

**Faith Family Academy**  
**District Improvement Plan**  
**2017-2018**

**Accountability Rating: Met Standard**

# Mission Statement

Faith Family Academy's mission is to empower and educate the whole child for lifelong success as a responsible citizen in the community. FFA provides an exemplary education for a diverse student body by emphasizing positive self-esteem, high academic standards, an appreciation for the fine arts, and civic responsibility.

# Vision

Faith Family Academy's Vision is to empower and educate every student to change the world.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Demographic Information

Waxahachie Faith Family Academy (070801) is a charter school district based in the Dallas/Forth Worth Metroplex. In the 2016-17 school year, Waxahachie Faith Family Academy had 2,556 students with the following ethnic distribution:

Ethnic	2016-2017		2017-2018*	
	N	%	N	%
AA	751	29%	797	30%
H	1630	64%	1726	65%
W	166	7%	99	4%
I	2	*	5	*
AS	6	*	1	*
2+	11	0%	15	1%

Eighty-one percent (80.7%) of the students were considered at-risk of dropping out of school and eighty-three percent (83.7%) were economically disadvantaged. Fifty percent (50.4%) of the student population are English Learners and eighteen percent (18.0%) in a bilingual program.

Attendance Rate: 94.4% (+0.3% from prior year)

Annual Dropout Rate Gr 7-8: 0.0%

Annual Dropout Rate Gr 9-12: 1.0%

#### Staff Demographic Information

In the 2016-17 school year, Waxahachie Faith Family Academy had 312 staff members with the following job classifications:

Professional	191.7	61.40%
Teachers	152.9	49.00%

Professional Support	26	8.30%
Campus Administration	7.1	2.30%
Central Administration	5.7	1.80%
Educational Aides	3	1.00%
Auxiliary	117.5	37.60%

Teacher Ethnicity:

	N	%
AA	32.3	10.10%
H	44	28.80%
W	74.7	48.80%
I	0.9	0.40%
AS	1	0.70%
PI	0	0.20%
T	0	0.00%

Teachers By Years of Experience:

	N	%
Beginning	47.5	31.10%
1-5 years	57.6	37.70%
6-10 Years	29.5	19.30%
11-20 Years	12.2	8.00%
Over 20 Years	6	3.90%

**Demographics Strengths**

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

- Diverse population which leaves few under represented student groups programmatically.
- Highly-Qualified and certified teaching staff
- Require all teachers to obtain ESL endorsements

- Targeted Professional Development
- Low Drop Out Rate
- Low Mobility of Students

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Last year the attendance rate was 94.4% (versus 96.1% Region 10). Attendance rate affects student achievement, high school course credit, and school finance. **Root Cause:** Root Cause: Lack of systems to pro-actively address the context of student absenteeism. The district needs to support campuses in nurturing a climate and culture of high expectations with respect to attendance (PBIS) and to implement rigorous monitoring systems to provide timely interventions for excessive absenteeism.

**Problem Statement 2:** Last year 50.4% of the student population were English Learners. **Root Cause:** Root cause: Demographic make-up of the district show increased enrollment of EL students who, as a population, require additional supports and services. The district needs to implement with fidelity differentiated bilingual and ESL programs based on student needs and to provide high quality teachers, professional development, and resources.

**Problem Statement 3:** Last year 80.7% of the student population were at-risk of dropping out. **Root Cause:** Root Cause: Socioeconomic and historical poor performance on statewide assessments indicate our student population comes to the district below grade level or with additional needs and services. The district needs to address at-risk student factors such as socioeconomic status and historical student achievement data in a comprehensive Response-to-Intervention (RtI) plan.

**Problem Statement 4:** Last year 50.4% of the student population were English Learners. **Root Cause:** Root Cause: Increasing/large population of EL students correlates to parents whose primary language is not English. The district needs to improve parental involvement and communication systems that take parent language and cultural perspectives into consideration.

## Student Achievement

### Student Achievement Summary

State Accountability for District (**Waxahachie**) Accountability Data for 2017:

- **Index I** Student Achievement - Met State Target Score of 35 with score of 49 ( $\pm 2$ )
- **Index II** Student Progress – Exceeded State Target Scores of 8 with score of 33 (+3)
- **Index III** Closing Performance Gaps – Exceeded State Target of 13 with Score of 25 (+1)
- **Index IV** Postsecondary Readiness – Exceeded State Target of 33 with score of 100 (+0)

