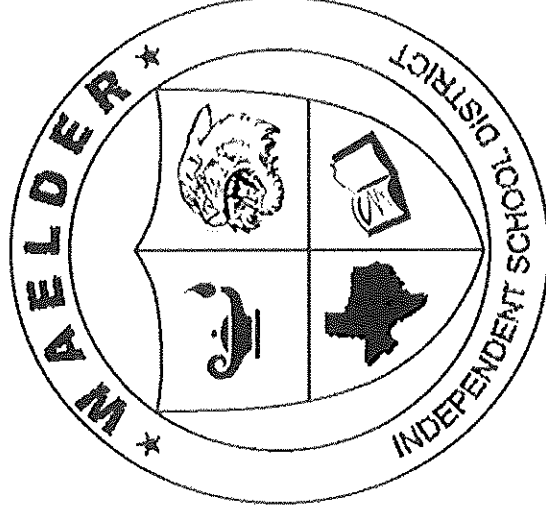


Waelder ISD



District Improvement Plan

2023-2024

District Mission Statement

Waelder ISD and its community is committed to providing the best educational environment to ensure that all students reach their fullest potential to become responsible and productive members of society.
(TEC 4, TEC 39, ESEA/ESSA)

Campus Mission Statement

Here at Waelder we...

Create collaborative opportunities for success, respect, and good choices by empowering our stakeholders to flourish through life-long learning.

“Uniting Culture Through Teamwork”

Demographics

Students by Grade Level:

	K	1	2	3	4	5
PK						
36	19	23	33	16	13	23

6	7	8	9	10	11	12
21	18	21	23	24	16	22

Ethnic Distribution:

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
17	249	22	0	0	0	2

Special Populations:

Economically Disadvan.	Non-Educ Disadvan.	Military Connected	Foster Care	Homeless	Immigrant	Migrant
277	13	2	0	27	0	9

At Risk	Title One	DAEP Placement	Special Education	504	Dyslexia	Emergent Bilingual
218	290	15	51	6	6	86

Comprehensive Needs Assessment

Spring 2024

Professional Development & Instructional Materials

	ELEM	MS/HS	ALL LEVELS	CTE, Electives	Technology
Staff- Profession Developme nt	TX Reading Academy Elem & SPED not sure how many T Reading by Design Dyslexia & ESL RLA instruction & stations ESC13- in person, BOY	STAAR Redesign PD Math 6-Alg Science 5, 8, Bio APSI - Science Travel Only	Classroom Management, district wide program 7 Mindsets, Duane Moyer GT training- Trainer of Teachers 30hr needed for most staff Misc Academic PD ESC & off site TEKS Resource System Intro & Refresher ESL Academy for new teachers		
Instructio nal Materials	Reading by Design suppl. materials Scholastic- Storyworks 2-6 Reading STEMscopes Math Gr 2-8 Science Gr K-HS Misc Materials mClass Reading Intervention	Financial Literacy Ramsey workbooks Chemistry Lab Consumables Physics Lab Consumables Biology Lab Consumables AP Bio Lab Consumables APES Lab Consumables	Student supplies & backpacks Classroom material budget for each teacher Library Books NF, early chapter Read Naturally Live (50 slots x 23 slots) STEMscopes 2-5, 6-8 Math STEMscopes K-5, 6-8 Math	Tap Shoes (dance) Tap boards (dance) Class uniforms (dance) 1 or 2 more mirrors (price is per mirror) Music Appreciation Start Up Funds Forensic Sci Lab Consumable Drone course	Network / Internet / telecommunicatio ns Consumable supplies Staff devices Instructional devices Student devices Human interface devices

	<p>Amplify- Reading adaptive software program</p> <p>ST Math sem1- free, sem2 \$2000</p> <p>Reading A-Z decodables, vocabulary</p>	<p>G-W Online for Anatomy & Physiology online access per student (journalism)</p>	<p>Renaissance AR, Myon, Star360</p> <p>Brain Pop, ELL</p> <p>Flocabulary</p> <p>Newela</p> <p>Edgenuity Think Through Math</p> <p>TEKS Resource System</p> <p>Remind</p> <p>Clever</p> <p>Texas School Procedures</p> <p>Edlio</p> <p>Jive</p> <p>Follett Destiny</p> <p>eCampus</p> <p>DMAC Formworks</p>		<p>Hardware recovery/remediation</p>
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District Goals & Objectives Overview

