



Strategic Planning

EDGEWOOD INDEPENDENT SCHOOL DISTRICT





Strategic Planning

Strategic planning is a process that empowers stakeholders, such as parents, students, district employees, city officials, business partners, and clergy, to collaboratively shape the future of their school district. Through this process, the district and community become partners in creating a 3-5 year plan. This shared sense of ownership enables districts to overcome obstacles and discover new possibilities for students. All school districts reach a point where they must reinvigorate their practices, and create new systems, or face decline. The strategic planning process galvanizes the community around a common purpose, bringing new life to the district.



Strategic Planning Process



Through the Strategic Planning process, stakeholders from across the community were brought together to assess the needs of and to offer input on the direction the district should take over the next 3-5 years. The strategic planning process helped to identify a common set of beliefs that are unique to the community. Every action in the strategic plan was purposefully aligned with the community's beliefs. Community members also harmonized their beliefs with the district's vision/mission, which created the foundation of the strategic plan. The stakeholders assessed the strengths, weaknesses, opportunities, and threats the district faced in certain focus areas, or *strands*, that were identified by school leadership. This information helped set targets for growth, or *objectives*, for each strand, along with strategies that the district will employ to reach these targets. Finally, a team of content area experts mapped out the action steps necessary to achieve each strategy. Care was taken by the Action Planning Team to give direction and specificity, yet allow for lead way as the action steps are implemented by district personnel over the coming 3-5 years.



Authentic community and family engagement is key to creating opportunities for students to develop the 21st century skills necessary for success in a global society.



Report Layout

The remaining pages of the report contain the stakeholder-driven, 3-5 year strategic plan for **Edgewood Independent School District (ISD)**. The ensuing contents of the strategic plan are broken out into strands that were identified as focus areas for the strategic plan. The vision and community beliefs guided the direction of the planning committees and provides a foundation for the plan. Finally, goals, objectives, strategies and action steps are outlined for each strand.



Virtual Plan

A web resource has been created to house the virtual strategic plan. The virtual plan contains all of the information found within this report. Additionally, fields can be added to aid in implementation and revision of the plan. Examples of additional information to be added include timelines, person(s) responsible, necessary resources, etc. A strategic plan is a living document that undergoes updates and revisions over time. It is important to note that updates can be made **by anyone provided with the following link:**

<https://sites.google.com/site/strategicplanning201617a/>



Edgewood ISD Strategic Planning Strands

Attendance

Graduation/Dropout Rate

College and Career Readiness

Stewardship

Improve Literacy



Vision



For every child, success in life. Edgewood Proud!



Shared Beliefs

- All students have value and can be successful.
- High expectations and positive relationships are vital for student success.
- All stakeholders should inspire students to love learning & reach their personal goals.
- Each student deserves a high quality, well-rounded, education (academic, social, life skills).



Attendance

GOAL

Every student will intrinsically want to be physically and mentally in class.

OBJECTIVE

By 2020, 100% of our students will be actively engaged in learning; and our attendance rate will be at least 98%.

STRATEGY 1

The district will develop a universal system to improve student attendance.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Form a central committee with all stakeholders represented.	Start: October 2016 Completion: December 2016		Strategic Planning Attendance Committee
Develop a universal identification, intervention, and recovery system.	Start: December 2016 Completion: May 2016		Central committee
Establish neighborhood partnerships with community members and local businesses.	Start: December 2016 Completion: February 2017	Neighborhood associations, police department, and local businesses	Central committee
Implement "Edgewood Proud!" campaign.	Start: December 2016 Completion: February 2017	TBD	Public Information Office
Develop parent/student "Attendance Agreement".	Start: December 2016 Completion: May 2017	Parents and students	Central committee
Plan and implement "Edgewood Night Out".	Start: December 2016 Completion: March 2017	Counselors, social workers, administrators, teachers	Parent Engagement Coordinator, PIO, Central Committee
Conduct district-wide event to promote attendance. Collect "Attendance Agreement" signatures.	Start: May 2017 Completion: Before the first day of school 2017	Community partnerships, campuses	Parent Engagement Coordinator, PIO
Hold registration sessions on campuses, including attendance promotion.	Start: May 2017 Completion: Before the first day of school 2017		Campuses

