

Wellman-Union Independent School District

District

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Student success in all we do, through relationships and high expectations.

Vision

Every graduate ready for college, career, and life.

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Comprehensive Needs Assessment

Revised/Approved: October 09, 2018

Needs Assessment Overview

We have a school-wide Title 1 program, serving a 55.9% economically disadvantaged campus. The following fund sources are in place to improve our overall educational program:

Title I Part A 211 -- \$100,149

Title II Part A 255 -- \$10,714

Title III-LEP 263 -- \$1700 (SSA with Region 17 ESC)

SCE Funds -- \$239,166

SPED -- \$199,676

ESL -- \$22,204

Gifted and Talented -- \$10,890

USDE Small Rural School Grant -- \$19,226

Career and Technology -- \$125,088

Title I Part C - Migrant -- \$22,439

In consultation with the district auditor, business office, administrators, and other campus professional staff, the decision was made to use the following method:

Wellman-Union ISD ensures that records are kept that demonstrate that the Federal funds, including Title I Part A funds, are used to support activities that

address specific educational needs of the school identified by this campus's comprehensive needs assessment and are articulated in the schoolwide program plan. These records do not identify, by program, the specific activities supported by those program funds. However, the district and campus ensure that this schoolwide campus contains sufficient resources and activities to reasonably address the intent and purpose of each of the consolidated Federal programs, particularly as they relate to the lowest-performing students. [Section 114(a)(3)(C)]

The following federal funds are REAPed to meet the intent and purpose of Title I, Part A: Title II, Part A Fund Code 255.

Wellman-Union ISD is a Title I, Part A schoolwide program with a student poverty rate of at least 40% that combines federal funds with State Compensatory Education funds to upgrade services for at-risk students.

Questions asked and incorporated into funding decisions:

1. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
2. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
3. Is the program, activity, or strategy to be funded described in the district improvement plan before the decision of whether to pay the expenditure from Title I, Part A funds?
4. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
5. Will the program, activity, or strategy upgrade the entire educational program?
6. If not using 8911, is the program, activity, or strategy supplemental to other non-federal programs? On a schoolwide program, the amount of Title I, Part A funding in the district must be supplemental.

The following district/campus activities and/or staff positions will be funded using the combined federal funds:

- Supplemental salaries
- Staff development
- Supplemental curriculum
- Classroom Technology
- 8911 - All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving.

Demographics

Demographics Summary

Wellman-Union ISD

PO Box 69, Wellman, TX 79378

806-637-4910

wellman.esc17.net

Superintendent: Aaron Waldrip

awaldrip@esc17.net

TOTAL STUDENT ENROLLMENT 2017-18

2017-2018 Enrollment: 313

Student Enrollment by Race/Ethnicity

African American -- 1.3%

Asian -- 0%

Hispanic -- 41.5%

American Indian -- 0%

Pacific Islander -- 0%

Two or More Races -- 1.3%

White -- 55.9%

Student Enrollment by Gender

Male -- 50.5%

Female -- 49.5%

Student Enrollment by Type

Economically Disadvantaged -- 55.9%
English Learners -- 9.6%
Students Receiving Special Ed Services -- 6.4%

Staff 2016-17

Number of Full-Time Staff -- 42.3
Number of Full-Time Teachers -- 22.6
Average Staff Salary -- \$42,422

Demographics Strengths

Total enrollment was 245 at the end of the 2015-2016 school year, 285 at the end of the 2016-2017 school year, and 313 to end the 2017-2018 school year. Total enrollment as of September 2018 was 333.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase of student enrollment requires additional resources and proper planning to operate effectively. **Root Cause:** Increase of Student Enrollment

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement: 87 out of 100

<https://txschools.org/districts/223904/overview>

STAAR Performance Score: 77 out of 100

College, Career, and Military Readiness Score: 94 out of 100

Graduation Rate Score: 95 out of 100

STAAR Performance (77 out of 100):

Masters Grade Level: 17% of students at Masters Grade Level (State 22%)

Reading 19% (State 19%)

Math 20% (State 24%)

Science 9% (State 23%)

Social Studies 21% (State 31%)

Writing 8% (State 13%)

Meets Grade Level: 47% of students at Meets Grade Level (State 48%)

Reading 48% (State 46%)

Math 45% (State 50%)

Science 45% (State 51%)

Social Studies 52% (State 53%)

Writing 55% (State 41%)

