

Public Notice of Regular Meeting

The Board of Trustees Terrell ISD

A Regular Meeting of the Board of Trustees of Terrell ISD will be held Monday, October 19, 2020, beginning at 6:00 PM in the Terrell ISD Boardroom at the Central Administration Building, 700 Catherine St., Terrell, Texas 75160.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call Meeting to Order and Establish the a Quorum is Present
2. Pledges of Allegiance and Moment of Silence
3. Public Comments
4. Recognition
 - A. Teachers & Staff Members of the Month
 - B. Student Recognition
5. District Announcements & Reports
 - A. Report from Superintendent Regarding Terrell ISD
 - B. 2019-2020 Annual Program Evaluation Bilingual and ESL Summary
6. Consent Agenda
 - A. Consider Acceptance of Financial Reports
 1. August 2020 Monthly Tax Report
 2. September 2020 Financial Summary
 3. Head Start September 2020 Financial Report
 4. Head Start September 2020 Credit Card Report
 5. Proposed Budget Amendment
 6. Quarterly Investment Report June 1, 2020 through August 31, 2020
 - B. Consider Acceptance of the Purchasing Report for the Period of September 1, 2020 through September 30, 2020
 - C. Consider Approval of Major Cooperative Purchases or Blanket/Project Purchases in excess of \$50,000
 - D. Consider Approval of the 2019 Annual Tax Collection Report
 - E. Consider Bullet-Resistant Film for School Entrances RFP 2020-005
 - F. Head Start 2019-2020 Annual Report
 - G. Consider Acceptance of the 2020 Calculated Tax Roll and Anticipated Collection Rate
 - H. Consider Approval of Election of Personnel

- I. Consider Approval of Minutes from Regular Meetings and Special Board Workshop
 1. Minutes of September 21, 2020 Regular Meeting
 2. Minutes of September 28, 2020 Special Workshop
- J. Consider Approval of the Proposed Revision to EIA (Local) Policy
- K. Consider approval of the House Bill 3 Board Goals
- L. Consider Addition to Services Package from Region 10 ESC for 2020-2021
7. Items Removed from the Consent Agenda
8. Items for Discussion and Action
 - A. Consider Committee for Review of Board Operating Procedures
 - B. Consider Report on Terrell ISD District Improvement Plan, Campus Improvement Plans, and Targeted Improvement Plans for 2020-2021
 1. Terrell ISD District Improvement Plan for 2020-2021
 2. Terrell High School Campus Improvement Plan and Targeted Improvement Plan for 2020-2021
 3. Herman Furlough Middle School Campus Improvement Plan and Targeted Improvement Plan for 2020-2021
 4. Child & Adolescent Campus Improvement Plan for 2020-2021
 5. Terrell Alternative Education Center Campus Improvement Plan for 2020-2021
 6. Global Leadership Academy Campus Improvement Plan for 2020-2021
 7. J.W. Long Elementary School Campus Improvement Plan and Targeted Improvement Plan for 2020-2021
 8. Gilbert Willie, Sr. Elementary School Campus Improvement Plan for 2020-2021
 9. Bruce Wood Elementary School Campus Improvement Plan and Targeted Improvement Plan for 2020-2021
 10. W.H. Burnett Elementary School Campus Improvement Plan for 2020-2021
 - C. Public Hearing to Discuss the Terrell ISD District Improvement Plan and Targeted Improvement Plans for 2020-2021
 - D. Consider Approval of Terrell ISD District Improvement Plan and Targeted Improvement Plans for 2020-2021
 - E. Consider Approval of Change of November 9, 2020 Board Work Study to December 3, 2020 and to Consider Team of Training on November 9, 2020
9. Closed Session
 - A. Pursuant Texas Government Code, Section 551.074, certain deliberations about officers and employees of the governmental body may be held in executive session in order to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee
10. Consider any Action as a Result of Closed Session
 - A. Consideration and possible action to amend the Superintendent Evaluation instrument
11. Adjournment

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, in accordance with applicable law, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on: Friday, October 16, 2020 at 6:00 p.m.

For the Board of Trustees

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect More. Achieve More.	

Agenda Item: Report from Superintendent Regarding Terrell ISD

Summary:

The Superintendent will present a report to the Board of Trustees on the current status of Terrell ISD, including:

1. Update on Board Goals from Board Work Study in September
2. Update on enrollment
3. Update on COVID-19
4. Update on Field Naming Committee
5. Update on TEA Attendance Hold Harmless for 3rd 6 weeks

Attachments:

N/A

Administrative Recommendation:

N/A

Budget/Funding

N/A

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect staff to deliver and students to engage in rigorous learning for high student achievement.	

Agenda Item: 2019-2020 Annual Program Evaluation Bilingual and ESL Summary

Bilingual ESL Annual Report Summary:

TEA requires a plan for education English Learners. Terrell ISD opted for the implementation of the Transitional Bilingual Early Exit Program for Spanish home language English learners in grades PK-5, and the ESL Pull-out program for English learners in grades 6-12. Due to the shortage of Bilingual-Spanish teachers in the District, the 19th Bilingual Exception was filed at TEA in Fall of 2019. A letter of approval from TEA was received in February of 2020. As a consequence of the submission of the Bilingual Exception, an Alternative Bilingual Program was implemented on grades PK-5 at Terrell ISD to serve the 644 English Learners for whom a Bilingual certified teacher is not available. Details about the alternative program are described in the following sections of this document.

The plan includes:

- English Learner Counts
- Student Demographic Comparisons
- Program Model & Instructional Design
- Staffing & Professional Development
- TELPAS Data
- Family & Community Engagement
- Summary Statement
- Response to COVID

Due to the interruption of COVID, we are ensuring the ELPS are tightly embedded in the curriculum. We have implemented the use of Frontline so teachers have student progress and data readily available to use and differentiate. We have developed At-Home Learning strategies for EL's that are included in our At-Home Learning Plan. Student data is evaluated after each Unit Assessment and adjustments are made to meet the needs of the learners.

Attachments:

[TISD Bilingual ESL Annual Report](#)

Administrative Recommendation:

Administration recommends the board accept the report.

Budget/Funding

NA



Terrell ISD

Expect More. Achieve More.

2019-2020 ANNUAL PROGRAM EVALUATION Bilingual and English as a Second Language (ESL)

Dr. Melanie Magee
Deputy Superintendent of Leading and Learning

Brenda Navaja
Executive Director of Leading and Learning

Laura Espinoza
Bilingual Student Achievement Specialist

Presented to TISD Board of Trustees
October 19, 2020

I. Introduction

Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners

§89.1201 (b) The goal of bilingual education programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

§89.1201 (c) The goal of ESL programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.

Terrell ISD opted for the implementation of the Transitional Bilingual Early Exit Program for Spanish home language English learners in grades PK-5, and the ESL Pull-out program for English learners in grades 6-12.

Due to the shortage of Bilingual-Spanish teachers in the District, the 19th Bilingual Exception was filed at TEA in Fall of 2019. A letter of approval from TEA was received in February of 2020.

As a consequence of the submission of the Bilingual Exception, an Alternative Bilingual Program was implemented on grades PK-5 at Terrell ISD to serve the 644 English Learners for whom a Bilingual certified teacher is not available. Details about the alternative program are described in the following sections of this document.

II. English Learners Count

The Terrell ISD hispanic population has been increasing during the last years. These are the number of students identified as English Learners this school year.

Number of EL students by grade level

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number	99	87	103	103	100	91	99	70	64	56	38	58	33	33
1034 students														

Number of EL students by grade level that exited the Bil/ESL program

Grade	1	2	3	4	5	6	7	8	*9	*10	*11	12
Number	3	0	1	0	0	0	3	3	0	1	0	0
11 students												

**20 potential exit students at THS are pending to assess due to incomplete TELPAS data as a result of COVID-19 contingency during the 2020 TELPAS window*

Number of former EL students monitored during Year 1 and Year 2

Grade	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	2	0	6	1	8	9	7	8	13	4	0	58
Year 2	0	2	7	7	8	3	3	4	3	5	0	42

III. Student Demographic Comparisons: EL v. General Population

The following tables show details of the TISD student demographic information with emphasis on the hispanic and English learners population.

Ethnicity %

General population (4,708)				
Am. Indian	Asian Pacific	Black	Hispanic	White
0.21%	0.47%	22.13%	49.24%	23.92%
Students in ESL Program (372)				
Am. Indian	Asian Pacific	Black	Hispanic	White
0.2%	0.2%	0.4%	98.5%	0.7%
Students in Alternative Bilingual-Spanish Program (644)				
Am. Indian	Asian Pacific	Black	Hispanic	White
0%	0%	0.1%	99.8%	0.1%
Students in Bilingual Program (18)				
Am. Indian	Asian Pacific	Black	Hispanic	White
0%	0%	0%	100%	0%

Individuals with disabilities %

General population (4,708)
Total (519)
11.02%
ELs (96)
2.04%

IV. Program Model and Instructional Design

Terrell ISD implements three English language programs to support all the English learners enrolled in grades PK-12. All these programs' basic curriculum content is based on the Texas Essential Knowledge and Skills.

Transitional Early Exit Bilingual Program: There is one PK classroom with 18 only English language learners. These students receive instruction from a Bilingual-Spanish certified teacher in a self-contained classroom. The instruction is provided initially in Spanish with the goal of making the transition to mostly in English by the end of the year. The teacher utilizes the students' home language to communicate the learning objectives and to help students understand the concepts in order to ensure students acquire the academic skills expected for all students, native English speakers and English learners, at the same grade level. All the academic content is taught in English only.

English Learners in grades PK and K are eligible to attend the Summer School program. An invitation was extended to all these students and 30 of them participated successfully. Instruction was delivered by bilingual teachers with the goals of reinforcing students' academic knowledge and increasing their English proficiency. Classes were provided via remote due to the COVID-19 contingency.

