

Wellman-Union Independent School District

District

2019-2020



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

Needs Assessment Overview

We have a school-wide Title 1 program, serving a 54% economically disadvantaged campus. The following fund sources are in place to improve our overall educational program:

Title I Part A 211 -- \$121,043

Title II Part A 255 -- \$11,370

Title III-LEP 263 -- \$1,451 (SSA with Region 17 ESC)

Title IV Part A 289 -- \$10,000

SCE Funds -- \$236,159

SPED -- \$246,979

ESL -- \$18,253

USDE Small Rural School Grant -- \$25,596

Career and Technology -- \$174,111

Title I Part C - Migrant -- \$21, 359

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, Title IV Part A Fund Code 289

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

Pre-K - 12th Grade Campus

PO Box 69, Wellman, TX 79378

806-637-4910

wellman.esc17.net

Superintendent: David Foote-Interim

dfoote@esc17.net

TOTAL STUDENT ENROLLMENT 2018-19

335

STUDENT ENROLLMENT BY RACE/ETHNICITY

African American

.6%

Asian

0%

Hispanic

44.8%

American Indian

0%

Pacific Islander

0%

Two or More Races

1.5%

White

53.1%

Student Enrollment by Type

Eco Dis--54%

English Learners -- 11%

Migrant -- %

Students Receiving Special Ed Services --4.8%

At-Risk -- 37.9%

Staff 2018-19

Number of Full-Time Staff -- 47.1

Number of Full-Time Teachers -- 26.2

Average Staff Salary -- \$42,795

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. Enrollment as of September 2018 was 333 and 335 for the 2018-19 school year.

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

Problem Statement 2: Will possibly see a reduction in enrollment during the 2019-2020 school year with the new construction of a local Mennonite school. **Root Cause:** New construction of local Mennonite school will likely draw Wellman-Union students.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement: 91 out of 100

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

STAAR Performance Score : 78 out of 100

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

Graduation Rate Score: 100 out of 100

STAAR Performance (78 out of 100)

Masters Grade Level: 23% of students at Masters Grade Level (State 24%)

READING 23% (State 21%)

MATH 28% (State 26%)

SCIENCE 12% (State 25%)

SOCIAL STUDIES 26% (State 33%)

WRITING 14% (State 14%)

Meets Grade Level: 48% of students at Meets Grade Level (State 50%)

Reading 49% (State 48%)

Math 51% (State 52%)

Science 49% (State 54%)

Social Studies 39% (State 55%)

Writing 39% (State 38%)

Approaches Grade Level: 83% of students at Approaches Grade Level (State 78%)

Reading 85% (State 75%)

Math 89% (State 82%)

Science 80% (State 81%)

Social Studies 71% (State 81%)

Writing 70% (State 68%)

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

**SCORED AT OR ABOVE THE COLLEGE READY LEVEL ON SAT, ACT, TSIA
OR EARNED CREDIT FOR A COLLEGE PREP COURSE**

77% STATE
42.1%

SCORED HIGH ENOUGH TO EARN COLLEGE CREDIT ON AP/IB EXAMS

0% STATE
20.4%

COMPLETED A COLLEGE-LEVEL DUAL CREDIT COURSE

46% STATE
20.7%

EARNED AN INDUSTRY-BASED CERTIFICATION

0% STATE
4.8%

EARNED AN ASSOCIATE'S DEGREE

15% STATE
1.4%

**GRADUATED WITH COMPLETED INDIVIDUAL EDUCATION PROGRAM (IEP)
AND WORKFORCE READINESS**

8% STATE
1.7%

ENLISTED IN THE ARMED FORCES

0% STATE
4.3%

**COMPLETED AN ONRAMPS DUAL ENROLLMENT COURSE AND RECEIVED
COLLEGE CREDIT**

0% STATE
1.0%

**STUDENT IDENTIFIED AS RECEIVING SPECIAL EDUCATION SERVICES AND
EARNED AN ADVANCED DEGREE PLAN**

0% STATE
2.6%

EARNED A LEVEL I OR LEVEL II CERTIFICATE

0% STATE
0.6%

**COMPLETED COHERENT SEQUENCE OF CAREER & TECHNICAL
EDUCATION COURSEWORK ALIGNED TO INDUSTRY CERTIFICATION**

0% STATE
7.3%

Graduation Rate (100 out of 100):

