

Duncanville Independent School District
District Improvement Plan
2019-2020 District Goals, Objectives and Strategies

Accountability Rating: B



Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Priorities

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Duncanville ISD is a district rich with diversity and the varied perspectives and cultures add value to the lives of our students. However, there are concerns in several areas including declines in student enrollment and student attendance (-1%) and increasing dropout and mobility rates. The demographics at DISD reflect that 66% of the students are at-risk and 75% are economically disadvantaged. Special educations and limited English proficient students are increasing in number which will need to be a focus for the district in the coming year. There has also been an increase in the number of general education students with disciplinary issues, trauma influences, and violent behaviors. Duncanville ISD also has more students, 89.7%, graduating on the recommended HS program than the state average of 75.4%.

As a whole, the district is seeing shifts in the demographics of the district. According to the 2017-2018 TAPR report, 32% of teachers in Duncanville ISD are Hispanic, while 52% of the students in the district are Hispanic. This demonstrates a disproportionality between the changing student demographics and current teacher demographics. The mobility rate of teachers in the district (22.5%) is approximately 6% above the state average (16.6%) demonstrating a high teacher turnover rate but also an opportunity to seek more diversity in teaching candidates.

Demographics Strengths

- Duncanville ISD has finances to support needed programs
- There is a plan to begin to develop staff on social emotional learning
- Counseling department tracking services (hours, events, etc.) provided on campuses
- Gradually increasing dual language program for bilingual students
- There has been an increase of performance for Hispanic students
- Diversity of Duncanville students brings different perspectives and varied experiences

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and

JJAEP. **Root Cause:** Lack of training, support and understanding of the role resulting in staff turnover.

Problem Statement 2: The students are highly mobile and come in and out of the district throughout the school year as evident by enrollment numbers, ADA, transfers, mobility tracking. **Root Cause:** Lack of community engagement and failure to connect with some families so they feel valued in the district; as well as, lack of communication to some people in the community to inform of programs and services offered in the district.

Problem Statement 3: African American students are disproportionately assigned to discipline placements district wide as evident by the discipline referrals. **Root Cause:** Students and staff lack understanding and training of social/emotional needs and exposure to differences in cultures necessary for building positive relationships.

Student Academic Achievement

Student Academic Achievement Summary

In the revised 2018 accountability system which rated districts with a letter grade of A-F, Duncanville ISD received an overall C (73%) rating with more precise ratings of D (69%) in student achievement, C (75%) in school progress, and D (67%) in closing the gaps. When comparing the performance of campuses throughout the district with like demographics, it is evident there is inconsistent performance between the various campuses. Overall our results are higher for math than reading, but in general, the student performance of Duncanville ISD is below the state average. When considering last year’s performance, growth was at 66% for reading and math combined which indicates 34% of our students did not experience one year of academic growth. Data also indicates that our Hispanic students are outperforming African American students overall. Special education scores are trending upward; however, they are still significantly below the state average. With 4 IR campuses, it is imperative that Duncanville engage in tremendous effort to improve the performance of our students.

In addition to state accountability ratings and student performance, only about half of the Duncanville ISD seniors go to a 2- or 4-year college, and approximately half of the students that do attend college post-secondary require some form of remediation in the areas of English and math. This serves as another indication of the need to focus on high expectations and student academic performance.

Campus	Economically Disadvantaged	Overall	Student Achievement	Academic Growth	Relative Performance	Closing the Gaps
Central Elementary	88.5	78	72	69	80	72
Acton Elementary	85.4	55	57	54	59	46
Hyman Elementary	66.6	68	69	53	67	66
Smith Elementary	78.9	68	60	10	62	64
Fairmeadows Elem	86.3	74	69	67	75	70
Bilhartz Elementary	82.6	72	67	65	72	71
Merrifield Elementary	85.0	68	56	69	57	65
Alexander Elem	79.5	57	60	57	62	46
Hastings Elementary	85.4	52	54	52	55	46
Kennemer Middle	72.9	73	65	74	69	71
Hardin Intermediate	82.6	80	73	70	82	75
Brandenburg Interm	78.6	81	74	77	82	78
Daniel Intermediate	74.4	70	69	58	74	61
Reed Middle	77.0	74	62	74	66	73
Byrd Middle	70.7	89	75	91	82	85
Duncanville HS	68.7	74	74	66	75	70

Student Academic Achievement Strengths

- There is an increase in closing the achievement gaps with of 67% in ELA/Reading and 65% in Math.
- We implemented a system-wide tracking method for CCMR that allowed our accountability information to match student work
- District improved in SSI scores for 1st administration in Reading and Math in 8th grade at all levels of achievement
- Our EL population is closing the gap between them and the all students group in Reading and Math, in achievement and growth
- There was an increase in performance for all grades, all subjects from 2017-2018.
- 8th grade STAAR scores improved overall at all achievement levels in both Reading and Math.
- There was an increase in student performance for the first round of SSI for 5th grade in “meets” and “masters”
- The participation rate is aligned to the state on STAAR
- The graduation rate is above the state average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Academic progress is below expectations as evidence by STAAR ELAR gaps of up to 25 points for student populations and up to 23 points for math. **Root Cause:** Lack of alignment of curriculum and instruction, teacher capacity (K-12), and inconsistent and broad instructional processes.