Alternative Bilingual Program: A total of 644 English learners in grades PK-5 for whom a bilingual teacher is not available, an Alternative Bilingual Program is in place. All these students are distributed in monolingual classrooms where they participate in classes with native English speakers at the same grade level. All ELs receive ELAR instruction from an ESL certified teacher and bilingual support from a bilingual aide. Spanish is used by the bilingual aide as a tool to provide support to ELs in a push-in and pull-out mode on a regular basis. Bilingual aides' goal is to clarify questions, concepts, to make background knowledge connections, and to provide emotional support to the English learners in their native language. There is one bilingual instructional aide per K-5 campus.

Newcomers at GWE and WES campuses have access to a Rosetta Stone license that can be used on computers or mobile devices, including phones. Science and mathematics Unit tests are available in Spanish for these students.

English Learners in grades 2-5 are practicing their English speaking skills with lessons designed for that purpose on the Seesaw program. The goal is to help students to acquire the fluency and confidence of speaking aloud needed to be successful in their classrooms and daily life.

TISD's goal is to provide English learners, for whom a Bilingual teacher is not available, with an ESL certified teacher for all content core subjects. For the 2019-2020 school year, the 76% of the core subject teachers are ESL certified.

ESL Pull-out Program: In grades 6-12, English Learner students are served through a combination of ELAR or English instruction by teachers that possess the ESL certification and instructors that

are trained in Sheltered Instructional strategies. All students are eligible to attend tutorials.

Newcomers on grades 6-8 have access to a Rosetta Stone license that can be used on computers or mobile devices, including phones. Newcomers on grades 9-12 have access to personalized support from the Spanish class team teachers during tutoring time.

TISD's goal is to provide English learners in the ESL program with an ESL certified teacher for all content core subjects. During the 2019-2020 school year, 33% of the teachers are ESL certified.

General Practices in TISD Bilingual and ESL programs

All PK-12 English Learners receive individualized instructional accommodations and testing support provided by their teachers.

All content area teachers in all grade levels review, revise, and document at the beginning, middle, and end of the year the Instructional Supports each of their ELs is receiving during classroom instruction. The intention is to evaluate the need of those supports and to remove them when students use them no more in their path to become English proficient.

All content area teachers in all grade levels review, revise, and document at the beginning, middle, and end of the year the supports each of their ELs need during academic evaluations, including unit tests, benchmarks, and State assessments. The objective is to provide the needed linguistic support for the students to demonstrate their mastery on their content knowledge despite their English language limitations.

All PK-12 English Learner students are assessed using the Texas English Language Proficiency Assessment System (TELPAS) or TEA Approved Language Assessments, and local curriculum based assessments. Academic achievement for all ELs is monitored through the analysis of state assessment and local curriculum based assessment data. Eligible English Learners receive individualized Designated Supports on local and State assessments. Due to COVID-19 contingency, TEA waived STAAR 2020 and TELPAS completion was not possible in grades 6-12, therefore, this particular data will not be available this year.

Each campus LPAC (Language Proficiency Assessment Committee) monitors all EL students' grades every six weeks and keeps records of their needed and provided interventions. For cases of students with failing grades on any of English, mathematics, science, and social studies subjects, LPAC meets to review and evaluate strategies and supports needed to implement in order to assist the student to learn the content knowledge and skills required at their grade level. Input is requested from the subject teacher with the purpose of evaluating the effectiveness of resources, supports, and instructional strategies provided during instruction and assessments, and to provide targeted support, either to the student or to the teacher.

All teachers receive training during the year on strategies and resources oriented to provide linguistic, academic, and emotional support to the English learners in their classrooms.

V. Staffing and Professional Development

The following chart shows the number of certified Bilingual-Spanish or ESL teachers at each campus and the number of English Learners enrolled and served by these teachers (count by Oct 25, 2019).

Campus	Grade Levels	Total Core subjects and SpEd Teachers	# of Certified Teachers		Teachers Serving on a Bil/ESL Prog	ELs served in 19-20 SY by Campus
			BIL	ESL		
W H Burnett	PK3, PK4	17	1	12	76%	99 (26%)
G. Willie Elem	K-5 th	38	0	27	71%	220 (32%)
J W Long	K-5 th	37	0	28	76%	202 (31%)
Wood Elem	K-5 th	30	0	25	83%	151 (26%)
GLA Elem	K-5 th	9	0	7	78%	10 (6%)
Furlough MS	6 th -8 th	49	NA	25	51%	190 (17%)
Terrell HS	9 th -12 th	77	3	8	17%	162 (13%)
Phoenix and DAEP	4 th -12 th	6	0	3	50%	
Child & Adolescent	K-12 th	4	0	3	75%	0 (0%)

During Summer of 2019, a Staff Development Menu of sequenced topics was provided to the campus administrators from which they selected those of their interest. Staff development sessions were scheduled monthly at each campus to address the selected topics. The following staff development sessions were provided during the 2019-2020 school year, however the scheduled sessions/topics were not fully performed due to the COVID-19 contingency in Spring.

Topic/Month	Campus	Audience
TELPAS and ELPS - August-September	WHB, WES, JWL, GWE, C&A, FMS, THS, TAEC, GLA	All teachers
LPAC Framework - September	WHB, WES, JWL, GWE, C&A, FMS, THS, TAEC	LPAC Admin, LPAC Teacher, Counselor
Sentence Stems - October	JWL, GWE, WES	All teachers
Linguistic Supports, STAAR and TELPAS tutorials - November and January	JWL, GWE, WES, WHB	All teachers
STAAR Designated	*GWE	All teachers

Supports - February		

**The rest of the staff development sessions were cancelled due to the COVID-19 closure.*

VI. Texas English Language Proficiency Assessment System - Data (Spring 2019 - Composite Scores)

Due to the COVID-19 closure during TELPAS season, this data reflects scores based on the partial TELPAS data submitted by TISD. Most of this data is taken from TELPAS grades K-5, the computerized TELPAS test (Reading, Speaking, and Listening domains) on grades 6-9, and some Writing domain scores on grades 6-9.

Percent of students at each rating

Grades	Beginning Communication in general is difficult	Intermediate Student demonstrates emerging communication skills but still with some difficulty	Advanced Student's communication is clear with occasional hesitation or mistakes	Advanced High Student's communication skills are comparable to an English native speaker.
1st-12th	5.94%	27.36%	30.15%	7.33%

Percent of progress of students in one year

Grades	Students with no progress	Students progressing one composite level	Students progressing more than one composite level
1st-12th	73.34%	22.93%	3.63%

VII. State of Texas Assessment of Academic Readiness - Data

STAAR Spring 2020 was waived by TEA because of COVID-19 contingency, no data is available for this school year.

VIII. Family and Community Engagement

Terrell ISD uses different media to communicate with students' parents. In addition to the traditional paper based newsletters, TISD utilizes electronic media such as the Parent Portal, TISD Website, Facebook and similar apps, and the Remind app which has a translation tool embedded in for non-English speaking parents.

Terrell ISD PK-12 English learners' parents and families were invited to participate in communication meetings that addressed the important topics related to school procedures and policies. The list of sessions is listed below.

Topic	Month	Audience
Translation of TISD website. District communication apps. Translation apps. English classes app and in person. TISD grading and attendance policies. Tutoring schedules.	September	Parents and families of newcomers in grades PK-12.
District communication apps. Translation apps. English classes app and in person. Computerized instruction (Wowzers, Achieve 300, Epic!). Tutoring schedules.	October	Parents and families of English learners in grades PK-12.
TISD Alternative Bilingual Program. TELPAS and STAAR season. Tutoring schedules. English classes for adults.	February	Parents and families of English learners in grades PK-12.

** A communication session planned for May did not take place due to the COVID-19 closure.*

IX. Summary

Based on the information presented on previous sections of this report, and applying the TEA Program Implementation Rubric and Scoring Tool documents, the following chart summarizes a self-evaluation report of our TISD Bilingual and ESL programs

Categories	Transitional Early Exit Program Score	ESL Pull-out Program Score
Program Model Design	Improvement needed	Below basic Implementation
Staff and Professional Development	Below basic Implementation	Basic Implementation
Instructional Design: Lesson Planning and Curriculum	Below basic Implementation	Below basic Implementation
Instructional Design: Methods and Resources	Below basic Implementation	Below basic Implementation
Family and Community Engagement	Below basic Implementation	Basic Implementation

It is recommended to designate an Interdisciplinary English Language Learner Task Force that reviews the TEA Program Implementation Rubric and Scoring Tool documents in order to create data driven guidelines to improve the implementation of TISD's English language program. The EL Task Force also will address best practices, strategic interventions, and other supports to meet the needs of our EL's .

X. Response to COVID-19 Contingency

Due to the interruption caused by COVID, we are ensuring the ELPS are tightly embedded in the curriculum. We have implemented the use of Frontline so teachers have student progress and data readily available to use and discriminate. We have developed At-Home Learning strategies for EL's that are included in our At-Home Learning Plan. Student data is evaluated after each Unit Assessment and adjustments are made to meet the needs of the learners.

Teachers have access through Frontline to the Instructional Accommodations that each of their English learners received last year. Core subject teachers will update this information at the middle and end of this school year using the same system. Teachers will use each student's data to scaffold these accommodations with the goal of helping them to become independent and proficient in the English language.

This school year, the Seesaw program is a resource that teachers use in their lesson plans and students' activities on a regular basis. This resource, in conjunction with Google Classroom, will help their English learners to practice and improve their reading, writing, listening, and speaking skills, which will be reflected in their Spring '21 TELPAS scores.

At-Home Learning English Learners have access to the videos and materials used by the teacher during the lesson in combination with the access to their recorded lesson. This strategy provides students with the opportunity to watch the lessons and have access to materials multiple times. Additional access supports an increase in understanding of the content, increase in practice of their listening skills, and improvement of their English proficiency.

Teachers who are delivering lessons to At-Home learning English learners use Remind and emails as their main communication media to establish contact with ELs' parents who are not English proficient. These resources have a translation tool embedded which facilitates teacher-parent immediate communication, helping them to clarify questions about the lessons, schedules, assignments, and progress of their students.