Goal 1:

By the year 2025, Waelder ISD students will exceed federal and state requirements for student achievement (TEC 11; TEC 39; Title I, Part A; Title I, Part C; Title III, Part A)

Supporting Objective A	Waelder ISD will evaluate and improve the academic performance of all students in relation to state (TEC 39) and federal performance standards as indicated by the performance standards. Each student will demonstrate and increased performance in assessed content areas
Supporting Objective B	Waelder ISD will provide special programs/accommodations to accommodate the identified needs of all students as evidenced by special programs (i.e. 504, special education, gifted and talented, English as a Second Language, At-risk, Migrant)
Supporting Objective C	Waelder ISD will provide ESL services in order to assist teachers in ELL language development. By the end of the year 2025, ELL students will meet Annual Measurable Achievement Objectives (AMAO).
Supporting Objective D	Waelder ISD will ensure that students in Kindergarten – Second grade will be assessed for academic growth using state approved reading inventories and benchmarks.

Strategies to Support Progress and/or Completion:

- Teachers will utilize independent student data to provide differentiated support to students reading below grade-level.
- The campus will provide research-based instructional activities and materials
- Teachers will be included in decisions regarding the use of academic assessments and data disaggregation in order to improve student achievement and the overall instructional program.
- Teachers will provide focused content tutoring for Grades K-12 on a weekly basis
- Teachers will provide individualized instruction through the use of Multi-Tiered Systems of Support (MTSS)
- All staff will integrate technology into the regular classroom curriculum to support and enhance instruction to prepare students for a technologically advancing world.

- The district will ensure that instruction aligns to the District's adopted curriculum's scope and sequence through frequent classroom walk-throughs by administrators and instructional coach(es).
- The district will utilize data to modify and drive instruction and assessments.

Evidence of completion:

- STAAR results
- District created or state testing benchmarks for K-12
- Comprehensive Needs Assessment
- Student achievement using reading inventories.

Goal 2:

By the year 2025, all Waelder ISD teachers will engage in professional development to increase student achievement and academic rigor in the classroom (Title I, Part A; Title II, Part A; ESEA/ESSA Technology).

<p>Supporting Objective A</p>	<p>The district will recruit and retain highly qualified instructional staff who are assisted by highly qualified paraprofessionals. Ongoing professional development (PD) will target individual staff needs and content areas needs district wide.</p>
<p>Supporting Objective B</p>	<p>The district will provide and maintain a core instructional program that meets TEA requirements for High Quality Instructional Materials (HQIM) and the needs of each student at all grade levels.</p>
<p>Supporting Objective C</p>	<p>The district will provide professional development (PD) for instructional staff throughout the school year that aligns with the goals and needs of the district and requirements of the State of Texas.</p>
<p>Supporting Objective D</p>	<p>The district will provide Professional Development (PD) opportunities and content specific tools to instructional staff to ensure differentiation strategies and learning interventions are occurring regularly to enrich and/or accelerate academic performance in core content areas.</p>

Strategies to Support Progress and/or Completion:

- The district will retain high quality, highly qualified staff by maintaining a competitive salary schedule, high need areas stipends, and the use of Teacher Incentive Allotment.
- The district will provide to notice to child's parent(s) regarding the professional qualification of his/her child's classroom teacher, if their child has been assigned to a teacher who is not appropriately certified for four or more consecutive weeks.
- The district will incorporate Tier II/III MTSS to close achievement gaps using research-based materials and tools.
- Teachers will incorporate real-world applications for problem solving through various learning experiences in all core content areas, electives, and Career & Technical Education (CTE).
- Teachers will engage students in daily writing opportunities in all classes at all grade levels.
- All Waelder ISD staff will complete professional development on social issues such as; sexual harassment, child abuse, conflict resolution, bullying, drug use, violence prevention, and internet safety.