	TOT	N	%	STATE	DIFF
		APPROACH	APPROACH		
<b>READING</b>	742	1545	48%	73%	-25%
<b>MATHEMATICS</b>	614	1265	49%	80%	-31%
<b>WRITING</b>	133	359	37%	69%	-32%
<b>SCIENCE</b>	253	548	46%	80%	-34%
<b>SOCIAL STUDIES</b>	185	381	49%	80%	-31%

### Student Achievement Strengths

Waxahachie Faith Family Academy school district is has a large number of at-risk students and designated as Alternative Education Accountability (AEA). Waxahachie Faith Family Academy school district has met and exceeded the requirements for Met Standard for 2017 Accountability. Waxahachie Faith Family Academy continues to make academic gains and benefit from the following strengths:

- **Index 1** Student Achievement - + 2 point gain
- **Index 2** Student Progress – +3 point gain
- **Index 3** Closing Performance Gaps – +1 point gain
- **Index 4** Postsecondary Readiness – Maximum points for second year

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Last year 48% (versus 73% Region 10) of the students approaching standard on the statewide Reading assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Reading and Language Arts Classes through rigor, tiered differentiation, and resources. The district

needs to support campuses with a guaranteed rigorous Reading curriculum and PD support.

**Problem Statement 2:** Last year 49% (versus 80% Region 10) of the students approaching standard on the statewide Mathematics assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Math Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Math curriculum and PD support.

**Problem Statement 3:** Last year 37% (versus 69% Region 10) of the students approaching standard on the statewide Writing assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Language Arts Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Writing curriculum, PD support, and Writing Across the Content Area.

**Problem Statement 4:** Last year 46% (versus 80% Region 10) of the students approaching standard on the statewide Science assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Science Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Science curriculum and PD support.

**Problem Statement 5:** Last year 49% (versus 80% Region 10) of the students approaching standard on the statewide Social Studies assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Social Studies Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Social Studies curriculum and PD support.

# District Culture and Climate

## District Culture and Climate Summary

Waxahachie Faith Family Academy school district conducts a culture and climate survey each year for: students, staff, and parents. In 2016-2017, the participation rate by target audience was:

### Student Survey Participation

	N	TOT	%
<b>Oak Cliff Early Childhood</b>	0	473	0%
<b>Oak Cliff Lower School</b>	452	535	84%
<b>Oak Cliff Upper School</b>	298	589	51%
<b>Oak Cliff High School</b>	7	475	1%
<b>Waxahachie Elementary</b>	14	236	6%
<b>Waxahachie Middle School</b>	21	47	45%
<b>Waxahachie High School</b>	1	0	*
<b>School District</b>	793	2355	34%

### Staff Survey Participation

	N	TOT	%
<b>Administrator - Central Administrator</b>	7	28	25%
<b>Oak Cliff</b>	119	225	53%
<b>Waxahachie</b>	32	42	76%
<b>School District</b>	158	295	54%

### Parent Survey Participation

**Number of Parent Respondents:** 69 responses collected

Waxahachie Faith Family school district self administers surveys to parents, students, and staff through Survey Monkey. The surveys are completed



anonymously through an open web url that is accessible for a specified window of time. The district communicates the survey information to participants. Results are accessible by central district administration only without any identifiers, as the survey only collects IP address signatures and time stamp.

### **District Culture and Climate Strengths**

Waxahachie Faith Family Academy school district is has systems in place for collecting staff, student and parent perceptions and has done so consistently for ten (10) years and benefit from the following strengths:

- Survey system respects the anonymity of participants
- Comparative data between school years is available since the 2009-2010 school year
- Survey contains questions that are related between target audiences, and contains unique questions to each target audience to provide meaningful information, as well as opportunities to measure congruence of perceptions
- Overall, District climate surveys to Parents, Students, and Teachers show positive perceptions, particularly in "high sense of Belonging" and "Satisfaction".
- Using the data, the district has been able to make positive changes to the schools and facilities, including new buildings, campus curb appeal, recognition programs, and expanding UIL/A+ extracurricular participation

### **Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1:** Last year 34% of the student population submitted a survey. Last year 54% of the staff population submitted a survey. Last year 69 parents submitted a survey. Low participation rates can and has skewed climate survey results. **Root Cause:** The system used to collect perceptions sacrifices the ability to monitor and improve participation rates for the sake of anonymity. Methods and procedures need to be adjusted to increase participation rate.

**Problem Statement 2:** Last Year staff and student congruency on related question shows a disconnect. The teacher survey shows consistently +10-25% more positive in like questions than student survey. **Root Cause:** The wording of survey questions are different to be more applicable to target audience; however, changes to wording of the questions affect the comparability of perception surveys.