Since TELPAS data was not fully submitted due to COVID-19 this Spring, a TEA authorized assessment tool is being administered this Fall to English learners who are considered potential exits of the ESL program based on their academic achievement data. These students are being assessed via remote, through Zoom, or at school, depending on their selected learning environment. Also, more than 30 English learners entering kindergarten received a TEA authorized assessment to measure their English oral proficiency progress due to the COVID-19 contingency in place at the end of the 19-20 school year.

Newly enrolled students are receiving an English language proficiency test either via remote (Zoom) or in person, according to the student selected learning environment and in compliance with the LPAC identification process.

Strategies for At-Home Learning English learners are consistently reviewed and the continuation or adjustment of their implementation is considered based on students data and needs. This research is going to be a regular practice during this COVID-19 contingency time in order to keep our English learners improving in all areas, academically, linguistically, and emotionally.

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Acceptance of Financial Reports: August Monthly Tax Report; September Financial Summary; Head Start September 2020 Financial Report; Head Start September 2020 Credit Card Report; 2020-2021 Budget Amendment; Quarterly Investment Report

Summary: This report includes the following items:

1. August 2020 Monthly Tax Report
2. September 2020 Financial Summary
3. Head Start September 2020 Financial Report
4. Head Start September 2020 Credit Card Report
5. Proposed Budget Amendment
6. Quarterly Investment Report June 1, 2020 through August 31, 2020

Attachments:

August 2020 Tax Report
September 2020 Financial Summary
Head Start September 2020 Financial Report
Head Start September 2020 Credit Card Report
Proposed Budget Amendment
Quarterly Investment Report

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees accepts the listed Financial Reports and Budget Amendment as presented.

Budget/Funding

N/A

STATE OF TEXAS

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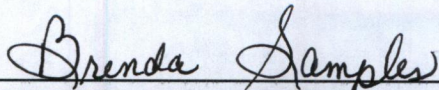
AFFIDAVIT

COUNTY OF KAUFMAN

RE: TERRELL ISD

I, the undersigned authority, BRENDA SAMPLES, TAX ASSESSOR of Kaufman County, Texas, who being duly sworn do certify and say that to the best of my knowledge and belief that the attached exhibit is a true and correct report of all monies collected by this office for the period August 1, 2020 to August 31, 2020 as required by Title 1, Subtitle B, Chapter 6 of the Texas Property Tax Code.

Certified to on this the 8th of September 2020.

A handwritten signature in cursive script that reads "Brenda Samples". The signature is written in dark ink and is positioned above a horizontal line.

**BRENDA SAMPLES
TAX ASSESSOR – COLLECTOR
KAUFMAN COUNTY**

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0207 TERRELL ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	1,917,578,485	69,113,084	1,986,691,569	01.498050	28,719,241.66	16,254

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
2019	27,710,130.39	1,559.70-	1,009,111.27	70,485.41	28,076,586.89	642,654.77	97.76	332.10-
2018	504,950.74	888.00-	53,811.06-	8,487.95	198,871.02	252,268.66	44.08	477.00-
2017	240,820.48	832.64	9,888.24-	4,152.34	61,583.00	169,349.24	26.67	1,135.16-
2016	171,456.58	724.66	8,086.33	982.66	44,967.58	134,575.33	25.05	672.07-
2015	125,298.51	246.45-	3,066.45-	1,200.62	26,837.23	95,394.83	21.96	0.00
2014	103,467.19	.00	7,480.47-	1,310.47	16,827.63	79,159.09	17.53	662.25-
2013	89,929.23	.00	18,785.00-	268.30	8,490.54	62,653.69	11.93	594.21-
2012	65,456.49	.00	3,397.61-	523.12	10,089.78	51,969.10	16.26	594.21-
2011	59,071.32	.00	4,178.37-	62.88	5,214.14	49,678.81	9.50	2,297.21-
2010	59,355.66	.00	11,452.35-	212.87	3,141.73	44,761.58	6.56	11,216.55-
2009	77,402.61	.00	39,082.85-	32.67	1,914.52	36,405.24	5.00	10,374.42-
2008	69,790.37	.00	35,440.77-	279.28	2,464.35	31,885.25	7.17	16,988.81-
2007	73,790.14	.00	44,624.23-	168.39	1,794.96	27,370.95	6.15	12,503.96-
2006	36,957.29	.00	3,843.74-	119.17	1,940.54	31,173.01	5.86	3,548.54-
2005	26,148.41	.00	3,375.39-	86.07	1,492.53	21,280.49	6.55	2,596.77-
2004	13,072.14	.00	602.56-	55.99	1,064.78	11,404.80	8.54	358.96-
2003	5,518.67	.00	426.65-	0.00	52.16	5,039.86	1.02	255.65-
2002	4,049.15	.00	417.91-	0.00	58.38	3,572.86	1.61	250.41-
2001	3,337.64	.00	558.62-	0.00	81.54	2,697.48	2.93	418.38-
2000	2,743.89	.00	1,178.61-	0.00	49.54	1,515.74	3.16	1,049.91-
1999	3,252.74	.00	2,521.10-	0.00	42.70	688.94	5.84	1,704.92-
1998	7,562.29	.00	4,823.47-	0.00	9.07	2,729.75	.33	1,732.46-
****	29,453,561.93	1,136.85-	768,242.15	88,428.19	28,463,574.61	1,758,229.47		69,763.95-

Combined Funds Board Report
 Combined Funds Recap by Fund
 TERRELL ISD

Comparison of Revenue to Budget
 As of September

	Estimated Revenue	Current Realized Revenue	Realized Revenue To Date	Revenue Balance	Percent Realized
General Operating Funds					
199 / 1 - GENERAL OPERATING FUND 5000	48,201,537.00	-5,565,459.50	-5,565,459.50	42,636,077.50	11.55%
Totals 5000 REVENUE	48,201,537.00	-5,565,459.50	-5,565,459.50	42,636,077.50	11.55%
Totals 7000	.00	.00	.00	.00	.00%
Totals General Operating Funds	48,201,537.00	-5,565,459.50	-5,565,459.50	42,636,077.50	11.55%
Special Revenue Funds					
240 / 1 - SCHOOL NUTRITION 5000	2,742,277.16	-11,026.26	-11,026.26	2,731,250.90	.40%
Totals 5000 REVENUE	2,742,277.16	-11,026.26	-11,026.26	2,731,250.90	.40%
Totals 7000	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	2,742,277.16	-11,026.26	-11,026.26	2,731,250.90	.40%
Interest & Sinking Funds					
511 / 1 - DEBT SERVICE FUND 5000	9,079,472.00	-17,188.75	-17,188.75	9,062,283.25	.19%
Totals 5000 REVENUE	9,079,472.00	-17,188.75	-17,188.75	9,062,283.25	.19%
Totals 7000	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	9,079,472.00	-17,188.75	-17,188.75	9,062,283.25	.19%
Total Revenues 5000	60,023,286.16	-5,593,674.51	-5,593,674.51	54,429,611.65	9.32%
Total Revenues 7000	.00	.00	.00	.00	.00%
Total Revenues	60,023,286.16	-5,593,674.51	-5,593,674.51	54,429,611.65	9.32%

Comparison of Expenditures and Encumbrances to Budget
 As of September

	<u>Appropriation</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
General Operating Funds						
199 / 1 - GENERAL OPERATING FUND 6000	-49,697,729.00	636,848.81	3,818,761.67	3,818,761.67	-45,242,118.52	7.68%
Totals 6000 EXPENDITURES	-49,697,729.00	636,848.81	3,818,761.67	3,818,761.67	-45,242,118.52	7.68%
Totals 8000 COST OF ISSUANCE	-350,000.00	.00	.00	.00	-350,000.00	-.00%
Totals General Operating Funds	-50,047,729.00	636,848.81	3,818,761.67	3,818,761.67	-45,592,118.52	7.63%
Special Revenue Funds						
240 / 1 - SCHOOL NUTRITION 6000	-2,664,247.00	12,835.45	191,486.52	191,486.52	-2,459,925.03	7.19%
Totals 6000 EXPENDITURES	-2,664,247.00	12,835.45	191,486.52	191,486.52	-2,459,925.03	7.19%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	-2,664,247.00	12,835.45	191,486.52	191,486.52	-2,459,925.03	7.19%
Interest & Sinking Funds						
511 / 1 - DEBT SERVICE FUND 6000	-5,579,451.00	.00	.00	.00	-5,579,451.00	-.00%
Totals 6000 EXPENDITURES	-5,579,451.00	.00	.00	.00	-5,579,451.00	-.00%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	-5,579,451.00	.00	.00	.00	-5,579,451.00	-.00%
Total Expenditures 6000	-57,941,427.00	649,684.26	4,010,248.19	4,010,248.19	-53,281,494.55	6.92%
Total Expenditures 8000	-350,000.00	.00	.00	.00	-350,000.00	-.00%
Total Expenditures	-58,291,427.00	649,684.26	4,010,248.19	4,010,248.19	-53,631,494.55	6.88%

HEAD START FINANCIAL REPORT
GRANT PERIOD: APRIL 1, 2020 THROUGH MARCH 31, 2021
MONTH OF SEPTEMBER 2020

06CH011444-01-00

HEAD START

	Original NOGA Budget	7/2/2020 One Tme Funds Covid 19	Amended Budget	Prior 206-0 Apr.-Aug.	206-0 Aug. Accrued	Prior 205-1 Sept.-Mar.	Total Prior Expenditures	206-0 Current Expenditures	Cumulative Expenditures	Ending NOGA Balance
A. Personnel	850,313.00	18,347.00	868,660.00	330,802.13	-		330,802.13	73,056.05	403,858.18	464,801.82
B. Fringe Benefits	110,491.00	2,249.00	112,740.00	58,680.79	827.65		59,508.44	12,748.33	72,256.77	40,483.23
C. Travel	3,536.00	-	3,536.00	525.00	-		525.00	-	525.00	3,011.00
D. Equipment	-	-	-	-	-		-	-	-	-
E. Supplies	36,547.00	8,200.00	44,747.00	8,750.34	28.92		8,779.26	7.90	8,787.16	35,959.84
F. Contractual	33,755.00	25,045.00	58,800.00	5,917.58	108.56		6,026.14	-	6,026.14	52,773.86
G. Construction	-	-	-	-	-		-	-	-	-
H. Other	13,105.00	152,697.00	165,802.00	985.50	50,113.00		51,098.50	3,441.00	54,539.50	111,262.50
Total	1,047,747.00	206,538.00	1,254,285.00	405,661.34	51,078.13	-	456,739.47	89,253.28	545,992.75	708,292.25