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Make meaningful attempts to physically contact all parents who have not signed "Attendance Agreement."	Completion: Before the 3rd week of school	Counselor, social worker, administration, teachers	Campus
Ensure ongoing week-by-week average daily attendance (ADA) monitoring, and reporting to Cabinet meetings.	Start: First day of school 2017 Completion: Last day of school 2018	PIEMS data	Hearing Officer/Truancy Coordinator
Average Daily Attendance Year-To-Date (ADA YTD): 0.5% increase from previous (2016) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: November 2017	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 0.5% increase from previous (2017) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: January 2018	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 0.5% increase from previous (2017) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: May 2018	PIEMS data	Central Committee
Plan and implement "Edgewood Night Out".	Start: January 2018 Completion: March 2018	Community partnerships, campuses	Parent Engagement Coordinator, PIO, Central Committee
Hold before-school events and registration with attendance promotion and collection of attendance agreement signatures.	Start: Before the 1st day of school 2018		Campuses, Parent Engagement Coordinator, PIO
Make meaningful attempts to physically contact all parents who have not signed "Attendance Agreement."	Completion: Before the 3rd week of school 2018	Counselor, social worker, administration, teachers	Campus
Monitor ongoing week-by-week average daily attendance (ADA) report to Cabinet meetings.	Start: First day of school 2018 Completion: Last day of school 2019	PIEMS data	Hearing Officer/Truancy Coordinator
Average Daily Attendance Year-To-Date (ADA YTD): 0.75% increase from previous (2017) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: November 2018	PIEMS data	Central Committee

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Average Daily Attendance Year-To-Date (ADA YTD): 0.75% increase from previous (2018) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: January 2019	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 0.75% increase from previous (2018) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: May 2020	PIEMS data	Central Committee
Plan and implement "Edgewood Night Out".	Start: January 2019 Completion: March 2019	Neighborhood partnerships, campuses	Parent Engagement Coordinator, PIO, Central Committee
Hold before-school events and registration with attendance promotion and collection of attendance agreement signatures.	Completion: Before the 1st day of school 2019		Campuses, Parent Engagement Coordinator, PIO
Make meaningful attempts to physically contact all parents who have not signed "Attendance Agreement."	Completion: Before the 3rd week of school 2019	Counselor, social worker, administration, teachers	Campus
Monitor ongoing week-by-week average daily attendance (ADA) and report to Cabinet meetings.	Start: First day of school 2019 Completion: Last day of school 2020	PIEMS data	Hearing Officer/Truancy Coordinator
Average Daily Attendance Year-To-Date (ADA YTD): 1.5% increase from previous (2018) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: November 2019	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 1.5% increase from previous (2019) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: January 2020	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 1.5% increase from previous (2019) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: May 2020	PIEMS data	Central Committee
Plan and implement "Edgewood Night Out".	Start: January 2020 Completion: March 2020	Neighborhood partnerships, campuses	Parent Engagement Coordinator, PIO, Central Committee

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Hold before-school events and registration with attendance promotion and collection of attendance agreement signatures.	Completion: Before the 1st day of school 2020		Campuses, Parent Engagement Coordinator, PIO
Make meaningful attempts to physically contact all parents who have not signed "Attendance Agreement."	Completion: Before the 3rd week of school 2020	Counselor, social worker, administration, teachers	Campus
Monitor ongoing week-by-week average daily attendance (ADA) and report to Cabinet meetings.	Start: First day of school 2020 Completion: Last day of school 2021	PIEMS data	Hearing Officer/Truancy Coordinator
Average Daily Attendance Year-To-Date (ADA YTD): 2.25% increase from previous (2019) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: November 2020	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 2.25% increase from previous (2020) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: January 2021	PIEMS data	Central Committee
Average Daily Attendance Year-To-Date (ADA YTD): 2.25% increase from previous (2020) year. Monitor, evaluate, refine and intervene for universal attendance system.	Completion: May 2021	PIEMS data	Central Committee

STRATEGY 2

The district will develop a system to ensure teachers engage and inspire all students in learning.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Determine percentages of each campus with teachers marked at "proficient" level or higher on T-TESS Domain III.	Completion: Spring 2017	PEIMS	Central committee
Central committee determines baseline growth for each campus. Average growth from 2017 to 2018 becomes "baseline growth."	Completion: Spring 2018	PEIMS	Central committee
Central committee monitors and evaluates which campuses achieved baseline growth and provides support to campuses which have not.	Completion: Spring 2019	PEIMS	Central committee
Central committee monitors and evaluates for continued growth.	Completion: Spring 2020	PEIMS	Central committee

Graduation/Dropout Rate

GOAL

Each student that enters EISD will graduate!

OBJECTIVE

By 2020, 100% of EISD students will follow an individualized plan that encourages them to remain in school and graduate.