Problem Statement 2: Half of students that attend 2 or 4 year colleges have to take remediation courses in math, English, and writing as evidence by state TAPR report. **Root Cause:** Lack of instructional support and alignment for college readiness; systematic alignment issues, and HS does not receive Title 1 funding.

District Processes & Programs

District Processes & Programs Summary

The district offers several opportunities to students through various programs including but not limited to career and technical education, advanced education, STEAM, athletics, fine arts and others. In addition to the academic and extra/co-curricular programs offered, the district also offers programs and related services to meet the diverse needs of the student population. However, there is a need to educate parents on the benefits of these special programs and related services (such as: 504, GT, RtI, Special Education, Bilingual, ESL, others).

In the area of safety and security, the establishment of a district police department has proven valuable. There is however a need to enhance awareness for parents, faculty, staff, students, and the community on the district's safety and security protocols. There is also a need for additional resources to address the growing social-emotional difficulties in which our students are struggling.

Staff retention has been identified as an area the district needs to address through new strategies and resources. Offering needs-based professional development for all staff is also considered an identified need.

Duncanville High School, a campus of 863,137 square feet currently has 5 parking lot attendants assigned to monitor and manage the entire perimeter housing approximately 4,500 students, staff, faculty, and visitors. Due to the size, security staff cannot effectively and efficiently manage, monitor and ensure safety by responding to any location on the campus in a timely manner.

District Processes & Programs Strengths

- Healthy fund balance and additional funding with the community passing the TRE
- Family engagement is increasing
- Career and Technical Education/Advanced Academic/Choice programs – Increasing equity and access for students
- Improvements in processes and systems in operations and among all support departments including the police department
- Focus on balanced literacy

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Recruitment and retention of all staff is an issue as evident by 22.5% teacher turnover rate. **Root Cause:** Compensation for novice and veteran staff is not comparable to surrounding districts.

Problem Statement 2: The curriculum and instruction department lack clear direction and a shared strategic plan as evident by inconsistent level of student

achievement across the district. **Root Cause:** Inconsistencies of organizational chart and identified roles and responsibilities.

Problem Statement 3: Lack of understanding that safety and security is the responsibility of all district employees, not just police and security department as evident by the numerous acknowledgements of SEL and security. **Root Cause:** Safety and security are generally mentioned with the Safety and Security Department and there is a lack of understanding and training in SEL and student engagement as it pertains to safety and security matters.

Problem Statement 4: Compliance with state and federal guidelines are not 100% met. **Root Cause:** Inadequate training, implementation and monitoring.

Problem Statement 5: The high school campus cannot adequately respond to security issues in a timely manner to deescalate issues. **Root Cause:** DHS is a 20-acre campus that cannot be covered by foot.

Perceptions

Perceptions Summary

When considering the perceptions of our stakeholders regarding Duncanville ISD, data shows a positive trend in volunteerism based on the work of the district's Family Engagement Department. The number of volunteers has increased by 72% and opportunities for family engagement have increased by 25% in the past year. Our district also had a 98% customer service rating demonstrating a high level of overall satisfaction with the district.

With the implementation of the new A-F state accountability rating system, our community appears to value its simplicity based on feedback, but there is misunderstanding of the calculations that equate to a letter grade. There is also growing competition in the area of educational opportunities within our district boundaries and in close proximity to our schools. There has been an increase in charter schools and open enrollment districts that are attracting current and/or potential Duncanville students. We must recognize this as a reality and take steps to ensure our district is seen as the educational opportunity of choice.

When considering the perceptions about students, bullying is a point of concern in the district and there is a need to increase social/emotional awareness and responsiveness. It is also perceived that some of our teachers have low expectations of students. However, turnover in district personnel (22.5% for teachers), lack of consistency and communication impact student learning and overall experience as well as the enrollment rates of the districts. As a result, there is a need to create a culture that promotes the retention of quality educators and increase student enrollment.

Perceptions Strengths

- Duncanville ISD is a district with a lot of pride, and we are champions.
- Our district is on an upswing with competitive wages, news coverage, and with district leadership.
- Communication processes are continually being improved.
- Our district is moving forward by adding innovative choice programs.
- Processes and procedures are being implemented to address bullying issues and concerns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers' do not display high expectations and positive beliefs for student achievement for all students or adequate social/emotional support as evident by accountability ratings and counselor referrals. **Root Cause:** There is not a culture of high expectations established in the district.

Priority Problem Statements

Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and JJAEP.

Root Cause 1: Lack of training, support and understanding of the role resulting in staff turnover.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The students are highly mobile and come in and out of the district throughout the school year as evident by enrollment numbers, ADA, transfers, mobility tracking.

Root Cause 2: Lack of community engagement and failure to connect with some families so they feel valued in the district; as well as, lack of communication to some people in the community to inform of programs and services offered in the district.

Problem Statement 2 Areas: Demographics

Problem Statement 3: African American students are disproportionally assigned to discipline placements district wide as evident by the discipline referrals.

Root Cause 3: Students and staff lack understanding and training of social/emotional needs and exposure to differences in cultures necessary for building positive relationships.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Academic progress is below expectations as evidence by STAAR ELAR gaps of up to 25 points for student populations and up to 23 points for math.

Root Cause 4: Lack of alignment of curriculum and instruction, teacher capacity (K-12), and inconsistent and broad instructional processes.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Half of students that attend 2 or 4 year colleges have to take remediation courses in math, English, and writing as evidence by state TAPR report.