**Problem Statement 3:** Last year data shows there are opportunities for growth in the area of school climate and safety, particularly in character education and safe and secure schools. **Root Cause:** Root Cause: Systems and procedures are in place for character education and safe and civil schools, but additional structures need to be in place to measure and ensure implementation with fidelity. The district needs to continue to provide professional development and training in character education and Positive Behavior Interventions and Supports (PBIS).

**Problem Statement 4:** Last year data shows highly effective programs that can be expanded, such as UIL and extracurricular clubs and opportunities. **Root Cause:** Root Cause: There is a need to take advantage of effective programs as opportunities to move from good to great. The district needs to continue and expand on UIL/A+ involvement and extracurricular opportunities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Staff Demographic Information

In the 2016-17 school year, Waxahachie Faith Family Academy had 312 staff members with the following job classifications:

Professional	191.7	61.40%
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W	74.7	48.80%
I	0.9	0.40%
AS	1	0.70%
PI	0	0.20%
T	0	0.00%

### Teachers By Years of Experience:

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Beginning	47.5	31.10%
1-5 years	57.6	37.70%
6-10 Years	29.5	19.30%
11-20 Years	12.2	8.00%

Over 20  
Years                      6                      3.90%

### **Staff Quality, Recruitment, and Retention Strengths**

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

- High-quality and High expectations (required certified teacher and required ESL endorsements)
- Growing student population correlates to growing teaching positions
- Strong partnership with Region 10 and Region 11 for professional development
- Dedicated staff to support the BIL/ESL program, Sp Ed program, and Teaching and Learning
- Campus-based teacher mentors for beginner teacher
- Additional paid contract days embed time for targeted professional development
- Professional Learning Community built into the Master Schedule for PK-8 teachers
- District mentor program for new and new to district teachers
- Partnerships with teacher certification programs such as University of Texas Tyler

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Last year 31.1% of the teaching staff were beginning their first year and 37.7% of the teaching staff were between years 1 and 5.  
**Root Cause:** Root Cause: High teacher attrition from the district due to preparedness and support aligned with district goals. The district needs to address teacher attrition rates by increasing quality targeted professional development, opportunities to receive on the job training, and frequency and quality of teacher observation feedback.

**Problem Statement 2:** The district offers courses and programs requiring hard to staff teaching staff, including Dual Credit, Advanced Placement, and Bilingual programs.  
**Root Cause:** Root Cause: There is an increased need for special programs and teachers to teach them. The district needs to increase professional development and training to grow and retain current teaching force with the intent on improving quality and building capacity.

**Problem Statement 3:** For the 2017-2018 school year, the district hired sixty (60) new staff members to address teacher attrition and expansion of programs.  
**Root Cause:** Root Cause: There will always be a need for continuous teacher recruitment programs. The district needs to review, revise and implement human resources recruitment calendar/plan designed using District three year trend data.

**Problem Statement 4:** For the 2017-2018 school year, the district hired sixty (60) new staff members to address teacher attrition and expansion of programs.  
**Root Cause:** Root Cause: There will always be a need for continuous teacher recruitment programs. The district needs to review, revise and implement human resources recruitment calendar/plan designed using District three year trend data.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Waxahachie Faith Family Academy school district offers a variety of courses including Bilingual/ESL education, Pre-AP and AP Coursework, Dual Credit classes, and Career Pathways. The district provides teachers with the following curriculum:

**Math, English Language Arts, Science, and Social Studies:** TEKS Resource System

**Career and Technology:** TX CTE Resource System

**Advanced Placement:** College Board

Curriculum listed above provide a scope and sequence, pacing guide (in math and ELAR), Student Objective clarifications.

The district provides **targeted and intensive teacher in-service** (additional paid days added to teacher contract).

The district provides **Instructional Coaches in Math, English Language Arts, Science (with math), and Social Studies (with ELAR)** assigned to each campus. The Instructional Coaches provide daily support to teachers in areas including: job embedded professional development, professional learning community, and curriculum resources.

The district provides **Instructional Coaches in the area of writing and instructional technology** district wide to support district technology initiatives and writing across the curriculum.

The district provides an **Executive Director over testing and information systems** to support the implementation of data driven analysis, interim and benchmark assessments, and testing coordination.

The district provides **Deans of Instruction for Elementary and Secondary levels** to implement and support professional learning communities, teacher support, and coordinate assessments.

The district provides **ESL/Bilingual Coordinators** to support the ESL/Bilingual programs such as Bi-literacy, Language Assessment, LPAC and accommodations.