STRATEGY 1

Develop a variety of flexible pathways for students to graduate.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
<p>Appoint a district-wide committee to research and select innovative pathways that meet the needs of our students.</p> <p>Committee should be comprised of Secondary Counselors, Administrators, CTEs, Director of Support Services, Executive Director of Secondary Schools, PEIMS Dept., and Teachers.</p> <p>Research should include: nea.org (National Education Association) to begin with research based proven pathways.</p> <p>Campus visits of successful alternative pathways for middle school (M.S.) and high school (H.S.)</p> <p>Increase participation in Early Childhood Programs (3 and 4 year old programs)</p> <p>Tiered Prevention and Intervention Systems that will communicate the interventions and difficulties from grade to grade and campus to campus. (Attendance, Academics, Behavior, etc.)</p> <p>RTI Software programs that connect teachers, counselors, administration, and campuses about what has been attempted, successful, and not successful with each individual student. (Tracking Program- for example: Centris)</p> <p>Alternative Education Programs: (Flexible Day; Work Programs, Credit Recovery- PBL, CBE, Online, Face to Face, Accelerated Learning, Laptops for students to take home to work, etc.).</p>	<p>2016-2017 School year;</p>	<p>Personnel from each campus, current pathways in place and new ones, needs assessment of students, NEA website</p>	<p>Student Support Service Department</p>

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Needs Assessment Tools such as: Focus groups, Interviews, Student interest forms, Surveys, etc. Transition Programs from Elementary to Middle Schools, Middle Schools to High School, and High School to Adulthood.			
Plan an implementation process for selected pathways based on requirements and logistics. -Facility Capacity, Transportation, Scheduling, Technology, Staffing and Locations -Funding (State Comp. Funds) -Graduation Requirements -Programs and Professional Development -Accountability Data (Attendance, Course Completion, etc.)	2017-2018 School Year	Pathways, requirements, facility, technology, professional development	Student Support Service Dept. and Committee
Implement pathways. -Course Selections -Develop an Individual Graduation Plan -Communication with Community -Staffing Certifications -Monitor Student Individual Student Progress -Gather Program Data	2017-2018 School Year	TBD	Campus
Plan an implementation process for selected pathways based on requirements and logistics. Consider: -Facility Capacity, Transportation, Scheduling, Technology, Staffing, and Locations -Funding (State Comp. Funds) -Graduation Requirements -Programs and Professional Development -Accountability Data (Attendance, Course Completion, etc.)	2017-2018 School Year	Pathways, requirements, facility, technology, professional development	Student Support Service Dept. and Committee
Implement pathways. Consider: -Course Selections -Develop an Individual Graduation Plan -Communication with Community -Staffing Certifications -Monitor Student Individual Student Progress -Gather Program Data	2017-2018 School Year	TBD	Campus
Evaluate and adjust pathways based on success and changing needs of our students. Analyze data to determine needs and successes of individual pathway options. Make adjustments based on data.	Spring 2019 and beyond	Data on completion, student needs, grades, credits, etc.	Committee(s)

STRATEGY 2

Develop a support system for students, teachers, and parents to prevent dropouts and increase the graduation rate.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
<p>Appoint a districtwide committee to choose instruments to gather and analyze data as to why students are dropping out.</p> <p>Committee should be comprised of at least: Counselors, Parent Engagement Coordinators, Registrars, Social Workers, Administrators, Special Education Facilitators, Teachers, and Bilingual/ESL Representatives.</p> <p>Instruments to gather data: Withdrawal form, home visit, student and parent interviews, PBIS surveys, Academic History of dropouts (including retentions, social/emotional needs, etc.).</p>	2016-2017 school year	Personnel from each campus, dropout data, and instruments to determine reasons for dropouts	Student Support Service Dept.
<p>The committee will select and administer tools to determine and understand the needs of parents, students, and schools to keep students in school until they graduate.</p> <p>Tools, such as: surveys, focus groups, interviews, etc.</p>	2016-2017 school year	Tools, such as, focus groups, surveys, interviews, etc. to determine needs.	Student Support Service Dept.; Committee
<p>Evaluate current support systems in district.</p> <p>Compile a list of all of the support systems in the district.</p> <p>Evaluation instruments, such as: surveys, focus groups, interviews, etc.</p>	Spring 2017	Compile District's support systems in place and evaluate their effectiveness. Develop a system and method for gathering data to determine effectiveness.	Student Support Service Dept.; Committee
<p>Based on evaluation, adjustments will be made and additional support systems and resources created to align with the needs of students, parents, and schools.</p>	Fall 2017	Compile District's support systems in place and evaluate their effectiveness. Develop a system and method for gathering data to determine effectiveness.	Student Support Service Dept.; Committee
<p>Implement, with fidelity, the support systems and strategies developed.</p>	Fall 2017	TBD	Campus and District Teams
<p>Monitor and adjust support systems continuously to address the changing needs of our students, parents, and schools.</p>	Fall 2018 and beyond	Graduation and dropout data; tools and instruments to determine success of individual support systems	Committee