HEAD START FINANCIAL REPORT
GRANT PERIOD: APRIL 1, 2020 THROUGH MARCH 31, 2021
CREDIT CARD PURCHASES

Month	Date	Check #	Vendor	Account Code	Amount
Sep-20		NONE			

Terrell ISD
Proposed Budget Amendment
10/19/2020 Regular Board Meeting

	<u>Adopted Budget</u>	<u>Amended Budget As of 09/30/20</u>	<u>October 2020 Proposed Amendments</u>	<u>Proposed Amended Budget</u>
General Funds				
<u>Revenues:</u>				
5700 LOCAL REVENUES	22,339,117	22,339,117	-	22,339,117
5800 STATE REVENUES	25,532,420	25,532,420	88,200	25,620,620
5900 FEDERAL REVENUES	330,000	330,000	67,236	397,236
TOTAL REVENUES	48,201,537	48,201,537	155,436	48,356,973
<u>Expenditures:</u>				
11 INSTRUCTION	25,097,380	25,097,380	(95,323)	25,002,057
12 INSTRUCTIONAL RESOURCES & MEDIA	486,153	486,153	-	486,153
13 CURRICULUM / STAFF DEVELOPMENT	1,214,198	1,214,198	141,849	1,356,047
21 INSTRUCTIONAL LEADERSHIP	944,808	944,808	-	944,808
23 SCHOOL LEADERSHIP	2,704,316	2,704,316	-	2,704,316
31 GUIDANCE, COUNSELING & EVAL. SVCS.	2,128,821	2,128,821	-	2,128,821
32 SOCIAL WORK SERVICES	332,628	332,628	-	332,628
33 HEALTH SERVICES	642,999	642,999	15,000	657,999
34 STUDENT TRANSPORTATION	2,668,401	2,668,401	-	2,668,401
35 FOOD SERVICES	7,030	7,030	-	7,030
36 CO-CURRICULAR / EXTRA CURRICULAR	1,608,794	1,608,794	(6,500)	1,602,294
41 GENERAL ADMINISTRATION	2,478,636	2,478,636	45,396	2,524,032
51 PLANT MAINTENANCE & OPERATION	5,858,681	5,858,681	6,500	5,865,181
52 SECURITY & MONITORING SERVICE	838,344	838,344	-	838,344
53 DATA PROCESSING	1,162,513	1,162,513	48,514	1,211,027
61 COMMUNITY SERVICES	191,495	191,495	-	191,495
71 DEBT SERVICE	989,047	989,047	-	989,047
81 FACILITIES ACQUISITION & CONSTR.	-	-	-	-
91 CONTRACTED INSTRUCTIONAL SVCS.	-	-	-	-
92 INCREMENTAL CHAPTER 41 COSTS	-	-	-	-
95 PMTS. TO JUVENILE JUSTICE ALT-ED	-	-	-	-
97 TAX INCREMENT FINANCING ZONE	-	-	-	-
99 OTHER INTERGOVERNMENTAL CHARGES	343,485	343,485	-	343,485
TOTAL EXPENDITURES	49,697,729	49,697,729	155,436	49,853,165
<u>Other Sources:</u>				
7912 EXTRAORDINARY ITEM	-	-	-	-
7915 TRANSFERS IN	-	-	-	-
TOTAL OTHER SOURCES	-	-	-	-
<u>Other Uses</u>				
8911 TRANSFERS OUT	350,000	350,000	-	350,000
TOTAL OTHER USES	350,000	350,000	-	350,000
Budgeted Change in Fund Balance	(1,846,192)	(1,846,192)	-	(1,846,192)

Terrell ISD
Proposed Budget Amendment
10/19/2020 Regular Board Meeting

	<u>Adopted Budget</u>	<u>Amended Budget As of 09/30/20</u>	<u>October 2020 Proposed Amendments</u>	<u>Proposed Amended Budget</u>
Food Service Fund				
<u>Revenues:</u>				
5700 LOCAL REVENUES	290,200	290,200	-	290,200
5800 STATE REVENUES	90,965	90,965	-	90,965
5900 FEDERAL REVENUES	2,361,112	2,361,112	-	2,361,112
TOTAL REVENUES	2,742,277	2,742,277	-	2,742,277
<u>Expenditures:</u>				
35 FOOD SERVICES	2,664,247	2,664,247	-	2,664,247
81 FACILITIES ACQUISITION & CONSTR.	-	-	-	-
TOTAL EXPENDITURES	2,664,247	2,664,247	-	2,664,247
<u>Other Sources:</u>				
7912 EXTRAORDINARY ITEM	-	-	-	-
7915 TRANSFERS IN	-	-	-	-
TOTAL OTHER SOURCES	-	-	-	-
<u>Other Uses</u>				
8911 TRANSFERS OUT	-	-	-	-
TOTAL OTHER USES	-	-	-	-
Budgeted Change in Fund Balance	78,030	78,030	-	78,030
Debt Service Funds				
<u>Revenues:</u>				
5700 LOCAL REVENUES	8,988,232	8,988,232	-	8,988,232
5800 STATE REVENUES	91,240	91,240	-	91,240
TOTAL REVENUES	9,079,472	9,079,472	-	9,079,472
<u>Expenditures:</u>				
71 DEBT SERVICE	5,579,451	5,579,451	-	5,579,451
TOTAL EXPENDITURES	5,579,451	5,579,451	-	5,579,451
<u>Other Sources:</u>				
7901 REFUNDING OF BONDS	-	-	-	-
7911 SALE OF BONDS	-	-	-	-
7915 TRANSFERS IN	-	-	-	-
7916 PREMIUM OR DISCOUNT ON BONDS	-	-	-	-
TOTAL OTHER SOURCES	-	-	-	-
<u>Other Uses</u>				
8949 OTHER USES	-	-	-	-
TOTAL OTHER USES	-	-	-	-
Budgeted Change in Fund Balance	3,500,021	3,500,021	-	3,500,021

Terrell ISD
Proposed Budget Amendments
OFFICIAL BUDGETS
2020-2021

					GENERAL FUND			FOOD SERVICE FUND			DEBT SERVICE FUND		
Audited Fund Balance 09/01/19					\$ 15,514,127			\$ 304,062			\$ 3,285,248		
Budgeted Excess / (Deficit)					-			-			-		
DATE OF BOARD MEETING	AMEND NUMBER	FUND / OBJECT	FUND / FUNCTION	EXPLANATION	GENERAL FUND REVENUE	GENERAL FUND EXPENSE	EXCESS / (DEFICIT)	FOOD SERVICE REVENUE	FOOD SERVICE EXPENSE	EXCESS / (DEFICIT)	DEBT SERVICE REVENUE	DEBT SERVICE EXPENSE	EXCESS / (DEFICIT)
10/19/20	001	199 / 61xx	199 / 11	Transfer funds to cover PEIMS support	-	(48,514)	48,514	-	-	-	-	-	-
10/19/20	001	199 / 61xx	199 / 53	Transfer funds to cover PEIMS support	-	48,514	(48,514)	-	-	-	-	-	-
10/19/20	002	199 / 58xx	199 / 00	Set up budget for Mentor Grant	88,200	-	88,200	-	-	-	-	-	-
10/19/20	002	199 / 6xxx	199 / 13	Set up budget for Mentor Grant	-	88,200	(88,200)	-	-	-	-	-	-
10/19/20	003	199 / 63xx	199 / 36	Transfer funds for grounds equipment	-	(6,500)	6,500	-	-	-	-	-	-
10/19/20	003	199 / 63xx	199 / 51	Transfer funds for grounds equipment	-	6,500	(6,500)	-	-	-	-	-	-
10/19/20	004	199 / 63xx	199 / 11	Transfer funds needed for classroom PPE	-	(15,000)	15,000	-	-	-	-	-	-
10/19/20	004	199 / 63xx	199 / 33	Transfer funds needed for classroom PPE	-	15,000	(15,000)	-	-	-	-	-	-
10/19/20	005	199 / 59xx	199 / 00	Set up budget for IDC/266	67,236	-	67,236	-	-	-	-	-	-
10/19/20	005	199 / 63xx	199 / 11	Instructional Materials - Bilingual Education (BE)	-	13,587	(13,587)	-	-	-	-	-	-
10/19/20	005	199 / 62xx	199 / 13	Set up funds for staff development 10% requirement (BE)	-	53,649	(53,649)	-	-	-	-	-	-
10/19/20	006	199 / 61xx	199 / 11	Transfer funds to cover Grant/Accounting support	-	(45,396)	45,396	-	-	-	-	-	-
10/19/20	006	199 / 61xx	199 / 41	Transfer funds to cover Grant/Accounting support	-	45,396	(45,396)	-	-	-	-	-	-
TOTAL 9/19/2020					155,436	155,436	-	-	-	-	-	-	-
TOTAL YEAR-TO-DATE					155,436	155,436	-	-	-	-	-	-	-