### Curriculum, Instruction, and Assessment Strengths

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high

at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

- Dedicated days for targeted professional development: 10 days of in-service and early release days each six weeks
- Dedicated personnel to provide flexible and nimble on-site teacher support of curriculum, instruction, and data analysis
- Dedicated personnel to support special programs and special populations

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** There are inconsistent levels of curricular support for all coursework and subjects offered in the District. All subjects and courses need TEKS, TEKS Unpacked, Scope and Sequence, Pacing Guides, and Instructional Focus Documents. **Root Cause:** Root Cause: Insufficient instructional personnel to develop the materials for a rigorous and guaranteed curriculum. The district needs to adjust instructional personnel job descriptions and allocations to support development of critical resources.

**Problem Statement 2:** Inexperienced teachers represent a large portion of the teaching staff. **Root Cause:** Root Cause: Lack of teacher support, timely feedback, and/or resources increase teacher attrition. The district needs to provide more support in providing teachers with the training and materials necessary to provide quality first instruction and grow professionally.

**Problem Statement 3:** Inexperienced teachers represent a large portion of the teaching staff. **Root Cause:** Root Cause: New teachers carry larger and more differentiated needs and require more support. The district needs to increase new teacher mentoring systems to provide frequent and targeted support both instruction as well as operationally.

**Problem Statement 4:** There are inconsistent levels of curricular support for all coursework and subjects offered in the District. All subjects and courses need TEKS, TEKS Unpacked, Scope and Sequence, Pacing Guides, and Instructional Focus Documents. **Root Cause:** Root Cause: The accessibility and user-friendliness to curriculum and curriculum documents needs improvement. The district needs to establish and maintain curriculum documents, provide timely and effective training on these systems, and monitor teacher use and feedback.

## Family and Community Involvement

### Family and Community Involvement Summary

Waxahachie Faith Family Academy school district holds parent and community and involvement as a priority and have personnel and organizational structures in place to focus on improving it. The district has dedicated personnel at the district level and the campus level to coordinate, monitor, and lead parent and community engagement activities.

- **Campus Leadership:** Campus administrators create a calendar of parent and community involvement activities including: Open House, Meet the Teacher, Donuts with Dads/Muffins for Moms.
- **District Community and Parent Involvement:** Designated personnel actively seeks community partnerships, extra-district funds (grants, awards), and targeted communications and branding (website, public relations documents) such as Drive Casa partnership to reward Perfect Attendance, educational foundations, and public relations consultants.
- **PTSO Parent Engagement:** Transition and support campus administrators in planning PTSO meetings and events. Provide assistance to meet campus improvement goals for parent involvement in metrics such as: attendance to school functions, participation in parent training sessions, staff participation in PTSO.
- **District Special Programs:** The district offers informational and parent education programs in accordance to District initiatives and State compliance. This includes such topics as health and wellness and UIL.
- **Departmental Programs:** Departments such as athletics, fine arts, etc. provide opportunities for students, parents, and community members to support their programs by being spectators, volunteers, or other capacity to add value and appreciation of student programs

Communication to students, parents, and community members takes into account being inclusive of native language and preferred method of communication. In addition, events are calendared and made public to communicate events in a timely manner.

The district administers a survey directed to parents and community stakeholders to receive feedback of their perceptions for improvement.

### Family and Community Involvement Strengths

Waxahachie Faith Family Academy school district has embedded personnel and structures at all levels of district organization with the goal of increased parent and community environment. In addition, prioritizing stakeholder involvement based on district needs has produced the following positive results:

- **Attendance Rate:** Partnership with Drive Casa is a successful partnership that rewards secondary students at the Oak Cliff campus by donating a new car. This partnership has been confirmed for the next five (5) years. As a result, the campus showed a 2-3% increase in attendance at the targeted grade levels.
- **Student Retention:** Parent Involvement opportunities such as Donuts with Dads and Muffins for Moms, Science and Math Night, and parent conference nights improved enrollment at the Waxahachie campus as well as student participation in Eagle Elite Camps.

- **Student Achievement:** A critical component t the campus and district improvement plan is timely and effective Response-to-Intervention programs. Programs such as the Eagle Elite Camps (Saturday Tutorials) and Spring Break Camps require students to receive remediation and support outside the regular school day. Student participation require parent buy-in that Principal lead communication and events can afford. The participation rate at Saturday schools were in the hundreds each week.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** The district needs to maintain bilingual/multilingual assistance to communicate with parents and increase parental involvement in academics, extra-curricular activities, and decision making. **Root Cause:** Root Cause: Diverse student populations and respective parent population offers challenges in the areas of communication, and involvement due to native language barriers.