College and Career Readiness

COLLABORATION OPPORTUNITY

The College and Career strand is focused on developing real-world workplace experiences to prepare students for college and careers after high school, while the Stewardship strand has a focus on the development of soft skills for 21st century learners. These groups intend to work in conjunction to design and streamline the overlapping elements of a district-wide mentoring program. College and Career Readiness will collaborate with the Stewardship strand on mentorship program.

GOAL

All EISD students will possess the skill sets necessary to be college and/or career ready.

OBJECTIVE

By 2020, 100% of EISD students will be college and/or career ready.

STRATEGY 1

Align curriculum to College and Career Readiness Standards (CCRS) in all K-12 courses.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Develop and administer a teacher, student, and parent pre- and post- survey that assesses their knowledge of the CCRS (College and Career Readiness Standards).	Start: November 2016 Ongoing	Online survey	CIA
Communicate the CCRS to all stakeholders: · Students · Parents · Staff · Board of Managers · Community	Start: December 2016 Ongoing	CCRS and training documents	CIA, Public Relations Department
Provide professional development on the CCRS to staff.	Start: January 2017 Completion: Ongoing	CCRS and training documents	CIA
Vertically and horizontally align curriculum documents to the CCRS.	Start: January 2017 Completion: Ongoing	CCRS, curriculum documents, and a consultant	CIA, administrators, and teachers.
Insert CCRS into the online lesson planning tool.	Start: November 2016 Completion: June 2017	CCRS documents and lesson planning development tool	CIA

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Develop a professional development plan to incorporate the CCRS in all K-12 courses. Include new hires and staff new to the grade level/course.	Start: January 2017 Completion: Ongoing	CCRS training documents and consultant	CIA
Implement the CCRS in all content areas in 2017-2018.	Start: August 2017 Completion: Ongoing	CCRS integrated curriculum documents	CIA, campus administration and teachers.
Build a CCRS webpage that includes CCRS resources.	Start: November 2016 Completion: June 2017	CCRS and the CCRS presentation materials	CIA, Public Relations Department

STRATEGY 2

Develop partnerships that provide real-world workplace experiences through internships, externships, and mentor programs.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Business Community Coordinator (BCC) will explore current partnerships for opportunities to establish internships, externships, and mentor programs.	Start: January 2017 Completion: June 2022	Business partnerships and mentoring guidelines	Business Community Coordinator
Build new partnerships to establish internships, externships, and mentor programs.	Start: January 2017 Completion: June 2022	New business partnerships and mentoring guidelines	Business Community Coordinator
Meet with campus administration to link the career interest inventory results for students in grades 5-12 with an appropriate business partner.	Start: January 2017 Completion: June 2022	Student interest survey and partners, Achieve Texas	Business Community Coordinator, campus principal
Grade K-5 students will explore colleges and careers with post-secondary institutions and business partners.	Start: January 2017 Completion: June 2022	Business partners, post-secondary institutions, Achieve Texas	Student support services, business partners, BCC
Each campus will incorporate a schedule, in which once a month, students (Year 1-33%, Year 2-66%, Year 3-100%) will be mentored or be involved with an internship or externship. "Extended learning opportunities" (same thoughts worded differently)	Start: January 2017 Completion: June 2022	District staff, peer mentoring, upper grade level students mentoring lower grade level students, and alumni	Student Support Services

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Develop a mentoring implementation and training guide.	Start: January 2017 Completion: August 2017	Mentoring Implementation and Training Guide	Student Support Services
Each school will utilize the district partners to mentor students and provide them with meaningful College and Career Readiness experiences throughout the school year.	Start: August 2017 Completion: June 2022	Business partners, Mentoring Implementation and Training Guide, Achieve Texas	Business partners, principals, counselors.
Ensure students who earn an industry certification participate in an internship program.	Start: August 2017 Completion: June 2022	Business partnership, practicum	CTE, campus administration.
The district webpage will include a comprehensive list of partners that includes the nature of the partnership, highlights of a partner-campus activity, and a link to the partner website.	Start: January 2017 Completion: June 2022	District website and list of business partners.	Person that posts for each campus.
There will be a district level appreciation event to thank those partnerships.	Start: May 2017 Completion: June 2022	District vendors	Business Community Coordinator
Invite partners to bring their organization onto the campus through face-to-face or real-time virtual field trips.	Start: May 2017 Completion: June 2022	Business partners	Business partners, campus team