TERRELL INDEPENDENT SCHOOL DISTRICT
QUARTERLY INVESTMENT REPORT
June 1, 2020 - August 31, 2020

	SECURITY TYPE	6/1/2020 BEGINNING BALANCE	DEPOSITS	WITHDRAWALS	INTEREST	8/31/2020 ENDING BALANCE
LONE STAR-LIQUIDITY PLUS						
General Operating	LGIP	6,982,330.61	594,714.11	(4,000,000.00)	2,469.76	3,579,514.48
Group Health Insurance	LGIP	-	-	-	-	-
Worker's Compensation	LGIP	363,858.38	-	-	139.98	363,998.36
Interest and Sinking	LGIP	9,662,759.75	228,961.27	(4,738,350.00)	3,136.10	5,156,507.12
Capital Projects	LGIP	400.47	-	-	0.15	400.62
TOTAL		17,009,349.21	823,675.38	(8,738,350.00)	5,745.99	9,100,420.58
TEXPOOL						
General Operating	LGIP	4,108,278.16	-	(2,000,000.00)	1,268.68	2,109,546.84
Interest and Sinking	LGIP	249.15	-	-	-	249.15
Capital Projects	LGIP	1,366.79	-	-	0.92	1,367.71
TOTAL		4,109,894.10	-	(2,000,000.00)	1,269.60	2,111,163.70
CERTIFICATES OF DEPOSIT						
FINANCIAL NORTHEASTERN CO.						
General Operating	CD	907,394.22	-	-	2,320.78	909,715.00
MULTI-BANK SECURITIES, INC.						
General Operating	CD	2,732,217.09	-	(13,643.26)	13,131.04	2,731,704.87
TOTAL		3,639,611.31	-	(13,643.26)	15,451.82	3,641,419.87
TOTAL INVESTMENTS		24,758,854.62	823,675.38	(10,751,993.26)	22,467.41	14,853,004.15

SUMMARY

	June 1, 2020	August 31, 2020
Market Value	24,788,141.79	14,872,327.32
Book Value	24,295,243.31	13,662,584.28
Unrealized Gain/(Loss)	32,330.94	19,323.17
Average Weighted Maturity	41.34 days	37.01 days
Average Weighted Yield	0.8596%	0.6786%

COMPLIANCE STATEMENT

The investments presented in this report conform to the investment policies of Terrell ISD. These investments are managed under the investment strategy approved by the Terrell ISD Board of Trustees.


 Tonya Tillman
 Deputy Superintendent of Business and Operations


 Dasha McIver
 Executive Director of Finance

Security Type TISD ID No.	Buy Date	Purchase Amt	Description	Maturity Date	Length of Purchase	% Yield Earned	Symbol/Cusip	Days to Maturity	6/1/2020				8/31/2020			
									Book Value	Beginning Mkt Value	Unrealized Gain/(Loss)	Book Value	Ending Mkt Value	Unrealized Gain/(Loss)	WAY	WAM
Lone Star-Liquidity Plus	08/31/20	3,579,514.48	General Operating	08/31/20	0.1535	1	6,982,330.61	1	6,982,330.61	6,982,330.61	-	3,579,514.48	3,579,514.48	-	0.0350	0.23
Lone Star-Liquidity Plus	08/31/20	-	Group Health Ins	08/31/20	0.1535	1	-	1	-	-	-	-	-	-	-	-
Lone Star-Liquidity Plus	08/31/20	363,998.36	Workers Comp	08/31/20	0.1535	1	363,858.38	1	363,858.38	363,858.38	-	363,998.36	363,998.36	-	0.0036	0.02
Lone Star-Liquidity Plus	08/31/20	5,156,507.12	Interest and Sinking Capital Projects	08/31/20	0.1535	1	9,662,759.75	1	9,662,759.75	9,662,759.75	-	5,156,507.12	5,156,507.12	-	0.0505	0.33
Lone Star-Liquidity Plus	08/31/20	400.62	Capital Projects	08/31/20	0.1535	1	400.47	1	400.47	400.47	-	400.62	400.62	-	0.0000	0.00
TexPool	08/31/20	2,109,546.84	General Operating	08/31/20	0.2005	1	4,108,278.16	1	4,108,278.16	4,108,278.16	-	2,109,546.84	2,109,546.84	-	0.0000	0.13
TexPool	08/31/20	249.15	Interest and Sinking	08/31/20	0.2005	1	249.15	1	249.15	249.15	-	249.15	249.15	-	0.0000	0.00
TexPool	08/31/20	1,367.71	Capital Projects	08/31/20	0.2005	1	1,366.79	1	1,366.79	1,366.79	-	1,367.71	1,367.71	-	0.0000	0.00
		11,211,584.28					21,119,243.31		21,119,243.31	21,119,243.31	-	11,211,584.28	11,211,584.28	-		
Financial Northeastern Companies - General Operating																
CD-0021	12/13/2019	199,000.00	Direct FCU	4/13/2021	16 months	1.70	25460FCJ3	225	199,000.00	201,674.56	2,674.56	199,000.00	201,003.93	2,003.93	0.0221	2.92
CD-0022	12/30/2019	249,000.00	San Fran FCU	12/30/2020	12 months	1.75	79772FAA4	121	249,000.00	251,181.24	2,181.24	249,000.00	250,294.80	1,294.80	0.0283	1.95
Perishing Acct	8/31/2020			8/31/2020				1	448,000.00	459,394.22		448,000.00	461,715.00			
		448,000.00					912,250.02		912,250.02	912,250.02	4,855.80	448,000.00	913,013.73	3,298.73		
Multi-Bank Securities, Inc. - General Operating																
CD-0005	10/25/2018	200,000.00	Morgan Stanley Bank UT	10/26/2020	24 months	3.00	61690UAJ9	56	200,000.00	202,396.00	2,396.00	200,000.00	200,916.00	916.00	0.0405	0.76
CD-0007	10/30/2018	105,000.00	UBS Bank USA	10/29/2020	24 months	3.05	90348JFH8	59	105,000.00	106,288.35	1,288.35	105,000.00	105,515.55	515.55	0.0217	0.42
CD-0010	1/9/2019	247,000.00	First Technology FCU	1/8/2021	24 months	3.20	33715LDJ6	130	247,000.00	251,643.60	4,643.60	247,000.00	249,768.87	2,768.87	0.0536	2.18
CD-0011	1/31/2019	245,000.00	Keesler FCU	7/31/2020	18 months	2.80	49254FAH9	-31	245,000.00	246,129.45	1,129.45				0.0456	(0.50)
CD-0015	4/30/2019	240,000.00	St Mary's Credit Union	7/30/2020	15 months	2.50	79257QAA4	-32	240,000.00	240,967.20	967.20				0.0394	(0.50)
CD-0017	5/15/2019	246,000.00	Univ of Iowa Community CU	5/14/2021	24 months	2.50	91435LAY3	256	246,000.00	251,500.56	5,500.56	246,000.00	250,209.06	4,209.06	0.0412	4.21
CD-0018	5/23/2019	235,000.00	CIBC Bnk USA	11/23/2020	18 months	2.50	12547CAF5	84	235,000.00	237,756.55	2,756.55	235,000.00	236,334.80	1,334.80	0.0389	1.31
CD-0019	7/24/2019	240,000.00	Workers Credit Union	7/31/2020	12 months	2.10	98138MAE0	-31	240,000.00	240,818.40	818.40				0.0328	(0.48)
CD-0023	2/13/2020	223,000.00	Morgan Stanley Private Bank	2/14/2022	24 months	1.70	61768EAH6	532	223,000.00	228,641.90	5,641.90	223,000.00	228,122.31	5,122.31	0.0250	7.82
CD-0024	2/21/2020	249,000.00	Wells Fargo Natl Bank West	11/23/2020	9 months	1.65	949495AZ8	84	249,000.00	250,845.09	1,845.09	249,000.00	249,908.85	908.85	0.0265	1.35
CD-0025	3/11/2020	249,000.00	BankUnited Natl Assn	6/11/2020	3 months	1.25	066519MN6	-81	249,000.00	249,102.09	102.09				0.0199	(1.29)
CD-0026	3/12/2020	249,000.00	Freedom Bank of VA	3/12/2021	12 months	1.40	35633MAA51	193	249,000.00	249,385.95	385.95				0.0225	3.11
CD-0027	8/26/2020	249,000.00	Bank United National Assoc	11/27/2020	3 months	0.05	065519PJ2	88				249,000.00	248,990.04	(9.96)	0.0008	1.40
CD-0028	8/28/2020	249,000.00	Industrial & Com BK China	2/28/2022	18 months	0.02	45581EBQ3	546				249,000.00	249,258.96	258.96	0.0003	8.67
Perishing Acct	8/31/2020			8/31/2020				1		1,173.32			728,704.87			
		3,226,000.00					2,728,000.00		2,728,000.00	2,756,648.46	27,475.14	2,003,000.00	2,747,729.31	16,024.44		
		14,885,584.28					24,295,243.31		24,295,243.31	24,788,141.79	32,330.94	13,662,584.28	14,872,327.32	19,333.17	0.6786	37.01

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Acceptance of the Purchasing Report for the Period of September 1, 2020 through September 30, 2020

Summary:

The standard purchasing report is a summary of the purchases valued over \$25,000 but not exceeding \$50,000 that have been made from September 1, 2020 through September 30, 2020

Attachments:

Purchasing Report

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees accepts the Purchasing Report as submitted.

Budget/Funding

As described in the attached report

Purchasing Report Purchases Valued over \$25,000 September 1, 2020 through September 30, 2020

Item	Vendor	Amount	Purchasing Authority	PO#	PO Approval Date
Internet Service	Century Link	\$ 41,605.08	Utility	210018	9/10/2020
MOU approved Aug 17	TVCC	\$ 25,296.73	Duel Credit Agreement	210232	9/17/2020
Fortinet Renewal	Dice Communications	\$ 44,646.47	Region 7 NET2021	210260	9/18/2020

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider approval of Major Cooperative Purchases or Blanket/Project Purchases in excess of \$50,000

Summary:

The attached report of blanket / project purchases is a summary of major cooperative purchases and budgeted items that are included in 2020-2021 fiscal year budget that will exceed \$50,000. These items were previously procured through a cooperative or district bid or are a sole source provider.

These purchases will be made against invoices based on usage throughout the year. Purchases will be monitored for spending up to the approved amount.

This is a one-time report of these scheduled purchases for the Board's consideration.

Attachments:

Purchasing Report – Major Cooperative and Budgeted Items for 2020-2021

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees accepts the Purchasing Report for Major Cooperative Purchases and Budgeted Items as presented.

Budget/Funding

As described in the attached report.