**Problem Statement 2:** The district needs to maintain and expand on current parent educational opportunities to build language acquisition and technology skills of all parents. **Root Cause:** Root Cause: Diverse student populations and respective parent population offers challenges in the areas of communication, and involvement due to native language barriers. Further, generational and educational level of parents may create a disconnect between desire and ability to support student academic performance.

**Problem Statement 3:** The capacity of the staff to communicate with non-English speaking parents needs to be improved. **Root Cause:** Root Cause: The district needs to continue to train faculty and staff on EL cultural and linguistic needs, while increasing teacher retention rates to build capacity.

**Problem Statement 4:** The district needs to expand its partnerships with the community and parents to provide extended opportunities for students. **Root Cause:** Root Cause: The district needs to increase the exposure of its brand and vision to the surrounding community in which it serves. The district needs to continue to build pride and sense of ownership in students and increase participation in community service projects that impact the community.

# Technology

## Technology Summary

Waxahachie Faith Family Academy school district is committed to the education of all students in a 21st Century learning environment and seeks to effectively use technology to improve productivity, increase learning, and to better communicate with parents and the community. This requires a commitment to staff development and the recognition that the path to new skills is ongoing and ever changing. As a learning organization committed to the success of every student, every day, the district's technology department strives to maintain the highest possible standards in hardware, software, and network capability for our staff and students. We currently provide hardware, software, and network resources to staff and students on every campus with multiple vectors for both hardware and software support. Our goal is to continue providing cutting-edge resources to support the highest levels of student engagement and profound learning.

## Technology Strengths

Waxahachie Faith Family Academy school districts has devoted resources and an organizational structure to prioritize the district's technology plan. With devoted personnel, external consultants, and student/stakeholder input, the district has been able to:

- establish an intentional repertoire of instructional software
- provide an instructional technology coach for technology integration in the classroom
- implement technology-assisted communication platforms such as Schoology and parent portal
- established technology access infrastructure in the form of Computers-on-wheels, iPad carts, and computer labs

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** An increase in devices is needed to increase the student to device ratio for both instruction and online testing. **Root Cause:** Root Cause: Current district technology infrastructure needs to be updated due to wear and changes in system standards (i.e. laptops, iPads, WiFi Networks, software)

**Problem Statement 2:** An increase in devices is needed to increase the student to device ratio for both instruction and online testing. **Root Cause:** Root Cause: Changes in statewide testing has placed a burden on school districts to have more students test online with more user interface requirements (headphones, microphones).

**Problem Statement 3:** The district needs to continue to build an infrastructure that supports 21st Century Readiness in all FFA classrooms. **Root Cause:** Root Cause: Teachers need additional technological resources and the accompanying training on instructional technology methods and strategies.



**Problem Statement 4:** The district needs to continue to build an infrastructure that supports 21st Century Readiness in all FFA classrooms. **Root Cause:** Root Cause: The district needs to develop resources integrated into the curriculum at grade and content area levels to enrich and engage students for personalized learning.

**Problem Statement 5:** The district needs to continue to build an infrastructure that supports 21st Century Readiness in all FFA classrooms. **Root Cause:** Root Cause: The district needs to explore and implement emerging technologies which enhance cognitive engagement and learning for all students including: ELL, GT, CTE, SPED, Eco Dis, At-risk, Dyslexia, PreK-12, and 504 .

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

## Goals

**Goal 1: The District Average Years of experience for teachers is 4.6 years (State: 10.9) The district turnover rate for teachers is 55.2 (State 16.5). The percentage of teacher turnover rate will decrease from 55.2 to33. This would result in a corresponding increase of Average Teacher years of experience for teachers from 4.6 to 5.5 in 2018.**

**Performance Objective 1:** The percentage of teacher turnover rate will decrease from 55.2 to33. This would result in a corresponding increase of Average Teacher years of experience for teachers from 4.6 to 5.5 in 2018.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TXEIS Human Resources Reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Teacher Recruitment Activities: Supplement district recruitment activities including teacher job fairs and partnerships with teacher certification programs with the development and dissemination of media and materials targeted to attracting HQ teachers (physical, electronic and online).</p>	1.0, 2.0	Executive Director of Human Resources	Increase in hiring of highly qualified teachers in vacancies doe to attrition and program growth.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Teacher Development Activities: Supplement district teacher development of novice teachers and teachers new to the district by assigning a New Teacher Coordinator whose function is to: mentor new teachers, provide job embedded professional development (demonstration lessons, co-planning, trainings and workshops).</p>	1.0, 2.0	Executive Director of Human Resources Assistant Superintendents	Improve targeted teacher attrition by reducing turnover of effective, highly-qualified teachers				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>3) Teacher Development Activities: Supplement districts Professional Development Plan to provide research-based professional development opportunities that is tiered (novice, developing, proficient, and master teachers) aligned with district initiatives (including Bi-literacy, Fine Arts, and technology).</p>	1.0, 2.0	Executive Director of Human Resources Assistant Superintendents	Improve targeted teacher attrition by reducing turnover of effective, highly-qualified teachers				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Teacher Retention Activities: Extend district PBIS strategies and programs to include activities to build positive climate and culture for all staff members (including teachers) directed towards positive outcomes such as teacher attendance, teacher performance, and involvement with campus activities.</p>	1.0, 2.0	Executive Director of Human Resources Assistant Superintendents	Improve targeted teacher attrition by reducing turnover of effective, highly-qualified teachers				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2: District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. There is a need to increase reading instructional quality and targeted RtI activities and in turn student performance in Reading.**