STRATEGY 3

Prepare students to acquire college credit and/or industry certifications.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Initiate and implement an early high school model that allows students to earn 60 hours of college credit or an associate's degree upon graduation.	Start: November 2016 Completion: June 2018	Site visits, post-secondary partnerships	Early High School Committee
In the second semester of their 8th grade year, ensure that all students develop a 4-year graduation plan that leads to one or more of the five endorsements.	Start: January 2017 Completion: Ongoing	Bridges Transitions online career interest inventory	Counselor
Establish parent and student activities in grades 5-7 in order to prepare students to select a four-year plan in 8th grade.	Start: January 2017 Completion: Ongoing	Bridges Transitions, online career, interest inventory, career fairs	Counselor

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Recruit teachers with master's degrees or 18 hours in their area of study so that they can teach dual credit courses.	Start: January 2017/Completion: Ongoing	Career fairs, business partnerships	Principal
Increase the number of industry certifications offered and the number of certifications awarded.	Start: January 2017 Completion: Ongoing	Partnerships	Director of CATE
Increase partnerships with post-secondary institutions to offer dual-credit opportunities.	Start: January 2017 Completion: Ongoing, yearly in March for following year	Post-secondary institutions	Principals, Counselors, CIA, Advanced Academics Specialist
Establish parent and student activities in grades 5-10 in order to increase student enrollment in Advanced Placement (AP) Courses, Dual Credit, and CTE certifications	Start: January 2017 Completion: May 2017 yearly	College Board	Advanced Academics Specialist, CATE Director, Student Support Services
Utilize College Board AP Potential in order to increase the number of students in AP courses and to identify new additional AP offering where students have potential.	Start: January 2017 Completion: May 2017 yearly	College Board	Advanced Academics Specialist and Student Support Services
Teachers will attend College Board Summer Advanced Placement Institutes before teaching Pre-AP and AP courses.	Start: January 2017 Completion: May 2017 yearly	College Board	Advanced Academics Specialist, Counselor
Campuses will hold Parent and Student Support Sessions for students enrolled in AP and Dual Credit in order to set up students for success (BOY and before the AP Course Preparation Series)	Start: January 2017 Completion: May 2017 yearly	College Board	Advanced Academics Specialist, Principals, AP Teacher
Conduct AP Course Preparation Series before the AP exam	Start: January 2017 Completion: May 2017 yearly	College Board	Advanced Academics Specialist, Principals, AP Teacher
Ensure Career & Technical Education (CTE) teachers acquire all certifications within their field in order to offer students an industry certification.	Start: May 2017 Completion: Ongoing	State approved certifications, CTE certifications	Principal, Director of CATE
Develop a program to provide funding to potential dual-credit teachers with a master's degree to complete their 18 hours of study.	Start: November 2017 Completion: Ongoing	Career fairs, business partnerships, 5 yr. commitment form	Principal

Stewardship

COLLABORATION OPPORTUNITY

The Stewardship strand has a focus on the development of soft skills for 21st century learners, while the College and Career strand is focused on developing real-world workplace experiences to prepare students for college and careers after high school. These groups intend to work in conjunction to design and streamline the overlapping elements of a district-wide mentoring program. The Stewardship strand will collaborate with the College and Career strand on the mentorship program.

GOAL

EISD will provide each student with an exceptional educational experience, so they will be a contributing citizen in the 21st century global marketplace.

OBJECTIVE

By 2020, 100% of EISD students will develop positive character traits and skills that will make them successful in the 21st century.