Purchasing Report - Major Cooperative Purchases and Budgeted Items for FY 2020-2021			
Items	Vendor	Up to Amount for Approval	Purchasing Authority
2020-2021 Utilities - Gas	Atmos	\$ 65,000.00	Utilities
2020-2021 Utilities - Electricity	Direct Energy	\$ 850,000.00	Texas Association of School Business
2020-2021 Utilities - Water	City of Terrell	\$ 325,000.00	City Utilities
2020-2021 Solid Waste / Recycle Services	Waste Connections	\$ 125,000.00	City Utilities
2020-2021 Copiers	Xerox	\$ 100,000.00	Terrell ISD Contract
School Nutrition Food / Non Food	Labatt	\$ 1,200,000.00	Multi Region Purchasing Cooperative - Region 10
Beverages	Dean Dairy / Oak Farms	\$ 250,000.00	Multi Region Purchasing Cooperative - Region 10
Miscellaneous Supplies / Books	Amazon	\$ 200,000.00	Omnia Partners
Hot Spot service providers	Verizon	\$ 90,000.00	DIR-TSO-3415
	T-Mobile		DIR-TSO-3416
Literacy Growth Program / Learning Platform	Achieve 3000	\$ 102,000.00	Region 19 Allied States Purchasing Cooperative
OT, PT, VI O&M Services	Edcuation Service Center - Region 10	\$ 215,000.00	Agreement with Region 10
Vehicle Lease - Fleet, Police & Maintenance	Enterprise	\$ 150,000.00	District Bid
Ipad Licenses Renewal	Dice Communications Inc.	\$ 51,368.79	Region 7 CMPH2020
Custodial Services	ABM	\$ 1,300,000.00	Terrell ISD Contract
Transportation Services	GoldStar Transit	\$ 2,428,000.00	Terrell ISD Contract
TVCC Tuition	TVCC	\$ 240,000.00	MOU Approved at August 17, 2020 BOT Meeting
TVCC Books	TVCC	\$ 115,000.00	MOU Approved at August 17, 2020 BOT Meeting
Phone Services	AT&T	\$ 150,000.00	Utilities

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Acceptance of the 2019 Annual Tax Collection Report**Summary:**

The 2019 annual tax collection report is attached for submission to the Board of Trustees as required by Section 31.10(b) of the Texas Property Tax Code.

The summary shows total collections of \$28,463,574.61, with \$20,076,586.89 representing current year collections.

The current year collection rate was 97.76% as compared to the prior year rate of 98.02%.

Attachments:

Annual Tax Collection Report

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees accepts the 2019 Annual Tax Collection Report as submitted.

Budget/Funding

N/A

TAX COLLECTION SYSTEM
TAX COLLECTOR MONTHLY REPORT
FROM 09/01/2019 TO 08/31/2020

INCLUDES AG ROLLBACK

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0207 TERRELL ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
	-----	-----	-----	-----	-----	-----
CURRENT YEAR	1,917,578,485	69,113,084	1,986,691,569	01.498050	28,719,241.66	16,254
	-----	-----	-----	-----	-----	-----

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
	-----	-----	-----	-----	-----	-----	-----	-----
2019	27,710,130.39	1,009,111.27	1,009,111.27	28,076,586.89	28,076,586.89	642,654.77	97.76	422.43-
2018	504,950.74	53,811.06-	53,811.06-	198,871.02	198,871.02	252,268.66	44.08	477.00-
2017	240,820.48	9,888.24-	9,888.24-	61,583.00	61,583.00	169,349.24	26.67	1,135.16-
2016	171,456.58	8,086.33	8,086.33	44,967.58	44,967.58	134,575.33	25.05	672.07-
2015	125,298.51	3,066.45-	3,066.45-	26,837.23	26,837.23	95,394.83	21.96	0.00
2014	103,467.19	7,480.47-	7,480.47-	16,827.63	16,827.63	79,159.09	17.53	662.25-
2013	89,929.23	18,785.00-	18,785.00-	8,490.54	8,490.54	62,653.69	11.93	594.21-
2012	65,456.49	3,397.61-	3,397.61-	10,089.78	10,089.78	51,969.10	16.26	594.21-
2011	59,071.32	4,178.37-	4,178.37-	5,214.14	5,214.14	49,678.81	9.50	594.21-
2010	59,355.66	11,452.35-	11,452.35-	3,141.73	3,141.73	44,761.58	6.56	11,216.55-
2009	77,402.61	39,082.85-	39,082.85-	1,914.52	1,914.52	36,405.24	5.00	10,374.42-
2008	69,790.37	35,440.77-	35,440.77-	2,464.35	2,464.35	31,885.25	7.17	16,988.81-
2007	73,790.14	44,624.23-	44,624.23-	1,794.96	1,794.96	27,370.95	6.15	12,503.96-
2006	36,957.29	3,843.74-	3,843.74-	1,940.54	1,940.54	31,173.01	5.86	3,548.54-
2005	26,148.41	3,375.39-	3,375.39-	1,492.53	1,492.53	21,280.49	6.55	2,596.77-
2004	13,072.14	602.56-	602.56-	1,064.78	1,064.78	11,404.80	8.54	358.96-
2003	5,518.67	426.65-	426.65-	52.16	52.16	5,039.86	1.02	255.65-
2002	4,049.15	417.91-	417.91-	58.38	58.38	3,572.86	1.61	250.41-
2001	3,337.64	558.62-	558.62-	81.54	81.54	2,697.48	2.93	418.38-
2000	2,743.89	1,178.61-	1,178.61-	49.54	49.54	1,515.74	3.16	1,049.91-
1999	3,252.74	2,521.10-	2,521.10-	42.70	42.70	688.94	5.84	1,704.92-
1998	7,562.29	4,823.47-	4,823.47-	9.07	9.07	2,729.75	.33	1,732.46-
****	29,453,561.93	768,242.15	768,242.15	28,463,574.61	28,463,574.61	1,758,229.47		68,151.28-

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Bullet-Resistant Film for School Entrances RFP 2020-005

Summary:

This is an exclusive contract which provides the purchase of Bullet-Resistant Window Film for Terrell ISD campus entrances. A Safety and Security Grant was obtained for the purchase of bullet-resistant film to be installed at the entrances of Terrell ISD campuses.

A solicitation for proposals was issued and four responses were received. After the evaluation of the submitted proposals, it is recommended to award this project to the vendor that provides the best value to the District: Epic Solar Control, LLC.

The Request for Proposal process adhered to all requirements for expenditures under Federal Education Department General Administrative Regulations (EDGAR).

Safety and Security will work closely with Maintenance to oversee the scheduling of the installation of this project to provide the least amount of interference with campus activities.

This is a one-time report of these scheduled purchases for the Board's awareness.

Attachments:

Bid Evaluation

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees approves the RFP 2020-005 Bullet-Resistant Film for School Entrances as recommended to Epic Solar Control, LLC.

Budget/Funding

Grant Funds

Bid Evaluation RFP# 2020-005 Bullet Resistant Film for School Entrances

		Epic Solar	Harcourt Outlines		Amersol		Waterboy Graphics	
Purchase Price		30		22		15		7
References		7		3		3		7
Quality of G/S		20		20		20		10
District's Needs		20		18		19		7
Past History		5		1		0		1
HUB		1		1		1		2
Long term cost		3		3		1		2
Place of Business		1		1		1		1
Other Factors		10		10		10		10
Total Score		97		79		70		47

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect a high quality and safe learning environment, both physical and social-emotional, for high student achievement	

Agenda Item: Head Start 2019-2020 Annual Report

Summary:

The Head Start 2019-2020 Annual Report is provided for review

Attachments:

Head Start 2019-2020 Annual Report

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the TISD Head-Start Annual Report for the 2019-2020 school year.

Budget/Funding

N/A

MONITORING REVIEW

Terrell ISD Head Start was not selected for a Federal Review in the 2019-2020 school year.

The program does continue to monitor progress through the use of the annual Self-Assessment, Reading Assessments, CIRCLE program and Classroom Assessment Scoring System (CLASS). CLASS looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Teachers are evaluated on the tool three times a year and most continue to score six on most dimensions.

PROGRAM ACCOMPLISHMENTS

- At the middle of the year, CLI assessment student data showed strengths in rapid letter naming (83%), story retell & comprehension (80%), and Math (84%).
- During COVID-19, volunteer hours for April and May exceeded the required 500 as parents continued to interact with teachers, and the Family Service Team to support kids and engage in distance learning.
- The Transportation and Food Service Departments coordinated efforts to provide daily meals via Terrell ISD bus routes to all enrolled students and their sibling 1-18 years-old.



W.H. Burnett Elementary School
921 South Rockwall Street

Phone: 972-563-1452
Fax: 972-563-4782
www.terrellisd.org



Head Start



2019-2020

Annual Report



Changing Lives, Changing the Future

MISSION

The mission of the Terrell Independent School District, a unique community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment-challenging our students to achieve academic excellence and to be responsible, productive and ethical members of a changing society.

VISION

Expect more. Achieve more.

The economic, political, and societal success of our nation depends upon quality public education for all. Diversity strengthens the community and enriches the fabric of society. It is the responsibility of the entire community to partner in the education process. Learning occurs best in a safe, structured, and nurturing environment. Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning. Each person's educational path deserves to be valued equally. Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally. Everyone is a teacher, and everyone is a learner. We learn with and through others. Effort, strategy, and help improve achievement.

COMPREHENSIVE HEALTH

Healthy Children

Head Start children's physical, mental, and dental health is of upmost priority for the Head Start Program so each child can be given an equal opportunity to learn with a healthy mind and body. Children receive physical and dental examinations within 90 days of enrollment, and families are assisted with identifying both medical and dental needs.

Health Services

162 Children received physical exams
160 Children received dental exams
159 Children were up-to-date on all immunizations

Children's Health Payment Sources

No Insurance 10%
Private Insurance 8%
Medicaid and/or CHIP 82%

Nutrition Services

Nutritious meals are served to Head Start children that meet up to 2/3 of each child's daily nutritional requirements. Along with nutrition, the program screens children for a healthy Body Mass Index (BMI). If children are underweight or overweight, the program provides intervention, nutritional counseling, and regular follow up.