**Performance Objective 1:** District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. There is a need to increase reading instructional quality and targeted RtI activities and in turn student performance in Reading. District Mathematics performance rate: 55% approaches (5% Masters). Lowest sub-population: AA. The percentage of District Mathematics performance rate will increase 55% to 65% approaches and 5% to 10% Masters.

**Evaluation Data Source(s) 1:** 2018 Accountability Ratings  
Interim Assessments  
District Benchmarks

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) High Quality Reading Instruction: Supplement district instructional program with increased opportunities of data informed decision making including 1. development of formative assessments (iStation, common assessments, STAAR question banks), 2. allocated time for data analysis with PLCs and data analysis protocols, 3. two teacher facilitators for instructional support, and 4. increased frequency of teacher observations and feedback.</p>	1.0	Assistant Superintendent of Compliance and Instruction Executive Director of Testing and Information Systems Principals Instructional Coaches	Increase student achievement, student progress, and student mastery in Reading.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) High Quality Reading Instruction: Supplement district instructional materials to support targeted sub population: EL such as bilingual reading materials, support technology, and language acquisition professional development.</p>	1.0	<p>Assistant Superintendent of Compliance and Instruction Executive Director of Testing and Information Systems Principals Instructional Coaches</p>	<p>Increase student achievement, student progress, and student mastery in Reading.</p>				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Targeted RtI Activities Reading and Math: Supplement district instructional program by providing additional RtI opportunities (Inside School Time Tiered Support, After-school remediation and tutorials, extra instructional day remediation and tutorials to address continuous progress of all students and increased performance on state assessments. Such as: Eagle Elite Camps and Boot Camps.</p>	1.0, 2.0	<p>Assistant Superintendents Principals Instructional Coaches</p>	<p>Increase student achievement, student progress, and student mastery in Reading and Mathematics.</p>				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



**Goal 2:** District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. There is a need to increase reading instructional quality and targeted RtI activities and in turn student performance in Reading.

**Performance Objective 2:** District Mathematics performance rate: 55% approaches (5% Masters). Lowest sub-population: AA. The percentage of District Mathematics performance rate will increase 55% to 65% approaches and 5% to 10% Masters.

**Evaluation Data Source(s) 2:** 2018 Accountability Ratings  
 Interim Assessments  
 District Benchmarks

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>  <b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) High Quality Math Instruction: Supplement district instructional program with increased opportunities of data informed decision making including 1. development of formative assessments (Imagine Math, common assessments, STAAR question banks), 2. allocated time for data analysis with PLCs and data analysis protocols, 3. two teacher facilitators for instructional support, and 4. increased frequency of teacher observations and feedback.</p>	1.0, 2.0	Assistant Superintendent of Compliance and Instruction Executive Director of Testing and Information Systems Principals Instructional Coaches	Increase student achievement, student progress, and student mastery in Mathematics.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) High Quality Math Instruction: Supplement district instructional materials to support targeted sub population: EL such as bilingual reading materials, support technology, and hands-on manipulatives and project-based activities..</p>	1.0, 2.0	<p>Assistant Superintendent of Compliance and Instruction Executive Director of Testing and Information Systems Principals Instructional Coaches</p>	<p>Increase student achievement, student progress, and student mastery in Mathematics.</p>				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Expand access to instructional materials and technology for the use of technology in direct instruction for students ability to increase math and reading readiness and performance.</p>	1.0, 2.0	<p>Expand access to instructional materials and technology for the use of technology in direct instruction for students ability to increase math and reading readiness and performance.</p>	<p>Increase student achievement, student progress, and student mastery in Reading and Mathematics.</p>				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3: Percentage of College-Ready Graduates: English language Arts (50%) Mathematics (33%) Both (33%). Average SAT score: ELAR (888) Math (448). Percentage of College-Ready Graduates will increase by 5% in all TAPR indicators.**