Root Cause 5: Lack of instructional support and alignment for college readiness; systematic alignment issues, and HS does not receive Title 1 funding.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Recruitment and retention of all staff is an issue as evident by 22.5% teacher turnover rate.

Root Cause 6: Compensation for novice and veteran staff is not comparable to surrounding districts.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: The curriculum and instruction department lack clear direction and a shared strategic plan as evident by inconsistent level of student achievement across the district.

Root Cause 7: Inconsistencies of organizational chart and identified roles and responsibilities.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Lack of understanding that safety and security is the responsibility of all district employees, not just police and security department as evident by the numerous acknowledgements of SEL and security.

Root Cause 8: Safety and security are generally mentioned with the Safety and Security Department and there is a lack of understanding and training in SEL and student engagement as it pertains to safety and security matters.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Teachers' do not display high expectations and positive beliefs for student achievement for all students or adequate social/emotional support as evident by accountability ratings and counselor referrals.

Root Cause 9: There is not a culture of high expectations established in the district.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Compliance with state and federal guidelines are not 100% met.

Root Cause 10: Inadequate training, implementation and monitoring.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: The high school campus cannot adequately respond to security issues in a timely manner to deescalate issues.

Root Cause 11: DHS is a 20-acre campus that cannot be covered by foot.

Problem Statement 11 Areas: District Processes & Programs

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- School safety data
- Enrollment trends

Employee Data

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

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Focus on Student Success

Strategic Objective 1: Students will meet or exceed grade level expectations on local, state, and national assessments.

Evaluation Data Source(s) 1: DRA/EDL, STAAR, TELPAS, College entrance exams (ACT, SAT, TSI), and AP exams

Summative Evaluation 1:

Targeted or ESF High Priority

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Broaden implementation of the district's Balanced Literacy Plan through training, monitoring and observation to provide balanced reading and writing through multiple content areas</p>	2.4	Chief Academic Officer	85% of classrooms observed will demonstrate evidence of balanced literacy
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I - 15000.00, 199 Local - 50000.00, 255 Title II - 76116.00, 211-SIP School Improvement - 2000.00</p>			
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Implement the district's Math Framework to support instructional consistency and train all relevant teachers and administrators</p>	2.4	Chief Academic Officer	70% of campuses will show evidence of framework implementation during observations; 95% of relevant staff will have received training
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 199 Local - 600000.00, 211 Title I - 7500.00, Title IV - 3980.00, 255 Title II - 69238.00, 211-SIP School Improvement - 4000.00</p>			
<p>TEA Priorities Improve low-performing schools</p> <p>3) Utilize data analysis to determine and implement targeted turnaround initiatives for improvement required or D/F rated campuses</p>	2.4	Chief Academic Officer	All improvement required or D/F rated campuses will improve their rating
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199 Local - 250000.00, 255 Title II - 5325.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> 4) Expand full day prekindergarten program and early childhood support to all elementary campuses	2.6	Chief Academic Officer	100% of elementary campuses will offer a full day prekindergarten opportunity
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I - 151500.00, 199 Local - 100000.00		
<p align="center">RDA</p> <p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> 5) Provide tailored master schedule expectations designed to ensure legally required time and resources for special populations	2.6	Chief Academic Officer	100% of students who receive special services will be appropriately scheduled
	Problem Statements: Demographics 1 Funding Sources: 211 Title I - 2030467.00		
6) Broaden integration of STEAM strategies through instructional resources and teacher professional development		Chief Academic Officer	>20 teachers will be certified in STEAM; 70% of relevant classrooms observed will be integrating STEAM materials/resources
	Funding Sources: 255 Title II - 91271.00, 211 Title I - 49000.00		
7) Develop teachers on research-based instructional strategies that support and enrich the academic performance of English learners	2.6	Chief Academic Officer	3% or higher gain in overall EL and bilingual student performance on STAAR/EOC
	Problem Statements: Demographics 1 Funding Sources: 263 Title III - 94000.00		
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p align="center">Build a foundation of reading and math</p> <p align="center">Improve low-performing schools</p> 8) Provide each Title I campus with the necessary resources to meet the needs of all students.	2.4, 2.5, 2.6	Chief Academic Officer	Aligned and deployed strategic plan
	Problem Statements: Demographics 1 Funding Sources: 211 Title I - 340344.00		
9) Implement a dropout prevention program by monitoring graduation rates and transcripts and providing guidance to at risk students.	2.4, 2.6	Assistant Superintendent of Campus Support	Decreased drop out rates and increased graduation rates.
	Problem Statements: Student Academic Achievement 2		

Strategic Objective 1 Problem Statements:

Demographics
Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and JJAEP. Root Cause 1: Lack of training, support and understanding of the role resulting in staff turnover.
Student Academic Achievement
Problem Statement 1: Academic progress is below expectations as evidence by STAAR ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause 1: Lack of alignment of curriculum and instruction, teacher capacity (K-12), and inconsistent and broad instructional processes.
Problem Statement 2: Half of students that attend 2 or 4 year colleges have to take remediation courses in math, English, and writing as evidence by state TAPR report. Root Cause 2: Lack of instructional support and alignment for college readiness; systematic alignment issues, and HS does not receive Title 1 funding.

Goal 1: Focus on Student Success

Strategic Objective 2: Students will be prepared for a post-secondary college or career.