STRATEGY 1

Develop a district-wide leadership mentoring program focusing on social skills.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Form a Mentorship committee which includes Student Support Services Staff and the Business Community Coordinator or designee.)	Start: Spring 2017		Student Support Services Staff and the Business Community Coordinator or designee.
Evaluate and enhance current Mentor Program.	Start: Spring 2017	Handbook, training component, evaluation component Notes: 1. Identify and evaluate current mentoring programs in the district and encompass them under the new District-wide Mentor Program. 2. Establish standards by which to measure the mentors' and students' success in the program.	Student Support Services Department

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Business Community Coordinator or designee will partner with community businesses.	Start: Summer 2017	Background checks, applications/commitment letters Notes: 1. Recruit community leaders as mentors. 2. Seek donations to enhance the mentor program.	Business Community Coordinator or designee
Train and prepare mentors.	Start: Fall 2017	Training materials, handbook, PowerPoint, student interest inventories, training calendar Notes: 1. Train and prepare mentors to implement Mentor Program. 2. Identify students in need of mentor program. 3. Identify two elementary schools, one middle school, and one high school. 4. Distribute mentor meeting calendar. 5. Focus of mentor meetings will be to collaborate and share ideas.	Student Support Services Department
Assign mentors and students.	Start: Spring 2018	Student interest inventory, consent forms	Counselor and/or Social Workers
Roll out Phase 1 of District-wide Mentor Program.	Start: Spring 2018	Room, Campus Mentoring Program Guide with logistics 1. Three Elementary Schools 2. One Middle School 3. One High School	Counselor and/or Social Workers

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Business Community Coordinator or designee will continue to partner with community businesses.	Start: Summer 2018	Background checks, applications/commitment letters Notes: 1. Evaluate District-Wide Mentoring Program using evaluation process created in the spring of 2017. 2. Recruit new community leaders as mentors and maintain current mentors. 3. Seek donations to continue to support the mentor program.	Business Community Coordinator or designee
Roll out Phase 2 of District-wide Mentor Program.	Start: Fall 2018	Room, Campus Mentoring Program Guide with logistics 1. Maintain first cohort. 2. Add three additional elementary campuses. 3. Add additional middle school. 4. Add additional high school. 5. Train and prepare mentors to implement mentor program. 6. Identify students in need of mentor program. 7. Distribute consent forms and administer interest inventory. 8. Distribute mentor meeting calendar. 9. Focus of mentor meetings will be to collaborate and share ideas.	Counselor and/or Social Workers
Conduct field trips and Parent Connection.	Start: Spring 2019	Permission slips, business partnerships 1. Campus-based community project 2. District-based community project	Individual campuses and Parent Engagement Coordinator

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Business Community Coordinator or designee will continue to partner with community businesses.	Start: Summer 2019	Background checks, applications/commitment letters Notes: 1. Evaluate District-wide Mentoring Program using evaluation process created in the spring of 2017. 2. Recruit new community leaders as mentors and maintain current mentors. 3. Seek donations to continue to support the mentor program.	Business Community Coordinator or designee
Roll out Phase 3 of District-wide Mentor Program.	Start: Fall 2019	Room, Campus Mentoring Program Guide with logistics 1. Maintain first and second cohort. 2. Add remaining four elementary campuses. 3. Add remaining middle school. 4. Train and prepare mentors to implement mentor program. 5. Identify students in need of mentor program. 6. Distribute consent forms and administer interest inventory. 7. Distribute mentor meeting calendar. 8. Focus of mentor meetings will be to collaborate and share ideas.	Counselor and/or Social Workers
Conduct field trips and Parent Connection.	Start: Spring 2020	Permission slips, business partnerships 1. Campus-based community project 2. District-based community project	Individual Campuses and Parent Engagement Coordinator

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Business Community Coordinator or designee will continue to partner with community businesses.	Start: Summer 2020	Background checks, applications/commitment letters Notes: 1. Evaluate District-wide Mentoring Program using evaluation process created in the spring of 2017. 2. Recruit new community leaders as mentors and maintain current mentors. 3. Seek donations to continue to support the mentor program.	Business Community Coordinator or designee

STRATEGY 2

Develop a supplemental program to enhance the State Comprehensive Guidance Plan to ensure student success.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Evaluate each campus on the implementation of the State Comprehensive Guidance Plan.	Start: Spring 2017	Synchronized counselor calendars, evaluation tool Notes: 1. Create an evaluation tool. 2. Each campus will use tool to evaluate implementation of the State Comprehensive Guidance Plan. 3. District will use data to identify how classroom guidance is being implemented on each campus.	Principals, Director of Student Support Services, Teachers