FIVE-YEAR GRADUATION RATE 92.3% STATE 92.0%
SIX-YEAR GRADUATION RATE 100.0% STATE 92.1%
DROPOUT RATE 0.0% STATE 1.9%

School Progress: 93 out of 100:

Academic Growth: 87 out of 100

Relative Performance: 93 out of 100

Academic Growth 77% (State 69%)

READING 73% STATE 68%

MATH 80% STATE 70%

Relative Performance 93 out of 100

Economically Disadvantage Students

Closing the Gaps: 87 out of 100

11 out of 14 Targets Mets

All students: Met Reading, Met Math

Hispanic: Met Reading, Not Met Math

White: Met Reading, Met Math

Economically Disadvantaged: Met Reading, Met Math

English Learners: Not 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 91 out of 100, calculated by STAAR Performance, College, Career, Military Readiness, and Graduation Rate.

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

College, Career, and military Readiness Rate of 77% is 35% above the state average of 42.1%

School Progress Score of 93 out of 100, calculated by Academic Growth and Relative Performance.

Distinction Earned: Academics Achievement in English language Arts/Reading, Top 25% Comparative Academic Growth, Post Secondary Readiness, Top 25% Comparative Closing The Gaps

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: While 3-8 ESL performance on Math and Reading STAAR improved last year, continued improvement is needed. (PBMAS) **Root Cause:** There has been a lack of consistent targeted instruction for ESL students.

Problem Statement 3: STAAR Alt 2 participation rate of 17.4 is above the PBMAS Performance Level cut point of 0-10. **Root Cause:** With the district's small enrollment, the 3 students who qualify for the STAAR Alt 2 cause the rate to exceed the cut point.

District Processes & Programs

District Processes & Programs Summary

2018-19 Attendance Rate: 96%

2018-19 Teacher Turnover Rate: 28%

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.

District 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 District Processes & Programs Needs

Problem Statement 1: While technology upgrades have been made, additional technology such as new smartboards and chromebooks are 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: Teacher and administration turnover was above the state average at the end of the 2018-2019 school year.

Problem Statement 4: Communication needs to continue to improve to satisfy the expectation of the district and community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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 85% to 86% Approaching, 49% to 50% Meets, and 23% to 25% Masters.

Evaluation Data Source(s) 1: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide 30 minutes of daily RTI.	2.4, 2.5, 2.6	Principals	Improve student mastery of TEKS				
2) Continue Saxon Phonics K-2		Elementary Teachers, Elementary Principal	Local Assessments				
3) Encourage/Incentivize use of supplementary computer programs at home and outside of school hours.	2.4, 2.5, 2.6, 3.1	Teachers and Campus Principals					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 2: In Math, the summed student performance on state assessments will increase from 89 to 90% Approaching, 51% to 52% Meets, and 28% to 30% Masters.

Evaluation Data Source(s) 2: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue Think Through Math program in grades 3-12	2.4, 2.5, 2.6	Computer Assistant, Math Teachers, Principals	TTM Student Reports				
2) Require tutorials for all students needing accelerated instruction (based on state and local assessments)		Principals, Teachers	Assessment scores, Progress Reports, Report Cards				
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 70% to 72% Approaching, 39% to 40% Meets, and to 15% Masters.

Evaluation Data Source(s) 3: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Implement writing activities and prompts in all classes on a daily basis.	2.4, 2.6	Teachers, Principals					
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 80% to 85% Approaching, 49% to 50% Meets, and 12% to 20% Masters

Evaluation Data Source(s) 4: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Increase rigor of science instruction in order to increase meets and masters scores.	2.4, 2.6	Teachers, Principals					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 5: In Social Studies, the summed student performance on state assessments will increase from 71% to 80% Approaching, 39% to 50% Meets, and to 30% Masters.