Evaluation Data Source(s) 2: College entrance exams (ACT, SAT, TSI), Graduation rate, Post-secondary training, College hours earned, Licenses or certifications earned

Summative Evaluation 2: Some progress made toward meeting Strategic Objective

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Connect high school to career and college 1) Engage in a comprehensive analysis of academic-choice programs to measure effectiveness and opportunities for expansion	2.5	Superintendent	100% of analysis will be conducted with monthly reviews for measuring progress
	Problem Statements: Student Academic Achievement 2 Funding Sources: 199 Local - 15000.00		
TEA Priorities Connect high school to career and college 2) Collect feedback from students regarding academic interests and parents regarding choice-programs to guide decision making regarding additional programming options		Chief Communications Officer	>6 initiatives (town hall, surveys, focus groups, etc) will take place to collect feedback
	Funding Sources: 199 Local - 20000.00		
TEA Priorities Connect high school to career and college 3) Review Title 1 program and explore option of expansion to Duncanville High School to increase support to at-risk students	2.6	Chief Academic Officer	100% completion of review and determination made regarding expansion
	Problem Statements: Student Academic Achievement 2		
TEA Priorities Connect high school to career and college 4) Increase opportunities for students to prepared for and take college entrance exams by removing financial and time barriers		Chief Academic Officer	10% increase in students taking college entrance exams
	Problem Statements: Student Academic Achievement 2 Funding Sources: 199 Local - 38000.00, Title IV - 59950.00		
TEA Priorities Connect high school to career and college 5) Increase Advanced Placement training for teachers at the secondary level		Chief Academic Officer	20% increase in secondary teachers with AP training
	Problem Statements: Student Academic Achievement 2 Funding Sources: 199 Local - 45000.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Connect high school to career and college</p> <p>6) Increase and upgrade CTE offerings based on identified student interests at the secondary level to increase student engagement and prevent drop-out</p>	2.6	Chief Academic Officer	>5 CTE courses will be added or redesigned at the secondary level
Funding Sources: 199-22 CTE - 300000.00			
<p>TEA Priorities Connect high school to career and college</p> <p>7) Add as a course offering a TSI college prep class for senior-level students</p>		Chief Academic Officer	10% increase in students meeting TSI requirements for college entrance
Problem Statements: Student Academic Achievement 2			
Funding Sources: 199 Local - 20000.00			
<p>TEA Priorities Connect high school to career and college</p> <p>8) Create and execute a communication plan that informs secondary parents and students in various modes about college/career opportunities, preparation and financial support</p>	3.2	Chief Academic Officer	>10 communication efforts will take place to inform parents and students
Problem Statements: Student Academic Achievement 2			
Funding Sources: 199 Local - 1500.00			
<p>TEA Priorities Connect high school to career and college</p> <p>9) Provide preparation and testing that provides industry recognized certifications for middle and high school CTE students.</p>		Chief Academic Officer	10% of middle school CTE students and 50% of high school CTE students will test for a certification.
Funding Sources: 244 Perkins - 116343.00			

Strategic Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Half of students that attend 2 or 4 year colleges have to take remediation courses in math, English, and writing as evidence by state TAPR report. Root Cause 2: Lack of instructional support and alignment for college readiness; systematic alignment issues, and HS does not receive Title 1 funding.

Goal 1: Focus on Student Success

Strategic Objective 3: Teachers will engage students in meaningful learning experiences through a written, aligned and comprehensive curriculum.

Evaluation Data Source(s) 3: Student engagement and Discipline referrals

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Communicate expectations for the ongoing alignment of the written, taught and tested curriculum to equip teachers and administrators with procedures for ensuring best practices and collaboration	2.5	Chief Academic Officer	95%+ of teachers indicate a clear understanding of curriculum expectations as measured by an annual survey
	Problem Statements: School Processes & Programs 2 Funding Sources: 199 Local - 5000.00		
2) Train curriculum/instruction leaders on TASA's Curriculum Management Audit Training Standards.		Chief Academic Officer	100% of key staff will receive training on standards
	Problem Statements: School Processes & Programs 2 Funding Sources: 199 Local - 20000.00		
<p style="text-align: center;">TEA Priorities Improve low-performing schools</p> 3) Implement and monitor district standards for lesson plans to ensure uniformity among schools and alignment to best practice	2.5	Chief Academic Officer	100% of schools will utilize the standard lesson plan template
	Problem Statements: Perceptions 1 Funding Sources: 199 Local - 50000.00		
<p style="text-align: center;">TEA Priorities Improve low-performing schools</p> 4) Provide training and support to campus administrators in monitoring curriculum implementation, alignment and scaffolding for diverse learning needs	2.5, 2.6	Chief Academic Officer	100% of campus administrators will be trained; 90% of observations will indicate curriculum alignment
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 Local - 0.00		
<p style="text-align: center;">TEA Priorities Improve low-performing schools</p> 5) Provide opportunities for cross-district grade level PLCs for horizontal alignment	2.5	Chief Academic Officer	65% of classrooms will demonstrate instructional alignment during random checks
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 199 Local - 8000.00		
6) Broaden training and utilization of PLCs to support curriculum alignment, quality instruction and instructional leadership	2.5	Chief Academic Officer	100% of relevant district and campus leadership will be trained in PLCs; 95% of classroom teachers will engage in routine PLC collaboration
	Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: 255 Title II - 77180.00, 211-SIP School Improvement - 9445.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
RDA 7) Increase instructional resources for teachers to support with designing lessons that accelerate the learning of English learners and special education students.	2.6	Chief Academic Officer	3% or higher gains in the performance of EL and special education students on state assessments
	Problem Statements: Demographics 1 Funding Sources: 263 Title III - 120782.00, 199-23 SPED - 50000.00		
TEA Priorities Recruit, support, retain teachers and principals 8) Increase instructional resources, advisory board guidance and training for CTE teachers.		Chief Academic Officer	>10% of students in CTE classes will be engaged in the ongoing lesson in CTE classrooms.
	Funding Sources: 244 Perkins - 8207.00		