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Hold informational sessions to share evaluation findings.	Start: Spring 2017	Evaluation data, flyers, social media, phone messenger Notes: 1. Each campus will share findings of the evaluation with staff. 2. District will host community meetings to share findings of the evaluation. 3. Discuss purpose of formation of new committee to target "soft skills."	Principal, counselor, social worker, parent liaison
Form a committee for the purpose of preparing recommendations for supplemental program.	Start: Summer 2017	State Comprehensive Guidance Plan, results of survey Notes: 1. Committee will be formed. 2. Write processes for streamlined implementation of current program. 3. Creation of a Year-At-A-Glance (YAG) for Guidance Program. 4. Committee makes recommendations for supplemental program.	Student Support Services, counselor, social worker, principals
Conduct research to create Supplemental Program.	Start: Fall 2017	Computers Notes: 1. Review current MOU list. 2. Best practices will be identified from research of supplemental programs and MOU list. 3. Align findings of current practices with findings of research to create new supplemental program.	Supplemental Program Committee
Create and design Supplemental Program to align with current State Comprehensive Guidance Program. District wide acronym will be created to publicize character traits in the district. (Example – LEADERSHIP: Loyalty, Exceptional, Achievement, Diversity, Enthusiasm, Respect, Selfless Service, Honor, Integrity, Patience).	Start: Spring 2018	Edgewood ISD Counseling Program, State Comprehensive Guidance Program, findings of fall planning session	Supplemental Program Committee

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Conduct training for new Supplemental Program.	Start: Summer 2018	Current Program, YAG – counseling, new supplemental program Notes: 1. Identify participating campuses. 2. Train counselors, social workers, and principals. 3. Set expectations for campus staff.	Student Support Services
Roll out Phase 1 of New Supplemental Program.	Start: Fall 2018	Notes: 1. Train campus staff during staff development. 2. Identify three elementary campuses, one middle school campus, and one high school campus. 3. Give survey to all students participating in Phase 1 of new supplemental program to gauge knowledge of “soft skills”.	Campuses
Conduct field trips and Parent Connections.	Start: Spring 2019	1. Field trips take place to apply “soft skills” as outlined in the Supplemental Program Plan. 2. Hold parent engagement session. 3. Post-survey will be given to all students participating in Phase 1 of new supplemental program to gauge knowledge of “soft skills”. 4. Gather data and analyze to improve upon roll out of Phase 2.	Social worker, counselor, parent liaison
Conduct training of Phase II participants on Supplemental Program.	Start: Summer 2019	Current Program, YAG – counseling, supplemental program Notes: 1. Maintain first cohort. 2. Add three additional elementary campuses. 3. Add an additional middle school. 4. Add additional high school. 5. Training of counselors, social workers, and principals who are participating in Phase 2 of supplemental program.	Student Support Services

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Roll out Phase II of Supplemental Program.	Start: Fall 2019	Notes: 1. Training for campus staff during staff development. 2. Identify three elementary campuses, one middle school campus, and one high school campus. 3. Give survey to all students participating in Phase 2 of supplemental program to gauge knowledge of "soft skills."	Campuses
Conduct field trips and Parent Connections.	Start: Spring 2020	1. Field trips take place to apply "soft skills" as outlined in the Supplemental Program Plan. 2. Hold parent engagement session. 3. Administer post-survey to all students participating in Phase 2 of new supplemental program to gauge knowledge of "soft skills." 4. Gather data and analyze to improve upon roll out of Phase 3.	Social worker, counselor, parent liaison
Conduct training of Phase III participants on Supplemental Program.	Start: Summer 2020	Current Program, YAG – counseling, supplemental program Notes: 1. Maintain first two cohorts. 2. Add 4 remaining elementary campuses. 3. Add remaining middle school. 4. Training of counselors, social workers, and principals who are participating in Phase 3 of supplemental program.	Student Support Services
Roll out Phase III of Supplemental Program.	Start: Fall 2020	Notes: 1. Train campus staff during staff development. 2. Give survey to all students participating in Phase 3 of supplemental program to gauge knowledge of "soft skills."	Campuses

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Conduct field trips and Parent Connections	Start: Spring 2021	<ol style="list-style-type: none"> 1. Field trips take place to apply "soft skills" as outlined in the Supplemental Program Plan. 2. Hold parent engagement session. 3. Administer post-survey to all students participating in Phase 3 of supplemental program to gauge knowledge of "soft skills." 4. Gather data and analyzed to ensure sustainability of the supplemental program. 	Social worker, counselor, parent liaison

Improve Literacy

GOAL

All students will be literate in order to be contributing members of society.

OBJECTIVE

By 2020, all students will read on grade level or higher.