Evidence of Completion:

- Sign in sheets, certifications, and/or transcripts for professional development completion
- Recruitment and Retention data of instructional staff
- Teacher Incentive Allotment data
- Formal and informal data collected during classroom observations/walk throughs

Goal 3:

By the year 2025, all Waelder ISD students will be provided with the necessary skills to be successful after graduation (TEC Section 29.081 *see appendix B).

Supporting Objective A	The district will have a dropout rate of 0%.
Supporting Objective B	The district will train staff (including guidance counselor(s), core content teachers, and CTE teachers) on the criteria for College, Career, and Military Readiness (CCMR) as set forth by the state of Texas.
Supporting Objective C	Waelder ISD students will meet or exceed a daily attendance rate of 98%.
Supporting Objective D	Waelder ISD students will meet or exceed college readiness standards and CCMR requirements.

Strategies to Support Progress and/or Completion:

- Secondary Administration team (Principal and Counselor) will schedule Parent/Student Conferences to discuss four year plans and college/career readiness with all 8th -12th Graders and newcomers to the district.
- Secondary Administration team will provide academic advising for the following areas: secondary academic requirements for graduation, Career and Technical Education (CTE), and College, Career, and Military Readiness (CCMR).
- Secondary Administration team will communicate college entry requirements, financial aide information and grant opportunities to 9th through 12th Graders
- Secondary Administration team will invite the Armed Services recruiters to campus.
- Special Populations Administrator will ensure that all students receiving special education services are invited to attend their annual ARD and have completed all transition requirements based on their most up to date IEP.
- The district will ensure that students, teachers, counselors, and parents receive information about post-secondary education, admissions and financial aid opportunities through various modes of communication including some in-person events.
- The district will seek out and maintain partnerships for students to participate in virtual and in-person dual credit opportunities and/or Early College High School through an educational partnership with Victoria College. .
- The district will provide a high quality online program to high school students for credit recovery purposes to close achievement gaps and show student progress towards graduation requirements.
- Testing Coordinator(s) will administer PSAT to 8th, 9th, and 10th graders.

- Testing Coordinator(s) will administer the TSI, SAT, and ACT to 8th – 12th graders
- Teachers will utilize Renaissance Star 360, formative and summative assessments to monitor student success and progress.
- Teachers and Secondary Administration team will collaborate to build intervention plans for students that have not met TEA requirements for passing STAAR End of Course exams.

Evidence of Completion:

- Graduation rate of 100%
- STAAR End of Course results
- CTE- Industry Based Certification(s)
- Student Transcript- Graduation endorsement(s)

Goal 4:

By the year 2025, all Waelder ISD students, parents, and community members will be provided with the opportunity to be involved with and supportive of the school district (Title I, Part A; Title I, Part C).

Supporting Objective A	Waelder ISD will provide a safe environment for students, staff, and families.
Supporting Objective B	Waelder ISD will provide multiple opportunities each school year for parent, family, and community involvement.
Supporting Objective C	Waelder ISD will provide opportunities for parents to serve in various roles on district and/or campus level committees.

Strategies to Support Progress and/or Completion:

- The district will continuously monitor the overall safety and maintenance of buildings, school grounds, and playground equipment and make improvements and/or repairs in a timely manner to ensure student safety.
- The district will conduct weekly random door checks to ensure that all exterior doors are closed and locked at all times.
- The district will monitor building activity (interior and exterior) with use of surveillance cameras to provide a safe learning environment for all students and staff.
- The district will have required daily student check in procedures such as: passing through a metal detector before entering the building, hand held metal detector checks if the pass through unit alerts, backpack inspections, dress code requirements, and adult monitoring in various areas around campus.
- The district will require all visitors to be entered into the Raptor system for a one-time use badge and be escorted to any area(s) of campus that they are visiting. Extended day badges will not be issued without the district Superintendent's approval.
- The district will perform random walk throughs and/or searches of school grounds and property in conjunction with local authorities, emergency management staff, or other contracted service providers.
- The district will implement, train, and practice emergency/crisis plan(s) with students and staff regularly in conjunction with local authorities, emergency management staff, or other contracted service providers.
- The district will conduct emergency drills throughout the school year with students and staff following the suggested frequency from the Texas State Safety Center.
- Administrators will utilize Morning, Lunch, and Afternoon Duty stations to assist in the safe transition of students.
- Staff will attend district provided training on safety issues such as: accident prevention, hazardous chemical storage, and ICS/NIMS and social issues such as: sexual harassment, child abuse, conflict resolution, bullying, drug use, and internet safety.