Strategic Objective 3 Problem Statements:

Demographics
Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and JJAEP. Root Cause 1: Lack of training, support and understanding of the role resulting in staff turnover.
Student Academic Achievement
Problem Statement 1: Academic progress is below expectations as evidence by STAAR ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause 1: Lack of alignment of curriculum and instruction, teacher capacity (K-12), and inconsistent and broad instructional processes.
Problem Statement 2: Half of students that attend 2 or 4 year colleges have to take remediation courses in math, English, and writing as evidence by state TAPR report. Root Cause 2: Lack of instructional support and alignment for college readiness; systematic alignment issues, and HS does not receive Title 1 funding.
School Processes & Programs
Problem Statement 2: The curriculum and instruction department lack clear direction and a shared strategic plan as evident by inconsistent level of student achievement across the district. Root Cause 2: Inconsistencies of organizational chart and identified roles and responsibilities.
Perceptions
Problem Statement 1: Teachers' do not display high expectations and positive beliefs for student achievement for all students or adequate social/emotional support as evident by accountability ratings and counselor referrals. Root Cause 1: There is not a culture of high expectations established in the district.

Goal 1: Focus on Student Success

Strategic Objective 4: Students will possess the necessary skills to be productive citizens of a global society.

Evaluation Data Source(s) 4: Graduation rate, Post-secondary training, College hours earned, Licenses or certifications earned

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Offer Technology Applications courses to K-8 students embedding technology into teaching and learning experiences to build and foster digitally healthy and confident students over a 3 year period		Chief Technology Officer	13% of K-8 campuses will have Technology Applications teachers to support student instruction of the technology TEKS (2 out of 15 teachers)
	Problem Statements: Perceptions 1 Funding Sources: 199 Local - 106000.00		
2) Collect and analyze classroom use of digital applications and resources and related student performance outcomes (using Catch On) to support data-driven decision making		Chief Technology Officer	Analysis of data will take place >4 times/year for the district
	Funding Sources: 199 Local - 32000.00		
TEA Priorities Connect high school to career and college 3) Collect and analyze student data regarding career interest to assist students in planning a career focused educational plan using such things Career Cruising.		Chief Academic Officer	Teachers will assist 100% of middle school students and 20% of high school students in completing a career interest survey. Students will use this information to guide their CTE class choices.
	Funding Sources: 244 Perkins - 36620.00		

Strategic Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Teachers' do not display high expectations and positive beliefs for student achievement for all students or adequate social/emotional support as evident by accountability ratings and counselor referrals. Root Cause 1: There is not a culture of high expectations established in the district.

Goal 2: Focus on Students, Families and Community

Strategic Objective 1: Families will have multiple opportunities to participate in their child's education.

Evaluation Data Source(s) 1: Participation in school functions and Parent surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Develop and host a district-wide showcase/event to inform and educate community members about what is offered in our school district	3.2	Chief Academic Officer	2 showcase/events will be held with 8 offerings highlighted
	Problem Statements: Demographics 2		
2) Provide teachers with strategies that support with making parent connections	3.2	Chief Academic Officer	100% of teachers received strategies for implementation
	Problem Statements: Demographics 2 Funding Sources: 211 Title I - 169500.00, 199-30 SCE - 10000.00		
3) Increase parent engagement through the broadening of programs, resources, and communication efforts	3.1, 3.2	Chief Communications Officer	5% increase in parent engagement at campus and district events; 10% increase in utilization of parent resources; 5% increase in parents indicating satisfaction with communication efforts
	Problem Statements: Demographics 2 Funding Sources: 211 Title I - 94200.00		
4) Offer parent education classes through the Concilio program and others to support home/school connections	3.1, 3.2	Chief Academic Officer	20 or more parents will graduate the program
	Problem Statements: Demographics 2 Funding Sources: 263 Title III - 11300.00		
<p style="text-align: center;">TEA Priorities</p> <p style="text-align: center;">Connect high school to career and college</p> 5) Host a district-wide showcast to inform and educate students, parents and community members of the programs offered through CTE.		Chief Academic Officer	Showcase will happen as the start of CTE month (February).
	Funding Sources: 244 Perkins - 4000.00		
6) Provide a summer program to allow 5th - 8th grade students to experience CTE courses.		Chief Academic Officer	Students exposed to non-traditional careers will choose to enter those courses in middle and high school.
	Funding Sources: 244 Perkins - 6000.00		

Strategic Objective 1 Problem Statements:

Demographics

Problem Statement 2: The students are highly mobile and come in and out of the district throughout the school year as evident by enrollment numbers, ADA, transfers, mobility tracking.
Root Cause 2: Lack of community engagement and failure to connect with some families so they feel valued in the district; as well as, lack of communication to some people in the community to inform of programs and services offered in the district.

