Teachers	Utilization reports from Clever and Google Classroom			
3) Student use complies with all policies regarding acceptable technology use and targets the relevant issues.	Campus Technologist, Chief Academic Officer, Technology CIO	Lesson Plan include technology integration			
					

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

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

Evaluation Data Source(s) 3: T-TESS goal setting, preconference, post conference, end of year conference, walk through and evaluation

Summative Evaluation 3:

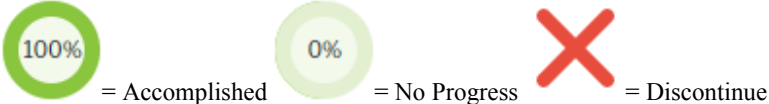
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers integrate technology into the K-12 curriculum using the technology resources in the classroom.	Chief Academic Officer, Instructional Facilitators, Principals, Campus Technologist	Lesson plans, T-Tess will have a technology integration component, use of Clever and other online teaching materials.			
2) District will utilize technology tools to monitor and educate principals and staff on the importance of student engagement with the use of Google Classroom and Google Team Drive.	Principals, Chief Academic Officer, Instructional Facilitator, Technology CIO, District Google Specialist	Reports from the monitoring tools, Utilization reports, Training offered to Admin/ISM teams			
3) Hands on training will be provided to the teachers to assist in the integration of technology into the classroom.	Principals, Teachers, Instructional Facilitators, District Trainer	Training will be offered at the technology building and on campuses as needed. District Trainer will participate in planning meetings on the campus. Training for departments will be offered on how to use district software resources.			
4) District training guides, videos, and Google on demand training will be made available to all staff to assist with software usage.	District Trainer, Campus Technologist, Technology CIO, District Google Specialist	Google team drive to share PDF files and help videos. District subscription to Google Synergyse for on demand Google training.			
					

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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide software subscriptions and campus used web links to Clever for teachers and students to easily access. *IStation *Dreambox *Flocabulary *Fast For Word *Stemscopes *Gismo	Technology CIO, Chief Academic Officer, Campus Technologist, District Trainer, District Coordinators	Clever usage reports, Clever list of software resources			
					

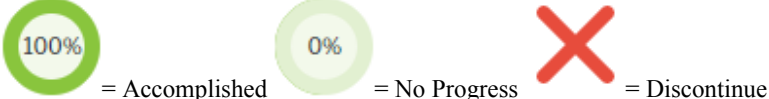
Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: Waller ISD will strive to engage 100% of stakeholders with informative communications that reflect the school district's vision, mission, and goals. Public Relations will support this objective by providing effective communications via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 1: Student Attendance, Academic Achievement, Graduation Rate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Create branded, timely and consistent communications of school district initiatives and educational practices to all target audiences (English and Spanish)	Public Relations Director and Bilingual Communications Coord., Campus Administration, PR Dept Admin. Asst. and Multimedia Comm. Specialist.	<p>Strategy Expected Result-</p> <ul style="list-style-type: none"> -Broaden internal and external stakeholder awareness and engagement -Distribution of key messages through district/school video profiles that reflect vision, mission, and goals of the school district initiatives <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> -Community/Districtwide event attendance -Communications Survey (Stakeholder Satisfaction Feedback) -Digital communication analytics -Stakeholders, prospective new residents/employee feedback -Enrollment growth -Academic Achievement 			