- The district will maintain a user-friendly district website with bilingual capability to increase family and community involvement.
- The district will provide families with access to important information in a language they understand virtually and/or in print/text. Parents will be provided access to school information through multiple technology platforms such as: Waelder ISD website, Ascender- Parent Portal, Facebook, and Remind.
- The district will create a district culture that encourages parent and community involvement in Parent and Family Engagement (PFE) events held throughout the school year.
- Campus administration will seek out partnerships with local businesses and organizations to promote student achievement and recognize academic and/or athletic success.
- Campus administration will provide families with yearly updates of their child's level of achievement on required state academic assessments (STAAR & TELPAS) once released by TEA.
- Campus administration will provide families with regular updates of their child's current level of achievement using progress reports every 3 weeks, report cards every 6 weeks, and student progress summaries for other assessments given throughout the school year, as applicable.
- Parents/Guardians can be request a parent/teacher conference by phone or email to their child's teacher(s) throughout the school year. Conferences will be conducted and/or translated in Spanish at parents' request.
- Home-School compacts and the Parent Involvement Program will be reviewed annually with the input of parents: The campus will provide parents with digital access to the Student Handbook, Code of Conduct, Parent Involvement Policy and Title I Parent Compact and will be available in print upon request.
- Parents and other community partners will be invited to serve on various committees throughout the school year. Participation is requested by the district, but not required. If an invited parent cannot attend a meeting or commit to the duration of the committee's timeline of work a suitable replacement may be appointed.

Evidence of Completion:

- Staff, student and parent survey(s)
- Comprehensive Needs Assessment
- Documentation of safety inspections and emergency practice (formal and informal, calendar invites, etc)
- Digital or print copies of each staff members' completion certificates for all required trainings
- Family and community involvement in events/activities and committees (sign in sheets, photos, etc)
- Teacher documentation of parent contact (call logs, sign in sheets, conference notes, etc)

Goal 5:

By the end 2025, Waelder ISD will utilize a systemic approach of advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students in establishing healthy physical and social behaviors designed to last their lifetime (TEC 38).

Supporting Objective A	The district will provide resources to students, staff, and families through community partners using the Stronger Connections Grant (SCG).
Supporting Objective B	The district will promote safe and healthy living by implementing systematic programs and guidelines for physical and social-emotional wellbeing.

Strategies to Support Progress and/or Completion:

- The district will require all staff members to complete Mental Health First Aid training.
- The district will provide professional development opportunities for all staff on social issues such as: sexual harassment, child abuse, conflict resolution, bullying, drug use, violence prevention, and internet safety.
- The district will partner with SCG approved service providers to offer additional counseling and therapy opportunities for students, staff, and families.
- The district and SCG committee will collaborate to create programs to provide academic and enrichment activities for students that will benefit their academic, physical and social-emotional wellbeing.
- The district and SCG committee will collaborate to provide opportunities for families to participate in various Parent and Family Engagement (PFE) events to learn how to support the physical and social-emotional wellbeing of their family at home.
- The district will collaborate with parents to implement wellness programs and procedures through the School Health Advisory Council (SHAC) including the mandatory number of minutes for physical activity for students.