**Performance Objective 1:** Percentage of College-Ready Graduates will increase by 5% in all TAPR indicators.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Increase Performance on College and Career Indicators AP Course and Dual credit participation and performance: Supplement district course offerings to expand pre-AP and AP course offerings by providing HQ staff and instructional materials with ancillary and technological support for core contents and college entrance examinations (such as TSI instructional materials, adaptive web-based programs for improving TSI and SAT/ACT performance, or teacher professional development trainings)</p>		Assistant Superintendent of Special Programs Counselors PEIMS Coordinator	Increase number of students performance on college entrance examinations.				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Increase Performance on College and Career Indicators: Supplement district instructional program to address performance on SAT/ACT examinations with activities such as additional formative assessments and student feedback (administering ASPIRE, PSAT).</p>		Assistant Superintendent of Special Programs Counselors PEIMS Coordinator	Increase number of students performance on college entrance examinations.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







**Goal 4: Percentage of Advanced Course/Dual Credit Course Completion: Any Subject: 11.0. AP/IB Results: 10.2% 3+ score. Percentage of Advanced Course/Dual Credit Course Completion will increase by 10%.**

**Performance Objective 1:** Percentage of Advanced Course/Dual Credit Course Completion will increase by 10%.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Increase Advanced Course/Dual Credit Course Completion: Supplement districts instructional materials to provide extension and GT activities within and outside the school day, such as academic competitions, leadership programs, and college and career awareness activities for all stakeholders.</p>		<p>Assistant Superintendent of Special Programs Counselors PEIMS Coordinator</p>	<p>Increase number of students performance on college entrance examinations.</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							







**Goal 5: Percentage of students in CTE Coherent Sequence: 78.6%. Need to increase student participation in advanced CTE courses. Percentage of students in CTE Coherent Sequence will increase from 78.6% to 80%.**

**Performance Objective 1:** Percentage of students in CTE Coherent Sequence will increase from 78.6% to 80%.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Increase CTE Coherent Sequence: Supplement districts instructional materials to provide extension and GT activities within and outside the school day, such as CATE preparation training and competitions, CTE certifications, and expanding career exploration for all stakeholders.</p>	1.0, 2.0, 8.0	Assistant Superintendent of Special Programs Counselors PEIMS Coordinator	Increase number of students who meet one of the indicators of College and Career Readiness as defined by the State Accountability System				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 6: The District has one low performing campus: Waxahachie Faith Family Academy (CDN 101) due to index 3 only (Index 3 score 26; requirement 28). Index 3 focuses on Eco Dis students in the subjects of Math, Science, Writing and English language Arts. The percentage of Campus Reading STAAR performance rate will increase from 55% to 65% approaches and from 4% to 10% masters.**







**Performance Objective 1:** The percentage of Campus Math STAAR performance rate will increase from 52% to 65% approaches and from 4% to 10% masters.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Increased targeted RtI opportunities: Provide additional RtI activities within and outside the traditional school day (Eagle Elite Camps, Science and Math Nights, Content Boot Camps) utilizing HQ teachers.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Targeted interventions for at risk students and increase student achievement.				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 7: The District has one low performing campus: Waxahachie Faith Family Academy (CDN 101) due to index 3 only (Index 3 score 26; requirement 28). Index 3 focuses on Eco Dis students in the subjects of Math, Science, Writing and English language Arts. The percentage of Campus Math STAAR performance rate will increase from 52% to 65% approaches and from 4% to 10% masters.**

**Performance Objective 1:** The percentage of Campus Reading STAAR performance rate will increase from 55% to 65% approaches and from 4% to 10% masters.







**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.				



<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Increased targeted RtI opportunities: Provide additional RtI activities within and outside the traditional school day (Eagle Elite Camps, Science and Math Nights, Content Boot Camps) utilizing HQ teachers.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Targeted interventions for at risk students and increase student achievement.				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 8: The District has one low performing campus: Waxahachie Faith Family Academy (CDN 101) due to index 3 only (Index 3 score 26; requirement 28). Index 3 focuses on Eco Dis students in the subjects of Math, Science, Writing and English language Arts. The percentage of Campus Writing STAAR performance rate will increase from 24% to 65% approaches and from 4% to 10% masters.**







**Performance Objective 1:** The percentage of Campus Writing STAAR performance rate will increase from 24% to 65% approaches and from 4% to 10% masters.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.</p>	<p>1.0, 2.0</p>	<p>Assistant Superintendents Executive Director of Human Resources Principal</p>	<p>Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 9: The District has one low performing campus: Waxahachie Faith Family Academy (CDN 101) due to index 3 only (Index 3 score 26; requirement 28). Index 3 focuses on Eco Dis students in the subjects of Math, Science, Writing and English language Arts. The percentage of Campus Science STAAR performance rate will increase from 42% to 65% approaches and from 4% to 10% masters.**







**Performance Objective 1:** The percentage of Campus Science STAAR performance rate will increase from 42% to 65% approaches and from 4% to 10% masters.