Evaluation Data Source(s) 5: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Specific scheduled instruction for social studies in all elementary classrooms.	2.4, 2.5, 2.6	Teachers, Principals					
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 66% to 71%

Econ Disadv 77% to 82%

Special Ed 52% to 57%

Evaluation Data Source(s) 6: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
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				
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				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 7: ELL 3-8 performance on STAAR will improve from 66% to 71%.

Evaluation Data Source(s) 7: TAPR, 2019 Accountability STAAR Performance

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ongoing, targeted instruction and intervention for ELL students during RTI time.	2.4, 2.5, 2.6	Principals	70% of ELL students taking 3-8 Math and Reading STAAR will meet the approaches standard.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 8: Monitor processes and procedures to ensure students who qualify for STAAR Alt 2 meet the eligibility requirements set forth by TEA.

Evaluation Data Source(s) 8: ARD Meeting Documentation, STAAR Alt 2 eligibility documentation

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Goal 1: Improve Academic Performance

Performance Objective 9: 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) 9: Prekindergarten Summative Evaluation, Tango

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) BOY, MOY, EOY progress monitoring to track student data	2.4, 2.6	PK Teachers, Principals					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 10: 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) 10: Prekindergarten Summative Evaluation, Tango

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) BOY, MOY, EOY progress monitoring to track student data	2.4, 2.6	PK Teachers, Principals					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 11: In the area of Reading, 90% of students K-8 will be reading on or above grade level.

Evaluation Data Source(s) 11: iStation and TPRI

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use RTI to meet the needs of struggling readers.	2.4, 2.5, 2.6	ELAR Teachers, Principals					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 12: The District will meet the state standard for percent of students taking and scoring above criteria for the ACT/SAT.

Evaluation Data Source(s) 12: TAPR

Summative Evaluation 12: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will meet with students who are eligible to take the ACT/SAT and assist with test registration.		Principals, Counselor					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 13: 45% of students taking the PSAT/NMSQT will earn a college readiness score.

Evaluation Data Source(s) 13: PSAT and SAT Results

Summative Evaluation 13: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will ensure students taking the PSAT/NMSQT will receive prep material to increase success.		Principals, Counselor					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 14: 100% of graduates will graduate college, career, and/or military ready, meeting any of the following criteria:

Industry Certification-0%

Minimum of 9 Dual-Credit Hours-46%

Associate Degree-15%

Successfully Complete Math and English College Prep Course

Meet TSI/ACT/SAT Compliance in Math and English

Evaluation Data Source(s) 14: PEIMS

Summative Evaluation 14: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will schedule and review degree plans of all students.		Principal, Counselor					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 15: Increase learning time by 5%.

Evaluation Data Source(s) 15: Walkthroughs
Master Schedule

Summative Evaluation 15: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
2) Continue Webcat in grades 3-11 Math, Science, English and Social Studies		Principals	State and Local Assessments				
3) Reward perfect attendance each 6 weeks		Principals	6-week attendance reports				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 16: Increase the use of quality data to drive instruction by implementing unit test data disaggregation.

Evaluation Data Source(s) 16: Eduphoria and Teacher Workday Documentation, Interim Assessments

Summative Evaluation 16: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assess all K-2 students with Texas Primary Reading Inventory (TPRI)		Elementary Teachers, Elementary Principal	TPRI Reports				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 17: Technology will be added to enhance instruction, dates and records management, and district communications.

Evaluation Data Source(s) 17: Eduphoria

School webpage

Student Chromebooks

Summative Evaluation 17: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase teacher data usage and professional development in eduphoria.	2.6	Principals, Teachers	Targeted instruction for approaches, meets, masters.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 18: Implement method to evaluate student use of digital tools and technology integration.