Approaches Grade Level: 82% of students at Approaches Grade Level (State 77%)

Reading 82% (State 74%)

Math 85% (State 81%)

Science 79% (State 80%)

Social Studies 76% (State 78%)

Writing 84% (State 66%)

College, Career, and Military Readiness (94 out of 100):

College, Career, and Military Readiness Rate 77% (State 54%)

Scored High Enough to Earn College Credit on AP/IB Exams -- 0%

Scored At or Above the College Ready Level on SAT, ACT, or TSIA -- 45.5%

Completed a College-Level Dual Credit Course -- 54.5%

Earned an Associate's Degree -- 0%

Earned an Industry-Based Certification -- 0%

Graduated with Completed Individual Education Program (IEP) and Workforce Readiness -- 0%

Enlisted in the Armed Forces -- 9.1%

Completed Coherent Sequence of Career & Technical Education Coursework Aligned to Industry Certification -- 22.7%

Graduation Rate (95 out of 100):

Four-Year Graduation Rate -- 92.3%

Five-Year Graduation Rate -- 100%

Six-Year Graduation Rate -- 100%

Dropout Rate -- 1.6%

School Progress: 88 out of 100

Academic Growth: 82 out of 100

Relative Performance: 88 out of 100

Academic Growth (82 out of 100):

Academic Growth 72% (State 69%)

Reading 67% (State 69%)

Math 78% (State 70%)

Relative Performance (88 out of 100):

Economically Disadvantaged Students 55.9%

Closing the Gaps: 83 out of 100

Grade Level Performance: 7 of 12 goals met (58%)

All Students: Met Reading, Not Met Math

Hispanic: Met Reading, Not Met Math

White: Not Met Reading, Not Met Math

Economically Disadvantaged: Met Reading, Met Math

Continuously Enrolled: Met Reading, Not Met Math

Non-Continuously Enrolled: Met Reading, Met Math

Academic Growth/Graduation Rate: 1 of 1 targets met (100%)

All Students: Met Graduation

Student Achievement: 1 of 1 targets met (100%)

All Students: Met College, Career, Military Readiness

Student Academic Achievement Strengths

Student Academic Achievement score of 87 out of 100, calculated by STAAR Performance, College, Career, Military Readiness, and Graduation Rate.

STAAR Performance Approaches Grade Level is 5% above the state average.

College, Career, and Military Readiness Rate of 77% is 23% above the state average of 54%.

School Progress Score of 88 out of 100, calculated by Academic Growth and Relative Performance.

Distinction Earned (Top 25%) in Comparative Closing the Gaps, calculated by the percentage of different groups of students that are performing above state goals in four areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Performance Masters Grade Level is 5% below the state average.

Problem Statement 2: 3-8 ESL Performance on Math and Reading STAAR (PBMAS)

School Processes & Programs

School Processes & Programs Summary

2017-2018 Attendance Rate: 95.73

2017-2018 Discipline: 10 Incidents resulting in In-School Suspension, 0 Incidents resulting in Out-of-School Suspension, 0 Incidents resulting in DAEP

2017-2018 Teacher Turnover Rate: 25%

School Survey Participation: 21 Teachers, 195 Students, 55 Parents

100% of teacher survey participants feel this is a safe school. 90% of parent survey participants believe this is a safe school. 86% of student survey participants believe this is a safe school.

81% of teacher survey participants feel that the internet speed and reliability is insufficient to support instructional practices.

63% of parent survey participants are satisfied with the communication between the district and the community.

School Processes & Programs Strengths

Discipline and Attendance continue to be strengths in the district.

Stakeholders are confident that we are a safe district.

97% of parent survey participants feel the district provides a quality learning environment.

92% of parent survey participants feel the district front office staff is helpful.

92% of parent survey participants feel the district is welcoming to parent involvement in school events.

90% of parent survey participants feel the district appropriately challenges and prepares students.

90% of student survey participants feel the district provides a quality learning environment.

85% of teacher survey participants feel the community is supportive of the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While technology upgrades have been made, additional technology is needed to improve instruction and provide all staff and students efficient access.

Problem Statement 2: In year three of implementation, teachers need additional training in Eduphoria, a web-based program for teachers to disaggregate student data, record lesson plans, review observations, and more.

Problem Statement 3: Additional support needed for Federal Program effectiveness and compliance.

Problem Statement 4: Teacher and administration turnover increased at the end of the 2017-2018 school year.