**Evaluation Data Source(s) 1:** 2018 TAPR Report  
TxEIS Grade Reporting  
District Data Reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.</p>	1.0, 2.0	Assistant Superintendents Executive Director of Human Resources Principal	Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.</p>	<p>1.0, 2.0</p>	<p>Assistant Superintendents Executive Director of Human Resources Principal</p>	<p>Increase in teacher capacity and quality first instruction, targeted interventions for at risk students, and increase student achievement.</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teacher Recruitment Activities: Supplement district recruitment activities including teacher job fairs and partnerships with teacher certification programs with the development and dissemination of media and materials targeted to attracting HQ teachers (physical, electronic and online).
1	1	2	Teacher Development Activities: Supplement district teacher development of novice teachers and teachers new to the district by assigning a New Teacher Coordinator whose function is to: mentor new teachers, provide job embedded professional development (demonstration lessons, co-planning, trainings and workshops).
1	1	3	Teacher Development Activities: Supplement districts Professional Development Plan to provide research-based professional development opportunities that is tiered (novice, developing, proficient, and master teachers) aligned with district initiatives (including Bi-literacy, Fine Arts, and technology).
1	1	4	Teacher Retention Activities: Extend district PBIS strategies and programs to include activities to build positive climate and culture for all staff members (including teachers) directed towards positive outcomes such as teacher attendance, teacher performance, and involvement with campus activities.
2	1	2	High Quality Reading Instruction: Supplement district instructional materials to support targeted sub population: EL such as bilingual reading materials, support technology, and language acquisition professional development.
2	1	3	Targeted RtI Activities Reading and Math: Supplement district instructional program by providing additional RtI opportunities (Inside School Time Tiered Support, After-school remediation and tutorials, extra instructional day remediation and tutorials to address continuous progress of all students and increased performance on state assessments. Such as: Eagle Elite Camps and Boot Camps.
2	2	1	High Quality Math Instruction: Supplement district instructional program with increased opportunities of data informed decision making including 1. development of formative assessments (Imagine Math, common assessments, STAAR question banks), 2. allocated time for data analysis with PLCs and data analysis protocols, 3. two teacher facilitators for instructional support, and 4. increased frequency of teacher observations and feedback.
2	2	2	High Quality Math Instruction: Supplement district instructional materials to support targeted sub population: EL such as bilingual reading materials, support technology, and hands-on manipulatives and project-based activities..
2	2	3	Expand access to instructional materials and technology for the use of technology in direct instruction for students ability to increase math and reading readiness and performance.
3	1	2	Increase Performance on College and Career Indicators: Supplement district instructional program to address performance on SAT/ACT examinations with activities such as additional formative assessments and student feedback (administering ASPIRE, PSAT).

Goal	Objective	Strategy	Description
4	1	1	Increase Advanced Course/Dual Credit Course Completion: Supplement districts instructional materials to provide extension and GT activities within and outside the school day, such as academic competitions, leadership programs, and college and career awareness activities for all stakeholders.
5	1	1	Increase CTE Coherent Sequence: Supplement districts instructional materials to provide extension and GT activities within and outside the school day, such as CATE preparation training and competitions, CTE certifications, and expanding career exploration for all stakeholders.
6	1	1	Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.
6	1	2	Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.
6	1	3	Increased targeted RtI opportunities: Provide additional RtI activities within and outside the traditional school day (Eagle Elite Camps, Science and Math Nights, Content Boot Camps) utilizing HQ teachers.
7	1	1	Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.
7	1	2	Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.
7	1	3	Increased targeted RtI opportunities: Provide additional RtI activities within and outside the traditional school day (Eagle Elite Camps, Science and Math Nights, Content Boot Camps) utilizing HQ teachers.
8	1	1	Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.
8	1	2	Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.
9	1	1	Increased teacher support: Provide teachers with job embedded professional development and support through assignment of instructional coaches for low performing campus in the area of Science, Mathematics, Reading and Writing.
9	1	2	Increased teacher support: Train teachers to deliver high quality instruction through high interest, project-based STEAM program and build instructional materials to support it.