STRATEGY 1

Implement a district-wide literacy program.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Establish a district committee to adopt a research, evidence-based literacy program appropriate to the grade level.	Start: Identify program by Spring 2017; Implementation 2017- 2018 Complete: Fall 2017	Review of existing programs and survey of new curriculum	District Committee
Provide teachers with on-going training and instructional strategies and resources to help support the literacy program.	Start: Summer 2017, Complete: Ongoing beginning Summer 2017	Adopted curriculum, research, and evidence-based curriculum	District Committee, District Specialists, C&I Dept.
Provide comprehensive literacy instruction for all students, including sub-populations.	Start: 2017-2018, Complete: Ongoing beginning 2017	District level trainings, evidence-based instructional strategies	District Committee, Campus Leadership, Campus Teachers
Provide teachers with on-going training and instructional strategies and resources to help support the literacy program.	Start: Summer 2017, Complete: Ongoing beginning Summer 2017	Adopted curriculum, research and evidence-based curriculum	District Committee, District Specialists, C&I Dept.
(6 – 12) Adopt and implement an intervention system that help students become proficient or above in the area of reading at their grade level.	Start: Summer 2017, Complete: Ongoing beginning Summer 2017	Adopted curriculum, research, and evidence-based curriculum	District Committee, District Specialists, C&I Dept.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Determine and establish a district model for assessing student's reading level (BOY, MOY, EOY). Note: aside from Istation	Start: Identify: Spring 2017, Implement: 2017-2018, Complete: Fall 2017	Review of existing assessments	District Committee to include campus representatives
(KG-5) Adopt and implement an intervention system that helps students reach their target reading level (F&P/Lexile level).	Start: Summer 2017, Complete: 2017-2018	Review of existing intervention programs and research other programs	District Committee to adopt; Campus to implement
(6 – 12) Adopt and implement an intervention system that help students become proficient or above in the area of reading at their grade level.	Start: Summer 2017, Complete: 2017-2018	Review of existing intervention programs and research other programs	District Committee to adopt; Campus to implement
Implement a monitoring system that tracks the progress of students reading levels throughout the school year.	Start: 2017-2018 Complete: 2017-2018	Guided reading group data, Istation data, research other data	District Committee to identify; Campus to implement
Establish a process wherein campuses will provide recognition and/or incentive programs for meeting student literacy goals.	Start: 2017-2018 Complete: Ongoing	Campus and community resources and donations	Campus level

STRATEGY 2

Develop a district-wide parent education program that fosters literacy in the home.

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Offer technology training to families incorporating literacy apps and student online programs (Istation).	Start: Spring 2017 Complete: Ongoing	Computers/Computer lab	Technology Dept., ITF, Parent Liaison or campus designee
Establish a process for students to be provided with literature (books, articles, magazines, etc.) for daily reading at home.	Start: 2017-2018 Complete: Ongoing	Community participants, District specialists	Parent Engagement Coordinator, Parent Liaison

Action Steps	Important Dates	Required Resources	Title/Department Responsible
Provide monthly parent education classes at each campus, targeting literacy.	Start: 2017-2018 Complete: Ongoing	Library books, community resources (local library)	Campus designee, Librarian
Implement a "Library Reading Night" monthly to invite parents, guardians, and older siblings to come and read with their child at the campus.	Start: 2017-2018 Complete: Ongoing	Books, articles, magazines, existing resources and online resources	Campus staff, District specialists, Student Support Services
Invite secondary campuses and student organizations to partner with an elementary campus for "Reading Night" once per nine weeks.	Start: 2017-2018 Complete: Ongoing	Books, articles, magazines, existing resources and online resources	Campus staff, student organizations, Student Support Services
Make available a parent webpage targeting literacy on every campus webpage (Books online, list of books to read, link to SA Library etc.).	Start: 2017-2018 Complete: Ongoing	Book online (link), list of books to read, etc.	Technology Department, ITF or campus designee
Provide parents with a monthly district literacy newsletter.	Start: 2017-2018 Complete: Ongoing	Print shop	C&I dept. to create and copy, campus to distribute
Make books available for parent and student checkout at every campus.	Start: 2018-2019 Complete: Ongoing	Books (donations, grants, etc.)	Librarian, parent liaison or campus designee
Each campus will provide every parent with a "Literacy Gift Box" to families with newborns in our district.	Start: 2018-2019 Complete: Ongoing	Community resources (donations, etc.)	Student Support Services to provide and Counselor, Parent Liaison or campus designee to deliver
Identify community partners and resources that help build literacy in the home.	Start: 2018-2019 Complete: Ongoing	Community partnerships	Student Support Services