87 children	Healthy weight
24 children	Underweight (BMI less than 5 th percentile)
25 children	Overweight (BMI at or above the 85 th percentile & below 95 th percentile)
26 children	Obese (BMI at or above the 95 th percentile)

SCHOOL READINESS

Preparing Children for Kindergarten

Determining School Readiness for Head Start children is required by the School Readiness Act of 2007 for each agency. Terrell ISD Head Start determines progress toward school readiness through screening and assessment events throughout the school year. The chosen assessment tool is the CIRCLE Progress Monitoring System. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. The data used to support the reliability and validity of the CIRCLE Progress Monitoring System came from numerous research studies done by the Children's Learning Institute over a five-year span.

Circle Progress Monitoring End of Year Wave 2 Benchmark Report 2019-2020 (January 2020)

Outcome Area Measured	Students ON Track
Rapid Letter Naming	83%
Rapid Vocabulary	64%
Phonological Awareness	61%
Story Retell and Comprehension	80%
Book and Print Knowledge	81%
Early Writing	82%
Motivation to Read	68%
Speech Production	75%
Math	84%
Science	82%
Social Studies	74%
Approaches to Learning	70%
Social Emotional	75%
Physical Development and Health	86%

*No Wave 3 was conducted due to school closure.

ENROLLMENT

General Information

The Terrell Independent School District (ISD) Head Start Program provides services to 149 children and families in Kaufman County and who live within the Terrell ISD service area. The program is a center-based, full-day program operating five days per week. Pre-kindergarten services are delivered in 8 classrooms at W.H. Burnett Elementary School. Terrell ISD supports the program with transportation services.

Enrollment

The Terrell ISD Head Start remained fully and consistently enrolled during the 2019-2020 school year, along with the mandatory 10% of children with disabilities. Enrollment was maintained throughout COVID-19. Cumulative enrollment reflect 109 students had a family income below 100% of the federal poverty level; 24 students were between 100 – 130% of the federal poverty level; 19 students were recipients of public assistance (TANF or SSI); 4 students were foster children; and 9 students were homeless. The 165 children represent 160 families. Of the 160 families enrolled during the year, 58 were from two-parent families and 102 from single parent families.

Number of Children Served

Funded Enrollment: 149
Cumulative Enrollment: 165
Average Enrollment: 100%

PARENT FAMILY COMMUNITY ENGAGEMENT

Parent Involvement Activities

Head Start begins outreach to parents, grandparents, and guardians from the time of registration and throughout the Head Start experience. Parents develop a Family Partnership Agreement (FPA) which assists in meeting the needs of each family and shaping the Head Start Program. They also receive a home visit to personalize services for their families. During COVID-19 the Family Services, Teachers, and Administrative Teams continued to conduct welfare checks and coordinate, family and educational services. Parents are offered a variety of opportunities to be involved in the program where they may attend parent meetings, serve on Policy Council, and become active in a variety of committees that influence the program. Parents collaborate with the program to develop school readiness goals for their child's education and participate in transition activities into Kindergarten.

Community Partners

Strong community partners are necessary supports for a strong Head Start Program and to provide and refer families for services. There are numerous Interagency Agreements with

A&M Agri Life Extension Service	Southwestern Christian College
Colonial Lodge Assisted Living	Terrell Library
Community Action	Terrell MHMR
DMS Insurance Agency	Texas Health & Human Services
Dr. Kines, Dr. Vasani, & Dr. Osani (Local)	The Peace Family Project
Local Churches	TISD Director of School Nutrition
Goldstar Transportation Services	TISD Nurse Supervisor
Presbyterian Hospital	TISD Special Education
Share Center	Local Day Cares

FINANCE

19-20 Head Start Expenditures	
Personnel	\$797,421.93
Fringe Benefits	\$140,734.77
Supplies	\$ 56,606.77
Contractual	\$233,281.67
Equipment	\$0
Other	\$ 43,383.85
T&TA (Training)	\$ 17,936.00
Carry Forward	\$0
Non-Federal Share	\$323,187.00

20-21 Proposed Head Start Budget	
Personnel	\$850,313.00
Fringe Benefits	\$110,491.00
Travel	\$3,536.00
Equipment	\$0
Supplies	\$36,547.00
Contractual	\$12,000.00
Facilities/Construct	\$0
Other	\$34,860.00
Direct Costs	\$1,047,747.00
Non-Federal Share	\$280,936.00
COVID	\$130,942.00
COLA/Quality	\$75,596.00

The most recent financial audit (relating to this report) for Terrell ISD was conducted by Hankins, Eastup, Deanton, Tonn & Seay, PC for the 2018-2019 school year. The independent audit was accepted and approved by the Terrell ISD Board of Trustees and the Head Start Program was reported to be in full compliance with all applicable fiduciary and federal laws. A copy of the full audit report

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Acceptance of the 2020 Calculated Tax Roll and Anticipated Collection Rate

Summary:

Each year after the tax rate is adopted, Texas Tax Code 26.09(e) requires the district tax assessor to perform the following:

- 1) Calculate the tax imposed on each property included on the appraisal roll;
- 2) Enter the amount of tax in the appraisal roll;
- 3) Submit the information to the school board for approval.

Approval of the appraisal roll constitutes the taxing unit's tax roll.

The District's Registered Texas Assessor/Collector is also required to estimate the debt collection rate for the tax year in accordance with Texas Tax Code Sec. 26.04(b).

Attachments:

2020 Calculated Tax Roll Report (To be provided under separate cover)
2020 Anticipated Collection Rate

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees accepts the 2020 Reports as submitted.

Budget/Funding

N/A

**KAUFMAN COUNTY TAX OFFICE
BRENDA SAMPLES
TAX ASSESSOR-COLLECTOR**

2020 ANTICIPATED COLLECTION RATE

The Anticipated Collection Estimate for Terrell ISD for the current tax year is:

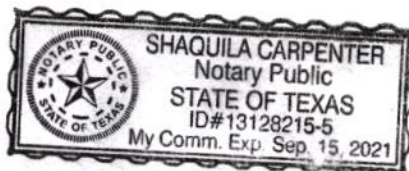
97.23%

I, Brenda Samples, Tax Assessor-Collector for Kaufman County, do certify that the above information is true and correct to the best of my knowledge.

Brenda Samples

Brenda Samples
Kaufman County Tax Assessor-Collector

Given under my hand and official seal this 8th day of October 2020.



Shaquila Carpenter
Notary Public, State of Texas

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider approval of the Election of Personnel.

Summary:

The District employee's full-time professional employees in positions requiring a certificate from the State Board of Educator Certification (SBEC) and other designated employees. The purpose of this agenda item is to facilitate Board approval of these contracts.

Attachments:

List of individuals recommended for employment

Administrative Recommendation:

Administration recommends that the Board of Trustees approves the employment of these individuals as indicated on the attached list.

Budget/Funding

N/A

**TERRELL INDEPENDENT SCHOOL DISTRICT
TERRELL TEXAS
October 19, 2020**

ELECTION OF PERSONNEL: 2020-2021 School Year

<u>NAME</u>	<u>POSITION / CAMPUS</u>	<u>UNIVERSITY</u>	<u>DEGREE</u>	<u>MAJOR</u>	EXP.
Lilybeth Jacobson	Spanish Teacher / THS	University of Alcala	Masters	Spanish	5
Skylar Miller	Special Education/Inclusion Teacher / THS	Texas A & M - Commerce	Bachelor	Science	0

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Approval of the Minutes of Regular and Special Board Meetings

Summary:

Approval of the Minutes from the following Regular Meeting and Special Board Workshop:

Minutes of September 21, 2020 Regular Board Meeting

Minutes of September 28, 2020 Special Board Workshop/Work Study

Attachments:

Minutes from the above-referenced Regular and Special Board Workshop

Administrative Recommendation:

Administration recommends the approval of the Minutes from the above-referenced Regular and Special Board Workshop.

Budget/Funding

N/A

Minutes of Regular Meeting

The Board of Trustees Terrell ISD

A Regular Meeting of the Board of Trustees of Terrell ISD was held Monday, September 21, 2020, beginning at 6:00 PM in the Jamie Foxx Performing Arts Center, 400 Poetry Rd., Terrell, TX 75160.

1. Call Meeting to Order and Establish that a Quorum is Present
The meeting was called to order at 6:00 p.m. Board Members Monty Westbrook, Josh Graham, Dena Risinger, Channy Ory, Ann McDonald, and Reginald Pegram were present. Lisa Asher was absent.
2. Pledges of Allegiance and Moment of Silence
Ann McDonald led the pledges of allegiance, and a moment of silence was observed.
3. Public Comments
There were no public comments.
4. Superintendent's Report
Presenter: Dr. Georgeanne Warnock
Dr. Warnock gave a report on Terrell ISD.
 - A. Recognition
Presenter: Olivia Rice
 1. Teachers & Staff Members of the Month
The following staff were recognized: Teachers of the Month: W.H. Burnett: Katelyn Jones; Gilbert Willie Elementary: Monica Ellis; Wood Elementary: Tanisha Davenport; Long Elementary: Ginger Lilley; GLA: Alyssa Messick; Furlough Middle School: Bertha Lloyd Fuller; Terrell High School: Joshua Denney. Professional Employee of the Month: Melody Stowe, Director of Student Health Services. Support Staff of the Month: Terrell High School, PEIMS, Sara Alford; Crystal McGary, School Nutrition Supervisor.
 2. Student Recognition
Student Spotlights: Jakobe Garrett, Terrell High School and Preslie Pritchett, Furlough Middle School.
5. Consent Agenda
 - A. Consider Approval of Regular and Special Board Meeting Minutes
 1. Minutes of August 17, 2020 Regular Meeting
 2. Minutes of August 24, 2020 Special Meeting
 - B. Consider Approval of the Election of Personnel
Presenter: Stacey Ellis