Goal 2: Focus on Students, Families and Community

Strategic Objective 2: Students will have opportunities volunteer, intern and apprentice within the community.

Evaluation Data Source(s) 2: Student participation in volunteerism, internships and apprentice opportunities

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> <p>1) Support the learning of students involved in internships and apprenticeships with necessary supplies.</p>		Chief Academic Officer	Students participating in internships and apprenticeships will have the supplies necessary to continue their chosen program of study.
<p>Funding Sources: 244 Perkins - 3500.00</p>			

Goal 2: Focus on Students, Families and Community

Strategic Objective 3: Families will have access to various organizations which provide social service resources.

Evaluation Data Source(s) 3: Number of referrals for social services

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Support the learning of students identified as homeless or in foster care by addressing basic needs including but not limited to clothing, supplies, transportation		Assistant Superintendent of Campus Support	100% of counselor requested needs for students will be addressed
	Funding Sources: 211 Title I - 3500.00		

Goal 2: Focus on Students, Families and Community

Strategic Objective 4: Students at every grade level will have opportunities to participate in co-curricular and extra-curricular activities.

Evaluation Data Source(s) 4: Student satisfaction survey and Student discipline data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Conduct fine arts program evaluations and utilize findings to initiate improvements that increase student engagement		Assistant Superintendent of Campus Support	>10% increase in student engagement in fine arts programs
	Funding Sources: 199 Local - 0.00		
2) Provide extended year co-curricular programs that encourage student interest in STEAM related fields	2.5	Chief Academic Officer	>2 co-curricular programs offered to students in areas of STEAM
	Funding Sources: Title IV - 73144.00		

Goal 2: Focus on Students, Families and Community

Strategic Objective 5: The district will provide a safe, nurturing, learning environment for all students.

Evaluation Data Source(s) 5: Student satisfaction survey and Student discipline data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Expand safety and security awareness and understanding of district expectations to police, security personnel, faculty/staff, and students		Chief of Police	100% of groups will meet their defined training hours
	Problem Statements: School Processes & Programs 3 Funding Sources: 199 Local - 75000.00		
2) Increase staffing numbers and resources for police and safety/security personnel to provide adequate coverage to ensure the safety of all staff, students and visitors		Chief of Police	10% decrease in incident statistics; 5% increase in stakeholders indicating the district as a safe place to learn, work, and visit
	Problem Statements: School Processes & Programs 3 Funding Sources: 199 Local - 360000.00, Title IV - 36143.00		
3) Implement Restorative Discipline practices in all district campuses		Assistant Superintendent of Campus Support	100% of campuses have a restorative discipline team established and functioning
	Problem Statements: Demographics 1, 3 Funding Sources: 199 Local - 0.00		
4) Increase student behavior support to campuses through Social Emotional Learning (SEL) resources and behavior intervention substitutes	2.6	Assistant Superintendent of Campus Support	80% of campuses will indicate resources supported their needs in managing student behaviors
	Problem Statements: Demographics 1 Funding Sources: Title IV - 59500.00		
5) Provide counseling support and age-appropriate awareness programs for students on topics including but not limited to bullying, dating violence, sexual abuse and trafficking, and suicide prevention in order to meet compliance policies		Assistant Superintendent of Campus Support	100% of campuses will have offered support and programs in accordance with the district-approved plan
	Funding Sources: 199 Local - 10000.00		

Strategic Objective 5 Problem Statements:

Demographics
Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and JJAEP. Root Cause 1: Lack of training, support and understanding of the role resulting in staff turnover.
Problem Statement 3: African American students are disproportionately assigned to discipline placements district wide as evident by the discipline referrals. Root Cause 3: Students and staff lack understanding and training of social/emotional needs and exposure to differences in cultures necessary for building positive relationships.

School Processes & Programs

Problem Statement 3: Lack of understanding that safety and security is the responsibility of all district employees, not just police and security department as evident by the numerous acknowledgements of SEL and security. **Root Cause 3:** Safety and security are generally mentioned with the Safety and Security Department and there is a lack of understanding and training in SEL and student engagement as it pertains to safety and security matters.

Goal 3: Focus on Operational Excellence

Strategic Objective 1: All campuses and departments will follow clearly defined, aligned and communicated processes and procedures to support the district's mission, vision, and values.

Evaluation Data Source(s) 1: Process effectiveness rating, Survey results related to communication, Scorecard measure for district

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Complete a roles and responsibilities analysis with the curriculum/instruction department to define support areas for the district's strategic plan		Chief Academic Officer	100% of positions will be assigned and communicated
	Problem Statements: School Processes & Programs 2 Funding Sources: 199 Local - 12000.00		
2) Conduct a cyber-security audit and penetration test to create a comprehensive data security plan that reduces risks and vulnerability of the districts information systems		Chief Technology Officer	100% completion of the security audit and penetration test; and 100% completion of a data security plan
	Problem Statements: School Processes & Programs 3 Funding Sources: 199 Local - 75000.00		

Strategic Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The curriculum and instruction department lack clear direction and a shared strategic plan as evident by inconsistent level of student achievement across the district. Root Cause 2: Inconsistencies of organizational chart and identified roles and responsibilities.
Problem Statement 3: Lack of understanding that safety and security is the responsibility of all district employees, not just police and security department as evident by the numerous acknowledgements of SEL and security. Root Cause 3: Safety and security are generally mentioned with the Safety and Security Department and there is a lack of understanding and training in SEL and student engagement as it pertains to safety and security matters.