Problem Statement 5: Communication needs to improve to satisfy the expectation of the district and community.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each 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
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve Academic Performance

Performance Objective 1: In Reading, the summed student performance on state assessments will increase from 73% to 80% Approaching, 44% to 50% Meets, and 16% to 25% Masters.

Evaluation Data Source(s) 1: TAPR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide 30 minutes of daily RTI.	2.4, 2.5, 2.6	Principals	Improve student mastery of TEKS				
Critical Success Factors CSF 1 2) Continue Saxon Phonics K-2		Elementary Teachers, Elementary Principal	Local Assessments				

Goal 1: Improve Academic Performance

Performance Objective 2: In Math, the summed student performance on state assessments will increase from 73% to 80% Approaching, 31% to 50% Meets, and 10% to 25% Masters.

Evaluation Data Source(s) 2: TAPR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Continue Think Through Math program in grades 3-12	2.4, 2.5, 2.6	Computer Assistant, Math Teachers, Principals	TTM Student Reports				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Require tutorials for all students needing accelerated instruction (based on state and local assessments)		Principals, Teachers	Assessment scores, Progress Reports, Report Cards				
Critical Success Factors CSF 1 3) Target State Assessment Math objectives for each grade level		Math Teachers, Principals	Progress Reports, Report Cards, Local and State Assessments				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Improve Academic Performance

Performance Objective 3: In Writing, the summed student performance on state assessments will increase from 63% to 70% Approaching, 34% to 40% Meets, and to 15% Masters.

Evaluation Data Source(s) 3: TAPR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) 1. Implement writing activities and prompts in all classes on a daily basis.	2.4, 2.6	Teachers, Principals					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Provide professional development opportunities for teachers in writing.	2.4, 2.6	Teachers, Principals					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Improve Academic Performance

Performance Objective 4: In Science, the summed student performance on state assessments will increase from 82% to 85% Approaching, 29% to 50% Meets, and 10% to 20% Masters.

Evaluation Data Source(s) 4: TAPR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) 1. Increase rigor of science instruction in order to increase meets and masters scores.	2.4, 2.6	Teachers, Principals					
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Goal 1: Improve Academic Performance

Performance Objective 5: In Social Studies, the summed student performance on state assessments will increase from 60% to 80% Approaching, 20% to 50% Meets, and to 25% Masters.

Evaluation Data Source(s) 5: TAPR

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) 1. Specific scheduled instruction for social studies in all elementary classrooms.	2.4, 2.5, 2.6	Teachers, Principals					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Provide professional development opportunities for social studies teachers/content based teachers.	2.4, 2.6	Teachers, Principals					

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Improve Academic Performance

Performance Objective 6: Increase scores 5% for all subgroups in all subjects on state assessments.

ELL 31% to 36%

Econ Disadv 66% to 71%

Special Ed 40% to 45%

Evaluation Data Source(s) 6: TAPR

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Through staff training, ensure screening, identification, and services to students with dyslexia.	2.4, 2.5, 2.6	504 Coordinator, Teachers	Training certificates, screening documentation				
Critical Success Factors CSF 1 2) Through staff training, ensure screening, identification, and services to special education students	2.4, 2.6	Diagnostician, Principals, Special Education Teachers, Special Education Director	State and Local Assessment results				
Critical Success Factors CSF 1 CSF 4 3) Provide additional instruction for students who do not pass 5/8 STAAR Math and/or Reading, or End of Course (EOC) assessment(s)	2.4, 2.5, 2.6	Principals, Core Teachers	Student Participation (Attendance), State Assessments				

Goal 1: Improve Academic Performance

Performance Objective 7: In the area of literacy, 100% of prekindergarten students will be able to identify 20 upper case and 20 lower case letters and 20 letter sounds.

Evaluation Data Source(s) 7: Prekindergarten Summative Evaluation

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) BOY, MOY, EOY progress monitoring to track student data	2.4, 2.6	PK Teachers, Principals					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 8: In the area of Math, 100% of prekindergarten students will be able to rote count to 30, count objects to 10, and recognize numerals 0-9.

Evaluation Data Source(s) 8: Prekindergarten Summative Evaluation

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) BOY, MOY, EOY progress monitoring to track student data	2.4, 2.6	PK Teachers, Principals					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 9: In the area of Reading, 90% of students K-8 will be reading on or above grade level.