Evaluation Data Source(s) 18: Teacher surveys

Google student surveys/class choices

Summative Evaluation 18: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student lead learning through technology devices.	2.4, 2.5, 2.6	Principals, Teachers	Improved learning through educational technology programs				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Improve Academic Performance

Performance Objective 19: District will provide 1:1 technology for all students and staff by adding Chromebooks, Laptops, Tablets, Interactive Boards (or something similar).

Evaluation Data Source(s) 19:

Summative Evaluation 19: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use REAPed Title Money to purchase additional technology needed to ensure 1:1 for all students and teachers.	2.4, 2.5, 2.6	Administration	Provide technology device to all students and teachers.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide regular, on-going staff development in content and instructional strategies		Principals	Staff Development Certificates, T-TESS Observations, Meeting/Training Agendas				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Increase Leadership Effectiveness and Teacher Quality

Performance Objective 2: By the end of 2019-2020, 100% of teachers will be Highly Qualified in core academic subject areas, including paraprofessionals.

Evaluation Data Source(s) 2: HR Records

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit and hire highly qualified classroom teachers.	2.6	Principals, HR	Instruction provided by content certified teachers.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Leadership Effectiveness and Teacher Quality

Performance Objective 3: Wellman-Union ISD will retain 90% of the 2019-2020 faculty and staff.

Evaluation Data Source(s) 3: Retention rate.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Retain highly qualified staff with positive climate/culture.		Principals, HR	Cohesive staff with same vision for district.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Consistent communication/expectations between principals and teachers.	2.5	Principals	Improved classroom instruction.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

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				
3) Low level and high level lockdown drills		Campus Principals	Documented per semester				

= 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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parents of students in grades 3-8 Student Success Initiative (SSI) requirements		Principals	Meeting Agendas, Parent Letters				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vision/Hearing screening and fitness gram in conjunction with SHAC.		Principals, Nurse, SHAC	Promote and educate a healthy lifestyle				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct monthly and semester emergency drills		Campus Admin, Emergency personnel	Improve safety of all students and staff				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Daily observations of facility needs/improvements		Campus admin, maintenance	Improved campus appearance and functionality				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide information and excitement for extra curricular activities	2.5	Principals, Teachers, Coaches	Increase participation rates from all students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate to parents when and how to complete survey	3.1, 3.2	Campus Admin	Feedback from parents on school improvements				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide personal aptitude tests with students to direct career path	3.1	Principals, Counselor	Increase student awareness of opportunities after high school				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Improve School Climate

Performance Objective 9: Decrease discipline referrals by 5%.

Evaluation Data Source(s) 9: Discipline Referrals

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Positive Reinforcements and incentives to motivate students.	2.5, 2.6	Principals	Increased instruction time with each student.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Improve School Climate

Performance Objective 11: Clearly and consistently communicate student expectations.

Evaluation Data Source(s) 11: Student Handbook
Code of Conduct

Summative Evaluation 11: Significant progress made toward meeting Performance Objective

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Maintain Fiscal Integrity

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

Evaluation Data Source(s) 2: Requisitions

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Superintendent will meet campus principals and program sponsors to identify and prioritize budget needs.	2.5, 2.6	Superintendent and Campus Principals					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Maintain Fiscal Integrity

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

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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						
2) Superintendent will contract with the Service Center to receive Funding Template support to maximize district revenue.	2.6	Superintendent					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Maintain Fiscal Integrity

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

Evaluation Data Source(s) 4: Requisitions

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will receive training from the business manager on business office policies and procedures.							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	David Foote	Superintendent
Administrator	Ben Prowell	Secondary Principal
Administrator	Bridget Brown	Elementary Principal
District-level Professional	Megan Becker	Counselor
Classroom Teacher	Jennifer Hogue	Secondary Teacher
Classroom Teacher	Tyler Hatley	CTE Teacher
Classroom Teacher	Robin Tells	Elementary Teacher
Paraprofessional	Rosie Garza	Paraprofessional
Parent	Alisha Gonzales	Parent
Business Representative	Annie Rempel	Parent
Student	Tucker Lambert	Student
Student	Madison Horton	Student
Parent	Linsey Harlan	Parent
Parent	Kayla Baker	Parent