Evidence of Completion:

- Data collected throughout the duration of the Stronger Connections Grant
- Staff, student, family, and community survey(s)
- Comprehensive Needs Assessment- School Culture and Climate
- Data collected through the Fitness Gram

School Improvement Initiatives:

- Federal Accountability- Comprehensive Support & Improvement
 - Case Management- Education Service Center Region 13, Austin
 - Effective Schools Framework
 - Targeted ESF Diagnostic (complete)
 - Required Training (ongoing)
 - School Improvement Process (ongoing)

Grants & Other Partnerships

- Stronger Connections
 - Daybreak therapist (on-site, ongoing)
 - Elementary Counselor (on-site, ongoing)
 - After School Program (established, ongoing)
 - Social Emotional Curriculum for Elementary (purchased, ongoing)
 - Social Emotional books for the District Library (ongoing)
- LASO 2
 - Strong Foundations Literacy- NIET (ongoing)
 - Math Supplemental Curriculum- IXL (ongoing)
 - Early College High School (ongoing)
 - Tech Lending (on site, ongoing)
- Teacher Incentive Allotment
 - Data collection year (ongoing)
- CTE Summer Partnership- Coastal Bend CTE Grant
 - Nursing (complete)
 - Construction (complete)
- EPA Clean School Bus Program
 - Electric Bus (in process)

Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The PFS Action Plan template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The PFS Action Plan template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

Region: 13	District Number: 227950	Priority for Service (PFS) Action Plan	Completed By: Marlen Gonzalez - ESC 13 Sibyl Lee - Round Rock ISD Ben Estrada - Hays CISD Maggie Gaytan - Nixon-Smilely CISD
District Name: Shared Service Arrangement District		School Year 2024-2025	Date: 9 /25/ 2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., "Emergent Bilingual, economically disadvantaged").
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

Priority for Service (PFS) Action Plan

School Year: 2024-2025	Region: 13	District Number: 089905	District Name: Waelder ISD
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Goal(s): To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive supplemental educational support to succeed in school.	Objective(s): Region 13 MEP and the Shared Service Arrangement (SSA) contact will utilize a system such as but not limited to MTSS: Multi-Tiered Systems of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.
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Monitor the progress of MEP students who are PFS.			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Fall - by mid August Monthly	PFS Committee NGS Specialist	Priority for Service (PFS) Action Plan Priority for Service (PFS) Reports
Recommended Additional Activities			
<ul style="list-style-type: none"> Review the current PFS Action Plan and modify as needed. 	Spring	PFS Committee	Priority for Service (PFS) Action Plan

<ul style="list-style-type: none"> Perform monthly progress monitoring checks for Priority for Service Migratory students. 	Monthly	LEA Migrant Contact, Region 13 MEP Staff	To be retained locally at the LEA and available upon request. e.g. PFS Spreadsheet, monitoring log, email communication with campus staff
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Communicate the progress and determine needs of PFS migratory students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Provide information and training during the academic calendar year to principals and appropriate campus staff on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan, email communication, PPT, PFS Student Progress Review Forms, sign-in sheets/logs
<ul style="list-style-type: none"> Provide information and training to parents of PFS students on the PFS criteria. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
<ul style="list-style-type: none"> Conduct individualized communication to update parents on the academic progress of their children. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Recommended Additional Activities			
<ul style="list-style-type: none"> Communicate and coordinate with the district LEA Migrant contact for progress reports, identifying information and data as needed. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff, LEA Migrant Contact	TX-NGS PFS reports, progress reports, attendance records, medical needs, transcripts, coding, email communication

Provide services to PFS Migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Develop priority placement for PFS students to participate in migrant education program activities, using PFS reports. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff, LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria

<ul style="list-style-type: none"> • Ensure that PFS students receive priority access to instructional services, and community social services/agencies, using PFS reports. • Determine what federal, state, or local programs serve PFS students. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria
<p>Recommended Additional Activities</p> <ul style="list-style-type: none"> • Perform an individualized case action plan for all PFS students. • Share any additional services provided at the district level to the PFS students. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
	Fail & Spring	Region 13 MEP Staff, LEA Migrant Contact	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet
	Ongoing throughout the 24-25 school year.	LEA Migrant Contact	As noted in the PFS spreadsheet,

<p>LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.</p>	<p>ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.</p>
<p>LEA Staff Signature <i>Ram</i></p>	<p>ESC Reviewer Signature <i>Ava Segulin</i></p>
<p>Date 10.04.2024</p>	<p>Date Review Complete 10/2/2024</p>