Evaluation Data Source(s) 9: iStation and TPRI

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Use RTI to meet the needs of struggling readers.	2.4, 2.5, 2.6	ELAR Teachers, Principals					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 10: The District will meet the state standard for percent of students taking and scoring above criteria for the ACT/SAT.

Evaluation Data Source(s) 10: TAPR

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Counselor will meet with students who are eligible to take the ACT/SAT and assist with test registration.		Principals, Counselor					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 11: 45% of students taking the PSAT/NMSQT will earn a college readiness score.

Evaluation Data Source(s) 11: PSAT and SAT Results

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Counselor will ensure students taking the PSAT/NMSQT will receive prep material to increase success.</p>		Principals, Counselor					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 12: 100% of graduates will graduate college, career, and/or military ready, meeting any of the following criteria:

- Industry Certification
- Minimum of 9 Dual-Credit Hours
- Successfully Complete Math and English College Prep Course
- Meet TSI/ACT/SAT Compliance in Math and English

Evaluation Data Source(s) 12: PEIMS

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Counselor will schedule and review degree plans of all students.		Principal, Counselor					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 13: Increase learning time by 5%.

Evaluation Data Source(s) 13: Walkthroughs
Master Schedule

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide GT students with a continuum of learning experiences that lead to advanced level products and/or performances		GT Coordinator, UIL Sponsors, Principals	Student projects, UIL participation, Learning experiences				
Critical Success Factors CSF 1 2) Continue Webcat in grades 3-11 Math, Science, English and Social Studies		Principals	State and Local Assessments				
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Reward perfect attendance each 6 weeks		Principals	6-week attendance reports				
Critical Success Factors CSF 1 CSF 4 CSF 6 4) Reward perfect attendance each 6 weeks		Principals	6-week attendance reports				
Critical Success Factors CSF 1 CSF 4 CSF 6 5) Reward perfect attendance each 6 weeks		Principals	6-week attendance reports				

Goal 1: Improve Academic Performance

Performance Objective 14: Increase the use of quality data to drive instruction by implementing unit test data disaggregation.

Evaluation Data Source(s) 14: Eduphoria and Teacher Workday Documentation

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Assess all K-2 students with Texas Primary Reading Inventory (TPRI)		Elementary Teachers, Elementary Principal	TPRI Reports				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 15: Technology will be added to enhance instruction, data and records management, and district communications.

Evaluation Data Source(s) 15: Eduphoria

School webpage

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Increase teacher data usage and professional development in eduphoria.	2.6	Principals, Teachers	Targeted instruction for approaches, meets, masters.				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 16: Implement method to evaluate student use of digital tools and technology integration.

Evaluation Data Source(s) 16: Teacher surveys

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Student lead learning through technology devices.	2.4, 2.5, 2.6	Principals, Teachers	Improved learning through educational technology programs				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Academic Performance

Performance Objective 17: Implement Technology Literacy Assessment for all 8th grade students through Texas Computer Educators Association and learning.com.

Evaluation Data Source(s) 17: Technology Literacy Assessment

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) The counselor will ensure all 8th grade students take the Technology Literacy Assessment through Texas Computer Educators Association and learning.com.</p>	2.5	Secondary Principal and Counselor					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Increase Leadership Effectiveness and Teacher Quality

Performance Objective 1: Develop a comprehensive professional learning plan for all faculty/staff addressing identified needs through common and state assessments, as well as instructional walk-throughs.

Evaluation Data Source(s) 1: T-TESS and TAPR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Provide regular, on-going staff development in content and instructional strategies		Principals	Staff Development Certificates, T-TESS Observations, Meeting/Training 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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Increase Leadership Effectiveness and Teacher Quality

Performance Objective 2: By the end of 2018-2019, 100% of teachers will be Highly Qualified in core academic subject areas, including paraprofessionals.

Evaluation Data Source(s) 2: HR Records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Recruit and hire highly qualified classroom teachers.	2.6	Principals, HR	Instruction provided by content certified teachers.				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Increase Leadership Effectiveness and Teacher Quality

Performance Objective 3: Wellman-Union ISD will retain 90% of the 2018-2019 faculty and staff.

Evaluation Data Source(s) 3: Retention rate.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Retain highly qualified staff with positive climate/culture.		Principals, HR	Cohesive staff with same vision for district.				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Increase Leadership Effectiveness and Teacher Quality

Performance Objective 4: Provide teacher feedback through TTESS walkthroughs and observations, completing all formal observations in the first semester.