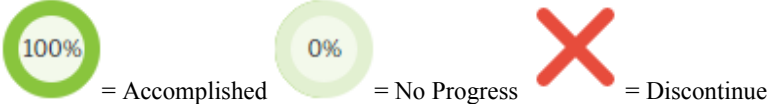
<p>2) Facilitate opportunities to build parent and community involvement within the Waller ISD</p> <ol style="list-style-type: none"> 1. Region IV - FHSP Graduation Board Game/Posters for Parent Training 2. District Family Engagement Calendar for all parents/guardians 3. HEB Read 3 4. Back to school rally 5. Pre-K make and takes 6. NAC parent nights 7. Campus curriculum nights 	<p>Public Relations Director, Bilingual Communications Coordinator, Campus Administration</p>	<p>Strategy Expected Result-</p> <ul style="list-style-type: none"> -Provide an increase of volunteering opportunities - Create a community culture that builds unity among stakeholders and success for all students <p>Effectiveness will be measured by</p> <ul style="list-style-type: none"> -Community/Districtwide meeting/event attendance -Number of VIPs -Digital communications analytics - Reviewing stakeholder feedback 			
<p>3) Conduct a stakeholder Communications Survey to ensure Waller ISD is meeting the communication needs and expectations of all stakeholders</p>	<p>Public Relations Director, Bilingual Communications Coordinator, PR Dept Admin. Asst., Campus Administration</p>	<p>Strategy Expected Result-</p> <ul style="list-style-type: none"> -Collect feedback from a large number of stakeholders. -Set new communication strategies and tactics <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> - Stakeholder satisfaction 			
<p>4) Attend state-wide Family Engagement Conference and Region IV Family Engagement opportunities</p>	<p>Public Relations Director, Bilingual Communications Coordinator, PR Dept Admin. Asst., Campus Administration</p>	<p>Provide increased opportunities for Parent and Family Engagement within the district</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: 60% of the general operating fund will be spent on classroom instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

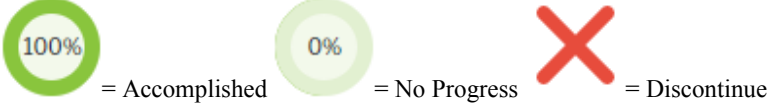
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All expenditures for the district and campuses will comply with all legal, local, and financial policies, procedures, and guidelines required by the funding source.	Assistant Superintendent for Finance and Business Manager	Outside annual audit			
					

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

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

Evaluation Data Source(s) 1: Class rosters, Club rosters, Extracurricular rosters

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Various clubs, organizations, and CTSO's will be offered to student populations.	Leader: Campus Principal. Others involved: Club, organization, and extracurricular sponsors	Class rosters, club rosters, extracurricular rosters			
2) Ensure a barrier-free physical setting throughout the district, at all campuses, at athletic facilities, and on transportation.	Leader: Chief of Schools-Elementary, Chief of Schools-Secondary Others involved: Director of Transportation, Director of Maintenance and Energy Management, Director of Social Services, Director of Athletics	Required postings, physical buildings are in compliance with standards.			
					

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

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

Evaluation Data Source(s) 1:

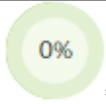
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Compile a list of communication tools that are used by the district and campuses to relay information.	Leader: Public Relations Staff Others: Parent Liaison, Bilingual Community Relations Coordinator, Campus Administrative Team, Bilingual/ESL Director	(1) Implementation will be to check off that all forms of media have been translated; copies of all communication will be kept on file in both English and Spanish (2) Impact will be measured with the parent attendances and through a parent survey			
2) Involve all parents in district site base committee and decision making, and provide translations through translator head phones.	Leader: Bilingual/ESL Director Others: District translators, Bilingual Community Relations Coordinator, Parent Liaison	(1) Implementation can be measured by sign-in sheets and agendas; sign-out of head phones. (2) Impact will be measured with parent attendance and through a parent survey.			
3) Administer a yearly "Campus Culture Survey".	Leader: Director of Curriculum Others: Campus Administration	(1) Implementation will be analyzed through the results of campus and district level surveys; create a district range for every question and analyze during district CNA -School Culture and Climate meeting. (2) Impact will be demonstrated through the following year's survey.			
4) Provide parking and building access for walk-in community members and parents.	Leader: Maintenance Department	(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.			

5) Attend state Title I Parent Involvement Conference.	Leader: Director of Curriculum Others: Campus Administration, Bilingual Community Relations Coordinator, Bil/ESL Staff	(1) Implementation will be noted with a certificate of attendance. (2) Impact will be demonstrated with presenting information to campuses.			
6) Monitor and provide support to the homeless students identified in the district. *School supplies	Leader: Counselors Others: Campus/District Administrators, Social Worker, PEIMS Coordinator	(1) Implementation will be monitored throughout the year with a tracking sheet. (2) Impact would be to use the data to share with counselors for outreach programs.			



= Accomplished



= No Progress



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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)