Goal 3: Focus on Operational Excellence

Strategic Objective 2: The district will use a systematic approach for internal and external communication focused on timeliness, frequency, and accuracy.

Evaluation Data Source(s) 2: Survey results related to communication

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase social media engagement on the district's Facebook, Twitter and Instagram accounts		Chief Communications Officer	10% increase in social media followers
	Problem Statements: Demographics 2 Funding Sources: 199 Local - 12000.00		
2) Engage in a website audit and initiate improvements based on findings to support the diverse communication needs of parents, students and stakeholders		Chief Communications Officer	100% of a website audit will be completed; and 50% of findings will be addressed by year end
	Funding Sources: 199 Local - 15000.00		
3) Design and initiate a marketing and communication plan for choice- and interest-based academic programming		Chief Communications Officer	100% of a marketing and communication plan is created; and >3 efforts have been implemented
	Funding Sources: 199 Local - 8000.00		

Strategic Objective 2 Problem Statements:

Demographics
Problem Statement 2: The students are highly mobile and come in and out of the district throughout the school year as evident by enrollment numbers, ADA, transfers, mobility tracking. Root Cause 2: Lack of community engagement and failure to connect with some families so they feel valued in the district; as well as, lack of communication to some people in the community to inform of programs and services offered in the district.

Goal 3: Focus on Operational Excellence

Strategic Objective 3: All staff will use continuous improvement tools to increase the effectiveness and efficiency of all processes and procedures.

Evaluation Data Source(s) 3: Scorecard measures for district

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Initiate the development and implementation of district-wide administrative regulations to support consistency and alignment		Chief of Staff	>25 regulations will be developed and communicated to the staff
	Funding Sources: 199 Local - 0.00		
2) Engage in a long-range, collaborative planning process to determine the next phase of enhanced, interest-based academic programming		Superintendent	100% of a long-range plan will be developed and communicated
	Funding Sources: 199 Local - 8000.00		
3) Develop and monitor processes to ensure alignment to local, state and federal regulations.	2.4, 2.5, 2.6, 3.1, 3.2	Chief Academic Officer	100% compliance
	Problem Statements: School Processes & Programs 4		
	Funding Sources: 211 Title I - 127389.00, 255 Title II - 26591.00		

Strategic Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: Compliance with state and federal guidelines are not 100% met. Root Cause 4: Inadequate training, implementation and monitoring.

Goal 4: Focus on Employees and Organizational Improvement

Strategic Objective 1: The district will attract, recruit and effectively induct the best staff for student success.

Evaluation Data Source(s) 1: Recruitment data, Staff retention data, and First year retention data

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize exit survey data from K-12 Insight to provide feedback to campuses and departments to inform personnel practices		Assistant Superintendent of Personnel	8% decrease in turnover rate
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 Local - 25000.00		
2) Complete a TASB Salary review from the 2018-2019 study to reevaluate the district's competitiveness in the area of compensation with the implementation of HB 3		Assistant Superintendent of Personnel	100% of positions will be measured for competitiveness
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 Local - 10000.00		
3) Engage in partnership with Greater Dallas Workforce Commission for job fairs, and job postings for auxiliary staff positions		Assistant Superintendent of Personnel	25% increase in fill rate of job vacancies
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 Local - 1000.00		
<p style="text-align: center;">TEA Priorities</p> Recruit, support, retain teachers and principals		Chief Academic Officer	10% increase in ESL certified teachers
	Problem Statements: Demographics 1 Funding Sources: 199-25 BESL - 4000.00		
4) Increase obtainment of ESL certified teachers by 10% during the 19-20 school year		Chief Academic Officer	10% increase in funding allocations for additional special education staff
	Problem Statements: Demographics 1 Funding Sources: 199-23 SPED - 200000.00		
5) Increase funding allocations to special populations by 10% for additional staff to support the Region 10 program reviews recommendation for increased staff		Chief Academic Officer	10% increase in funding allocations for additional special education staff
	Problem Statements: Demographics 1 Funding Sources: 199-23 SPED - 200000.00		
6) Increase and diversify recruitment efforts to place a targeted focus on high-need instructional areas to employ highly effective teachers and staff		Assistant Superintendent of Personnel	5% increase in hires made through recruitment efforts
	Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: 255 Title II - 2500.00, 199 Local - 8000.00		

Strategic Objective 1 Problem Statements:

Demographics

Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and JJAEP. **Root Cause 1:** Lack of training, support and understanding of the role resulting in staff turnover.

School Processes & Programs

Problem Statement 1: Recruitment and retention of all staff is an issue as evident by 22.5% teacher turnover rate. **Root Cause 1:** Compensation for novice and veteran staff is not comparable to surrounding districts.

Goal 4: Focus on Employees and Organizational Improvement

Strategic Objective 2: The district will recognize and retain staff members who exemplify the mission, vision, and values.