Evaluation Data Source(s) 4: TTESS Observations and Walkthroughs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Consistent communication/expectations between principals and teachers.	2.5	Principals	Improved classroom instruction.				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 1: Maintain a safe learning environment.

Evaluation Data Source(s) 1: Monthly fire/emergency drills

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly fire drills.		Campus Principals	Monthly documentation.				
2) Severe weather drill practice once a semester.		Campus Principals	Documented per semester				
Critical Success Factors CSF 6		Campus Principals	Documented per semester				
3) Low level and high level lockdown drills							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Improve School Climate

Performance Objective 2: Increase family and community engagement.

Evaluation Data Source(s) 2: Sign in Sheets

Parent/Teacher Documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Provide parents of students in grades 3-8 Student Success Initiative (SSI) requirements		Principals	Meeting Agendas, Parent Letters				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 3: Improve student health, fitness, and attendance through various health screenings and fitness activities in collaboration with the School Health Advisory Committee.

Evaluation Data Source(s) 3: Nurse Screenings, Fitness activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Vision/Hearing screening and fitness gram in conjunction with SHAC.		Principals, Nurse, SHAC	Promote and educate a healthy lifestyle				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 4: District will implement consistent guidelines and practices regarding the safety and security of facilities as measured by 100% completion on updated district emergency plans and required drills.

Evaluation Data Source(s) 4: Drill Docemtation

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Conduct monthly and semester emergency drills		Campus Admin, Emergency personnel	Improve safety of all students and staff				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 5: District facilities will be well-maintained and routine maintenance will be scheduled.

Evaluation Data Source(s) 5: Completed maintenance forms/requests

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Daily observations of facility needs/improvements		Campus admin, maintenance	Improved campus appearance and functionality				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 6: Implement a method to measure student participation in extra and co curricular activities.

Evaluation Data Source(s) 6: Academic and Athletic UIL Rosters

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Provide information and excitement for extra curricular activities	2.5	Principals, Teachers, Coaches	Increase participation rates from all students				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 7: Increase parent involvement on surveys by 5%.

Evaluation Data Source(s) 7: Survey Participation Numbers

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Communicate to parents when and how to complete survey	3.1, 3.2	Campus Admin	Feedback from parents on school improvements				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 8: Provide students and parents resources regarding college, career, and military readiness.

Evaluation Data Source(s) 8: Parent Nights
Individual Degree Plans

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Provide personal aptitude tests with students to direct career path	3.1	Principals, Counselor	Increase student awareness of opportunities after high school				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Improve School Climate

Performance Objective 9: Decrease discipline referrals by 5%.

Evaluation Data Source(s) 9: Discipline Referrals

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 1) Positive Reinforcements and incentives to motivate students.	2.5, 2.6	Principals	Increased instruction time with each student.				

Goal 3: Improve School Climate

Performance Objective 10: The District drop out rate will be less than the state average.

Evaluation Data Source(s) 10: TAPR Dropout Rate

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 1) Communication with students and parents providing information to improve student performance and opportunities.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin, Counselor, Teachers	100% Graduation Rates				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Maintain Fiscal Integrity

Performance Objective 1: The District will maintain an attendance rate of 97%.

Evaluation Data Source(s) 1: Attendance Reports/PEIMS Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Active monitoring of student attendance through daily parent phone call, mail letters and schedule counseling following 3 unexcused absences in a 4-week period, refer truancy to Justice of the Peace at 10 absences in a 6-month period.		Principals	Attendance Reports				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Maintain Fiscal Integrity

Performance Objective 2: Budget allocations will be based on identified needs and priorities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 1) Superintendent will meet campus principals and program sponsors to identify and prioritize budget needs.	2.5, 2.6	Superintendent and Campus Principals					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Maintain Fiscal Integrity

Performance Objective 3: Maximize funding related to available school finance options.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Superintendent and Business Manager will regularly attend finance trainings provided by TEA, the Regional Service Center, and TASBO to stay up-to-date on school funding.	2.6						
Critical Success Factors CSF 3 2) Superintendent will contract with the Service Center to receive Funding Template support to maximize district revenue.	2.6	Superintendent					
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Maintain Fiscal Integrity

Performance Objective 4: Create and consistently utilize processes and procedures in the business department.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Staff will receive training from the business manager on business office policies and procedures.							