Evaluation Data Source(s) 2: Staff retention data, First year teacher retention data, and Employee recognition data

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Develop a merit pay structure to be considered for future implementation in alignment with HB3		Assistant Superintendent of Personnel	100% of merit pay structure is developed for consideration
	Problem Statements: Perceptions 1		
<p>TEA Priorities Recruit, support, retain teachers and principals</p> 2) Implement a new teacher on-boarding process to support with instructional quality, classroom management, district/campus systems, ongoing mentoring and support		Chief of Schools	3%+ decrease in teacher turnover by mid-year
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		
	Funding Sources: 255 Title II - 39016.00, 199 Local - 38000.00		

Strategic Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Academic progress is below expectations as evidence by STAAR ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause 1: Lack of alignment of curriculum and instruction, teacher capacity (K-12), and inconsistent and broad instructional processes.
School Processes & Programs
Problem Statement 1: Recruitment and retention of all staff is an issue as evident by 22.5% teacher turnover rate. Root Cause 1: Compensation for novice and veteran staff is not comparable to surrounding districts.
Perceptions
Problem Statement 1: Teachers' do not display high expectations and positive beliefs for student achievement for all students or adequate social/emotional support as evident by accountability ratings and counselor referrals. Root Cause 1: There is not a culture of high expectations established in the district.

Goal 4: Focus on Employees and Organizational Improvement

Strategic Objective 3: Staff will be provided professional development opportunities that are aligned with district goals and allow differentiation to meet individual staff/student needs.

Evaluation Data Source(s) 3: New employee satisfaction survey and Effectiveness of professional development

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Align and train content coordinators and teacher specialists to increase embedded teacher support vertically and horizontally in the four content areas	2.5	Chief Academic Officer	10% increase in student achieved in the "met standard" category
	Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: 211 Title I - 180500.00, 255 Title II - 9590.00		
2) Provide professional development for all staff, including auxiliary staff, in the basics of Social Emotional Learning	2.6	Assistant Superintendent of Campus Support	100% of staff will be trained in Social Emotional Learning
	Problem Statements: Demographics 1 - School Processes & Programs 3		
3) Provide training to teachers and instructional staff, including special populations, in social emotional strategies to improve behavior capacity		Chief Academic Officer	100% of teachers and instructional staff will be trained
	Problem Statements: Demographics 1 Funding Sources: 199 Local - 40000.00		
4) Provide professional development opportunities to ensure staff is equipped to serve.	2.4, 2.5, 2.6	Chief Academic Officer	Evaluation
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 211 Title I - 4000.00, 255 Title II - 21470.00, 211-SIP School Improvement - 30496.00		

Strategic Objective 3 Problem Statements:

Demographics
Problem Statement 1: The district does not have adequate staff to serve special education students, limited English proficient students and students with behavior issues as evident by the change in demographics, increase in special education numbers, and increase in discipline referrals, OSS, DAEP, and JJAEP. Root Cause 1: Lack of training, support and understanding of the role resulting in staff turnover.
Student Academic Achievement
Problem Statement 1: Academic progress is below expectations as evidence by STAAR ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause 1: Lack of alignment of curriculum and instruction, teacher capacity (K-12), and inconsistent and broad instructional processes.

School Processes & Programs

Problem Statement 3: Lack of understanding that safety and security is the responsibility of all district employees, not just police and security department as evident by the numerous acknowledgements of SEL and security. **Root Cause 3:** Safety and security are generally mentioned with the Safety and Security Department and there is a lack of understanding and training in SEL and student engagement as it pertains to safety and security matters.

Perceptions

Problem Statement 1: Teachers' do not display high expectations and positive beliefs for student achievement for all students or adequate social/emotional support as evident by accountability ratings and counselor referrals. **Root Cause 1:** There is not a culture of high expectations established in the district.

Goal 5: Focus on Financial Stewardship

Strategic Objective 1: All facilities will provide a safe and secure learning and working environment.

Evaluation Data Source(s) 1: Facilities capacity data, Accident reports, Staff and student satisfaction survey for facilities, and Maintenance work orders

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Complete a security audit to determine the level of threat, risk and vulnerability of all facilities and/or complexes within the district		Chief of Police	All finding will be reported in the final audit document
	Funding Sources: 199 Local - 0.00		
2) Explore and initiate a district-wide facilities needs assessment for future academic program needs and long-range planning		Assistant Superintendent of Operations	100% of facilities are scheduled to be assessed; >20% of the assessment will be initiated
	Funding Sources: 199 Local - 25000.00		

Goal 5: Focus on Financial Stewardship

Strategic Objective 2: The district will utilize an aligned and deployed budgeting process ensuring necessary resources to support the district's mission, vision and values.

Evaluation Data Source(s) 2: Program expenditures and Staff satisfaction survey on resources and training

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Promote a safe, secure and competitive learning environment by purchasing and updating relevant hardware for classroom and operational needs		Chief Technology Officer	20% of end points will be replaced in 2019-2020
Funding Sources: 199 Local - 1000000.00			
2) Train all new campus principals on effective budget management practices		Chief Financial Officer	100% of new campus principals will have received training
Funding Sources: 199 Local - 100.00			

Goal 5: Focus on Financial Stewardship

Strategic Objective 3: The district will maintain strong financial services and demonstrate sound fiscal responsibility.

Evaluation Data Source(s) 3: Fund balance as recommended by TASBO, External audit, and School FIRST rating

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Remodel and re-purpose the former Acton campus and administration building to support needed training and police department space in an efficient manner		Assistant Superintendent of Operations	100% of former Acton and administration building will be remodeled and re-purposed
	Funding Sources: 199 Local - 2000000.00		