- C. Consider Acceptance of Financial Reports
Presenter: Tonya Tillman
1. July 2020 Tax Report
 2. August 2020 Financial Summary
 3. Head Start August 2020 Financial Report
 4. Head Start August 2020 Credit Card Report
- D. Consider Approval of Innovative Courses for Special Education High School Students
Presenter: Dr. Melanie Magee
- E. Consider Approval of TASB Policy Update 115 as initiated by TASB Policy Service
Presenter: Dr. Georgeanne Warnock
- F. Consider Resolution Adopting and Reviewing the Investment Policy of the Terrell Independent School District
Presenter: Tonya Tillman
- G. Consider Resolution Approving Independent Sources of Training Relating to Investment Responsibilities
Presenter: Tonya Tillman
- H. Consider Acceptance of the Purchasing Report for the Period of August 1, 2020 through August 31, 2020
Presenter: Tonya Tillman
- I. Consider Approval of Interlocal Agreement for Tax Collection Services
Presenter: Tonya Tillman
- J. Consider Renewal of Unemployment Compensation (UC) Coverage with the TASB Risk Management Fund
Presenter: Tonya Tillman
- K. Consider Approval of a Resolution for Renewal of the District's partnership with Texas A&M AgriLife Extension Service of Kaufman to support Terrell ISD 4-H students
Presenter: Dr. Georgeanne Warnock
- L. Consider Approval of Authorized Signers with Multi-Bank Securities, Inc., and Financial Northeastern Companies
Presenter: Tonya Tillman
- M. Consider Approval of T-TAGS Appraisers (Teacher Appraisal and Growth System)
Presenter: Stacey Ellis
- N. Consider Resolution Authorizing Certain Investment Brokers/Dealers
Presenter: Tonya Tillman
- O. Consider Approval of Contract Amendment for GoldStar Transit
Presenter: Dr. Larry Polk
- A motion was made by Ann McDonald to approve the Consent Items as***

presented. The motion carried unanimously.

6. Items Removed from Consent Agenda

There were no items removed from the Consent Agenda.

7. Items for Discussion and Action

A. Consider Approval and Selection of a Committee to Propose Naming of the Football Field at Memorial Stadium

Presenter: Dr. Georgeanne Warnock

A motion was made by Josh Graham to approve the selection of a committee to propose naming of the football field at Memorial Stadium as presented. The motion carried unanimously.

B. Consideration and Approval of Memorandum of Understanding with Kaufman County and Terrell ISD

Presenter: Dr. Georgeanne Warnock

A motion was made by Ann McDonald to approve the Memorandum of Understanding with Kaufman County and Terrell ISD as presented. The motion carried unanimously.

C. Consideration of Resolution Delegating Authority of Superintendent to Act in Place of the Terrell Independent School District Board of Trustees during Modified Operations during 2020-2021

Presenter: Dr. Georgeanne Warnock

A motion was made by Monty Westbrook to approve the Resolution Delegating Authority of Superintendent to Act in Place of the Terrell Independent School District Board of Trustees during Modified Operations during 2020-2021 as presented. The motion carried unanimously.

D. Terrell ISD Continuity of Learning A-Synchronous Plan for the 2020-2021 School Year

Presenter: Dr. Melanie Magee

A motion was made by Channy Ory to approve the Terrell ISD Continuity of Learning A-Synchronous Plan for the 2020-2021 School Year as presented. The motion carried unanimously.

8. Adjournment

A motion was made by Ann McDonald to adjourn the meeting at 6:51 p.m. The motion carried unanimously.

Judy Armstrong, Secretary
Terrell ISD Board of Trustees

Dena Risinger, President
Terrell ISD Board of Trustees

Minutes of Special Workshop

The Board of Trustees Terrell ISD

A Special Workshop of the Board of Trustees of Terrell ISD was held Monday, September 28, 2020, beginning at 6:00 PM in the W. H. Burnett Elementary School Cafeteria, 921 S. Rockwall Street, Terrell, TX 75160.

1. Board Training

A. Quarterly Board Work Study Session: District Goals

The work study session began at 6:00 p.m. Board Members Monty Westbrook, Josh Graham, Dena Risinger, Ann McDonald, Lisa Asher, and Reginald Pegram were present. Channy Ory was absent.

The work study was completed at 8:18 p.m.

No action was taken during this meeting.

Judy Armstrong, Secretary
Terrell ISD Board of Trustees

Dena Risinger, President
Terrell ISD Board of Trustees

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect staff to deliver and students to engage in rigorous learning for high student achievement	

Agenda Item: Consider Approval of the Proposed Revisions to EIA (Local) Policy

Updates to EIA (Local) include:

- Change report cards to every nine weeks from every six weeks
- Added progress reporting after the sixth week in a grading period along with after the third week

Attachments:

Recommended EIA (Local) Update

Administrative Recommendation:

Administration recommends the adoption of the revised EIA (Local) as presented.

Budget/Funding

N/A

PROPOSED REVISIONS: 6.17.2020

**Relation to Essential
Knowledge and
Skills**

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

**Guidelines for
Grading**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every six-nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports |

Interim progress reports shall be issued for all students after the third and sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

**Academic
Dishonesty**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect staff to deliver and students to engage in rigorous learning for high student achievement	

Agenda Item: Consider approval of the House Bill 3 Board Goals

Adoption of HB3 Board Goals - TEA requires that school boards adopt achievement goals in three areas:

1. Early Childhood Literacy
2. Early Childhood Math
3. College, Career and Military Readiness

Each of these areas aligns with TEA's 60x30TX goal - in *PreK-12th grade at least 60 percent proficiency at "Meets" standard at two checkpoints - 3rd grade and high school graduation:*

- 60 percent of all students meeting the "meets" standard at 3rd grade
- 60 percent of all high school seniors graduating without the need for remediation and earning an industry-based certification aligned with a living wage job, **or** enrolling in post-secondary education **or** enrolling in the military

The requirement is to set goals for the next five years not only at the district level for all students but for individual student groups and at the campus level as a whole and for each student group. We are required to monitor progress using measures that are predictive of the goal to determine if we are making growth toward proficiency. Administrators will report on the progress throughout the year

Attachments:

HB3 Board Goals

Administrative Recommendation:

Administration recommends the board adopt the HB3 Board Goals

Budget/Funding

NA

Early Childhood Literacy Board Outcome Goal

The percent of **3rd grade** students that score meets grade level or above on **STAAR Reading** will increase from 36% to 51% by June 2024 and to **60% MEETS** by 2030.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	43%	46%	49%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	24%	36%	53%	xx%	xx%	xx%	xx%	41%	33%	xx%	30%	xx%	xx%
2020													
2021	26%	38%	55%	xx%	xx%	xx%	xx%	43%	35%	xx%	32%	xx%	xx%
2022	28%	40%	57%	xx%	xx%	xx%	xx%	45%	37%	xx%	35%	xx%	xx%
2023	34%	42%	60%	xx%	xx%	xx%	xx%	47%	39%	xx%	38%	xx%	xx%
2024	37%	45%	63%	xx%	xx%	xx%	xx%	49%	43%	xx%	42%	xx%	xx%

Early Childhood Literacy Progress Measure 1				
The percent of PreK students that score On Track or above in Emergent Literacy Reading on the CLI assesment will increase from 74.7% to 90% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
78%	81%	84%	87%	90%

Early Childhood Literacy Progress Measure 2

The percent of **K** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 51% to 66% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54.00%	57.00%	60.00%	63.00%	66.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	EL
2019*	41%	54%	56%	xx	50%	xx	33%			
2020	44%	57%	59%	xx	50%	xx	47%			
2021	48%	60%	62%	xx	100%	xx	53%			
2022	52%	63%	65%	xx	100%	xx	60%			
2023	56%	66%	68%	xx	100%	xx	73%			
2024	60%	69%	71%	xx	100%	xx	80%			

Early Childhood Literacy Progress Measure 3

The percent of **1st grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 38% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	44%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL
2019*	27%	30%	54%	100%	0%	xx	62%			
2020	34%	37%	57%	100%	50%	xx	65%			
2021	41%	44%	60%	100%	50%	xx	68%			
2022	48%	51%	63%	100%	100%	xx	71%			
2023	55%	58%	66%	100%	100%	xx	74%			
2024	61%	65%	69%	100%	100%	xx	77%			

Early Childhood Literacy Progress Measure 4

The percent of **2nd grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 25% to 40% by June 2024.

Yearly Target Goals	
2020	2021
2022	2023
2024	2025
2026	2027
2028	2029
2030	2031
2032	2033
2034	2035
2036	2037
2038	2039
2040	2041
2042	2043
2044	2045
2046	2047
2048	2049
2050	2051
2052	2053
2054	2055
2056	2057
2058	2059
2060	2061
2062	2063
2064	2065
2066	2067
2068	2069
2070	2071
2072	2073
2074	2075
2076	2077
2078	2079
2080	2081
2082	2083
2084	2085
2086	2087
2088	2089
2090	2091
2092	2093
2094	2095
2096	2097
2098	2099
2100	2101
2102	2103
2104	2105
2106	2107
2108	2109
2110	2111
2112	2113
2114	2115
2116	2117
2118	2119
2120	2121
2122	2123
2124	2125
2126	2127
2128	2129
2130	2131
2132	2133
2134	2135
2136	2137
2138	2139
2140	2141
2142	2143
2144	2145
2146	2147
2148	2149
2150	2151
2152	2153
2154	2155
2156	2157
2158	2159
2160	2161
2162	2163
2164	2165
2166	2167
2168	2169
2170	2171
2172	2173
2174	2175
2176	2177
2178	2179
2180	2181
2182	2183
2184	2185
2186	2187
2188	2189
2190	2191
2192	2193
2194	2195
2196	2197
2198	2199
2200	2201
2202	2203
2204	2205
2206	2207
2208	2209
2210	2211
2212	2213
2214	2215
2216	2217
2218	2219
2220	2221
2222	2223
2224	2225
2226	2227
2228	2229
2230	2231
2232	2233
2234	2235
2236	2237
2238	2239
2240	2241
2242	2243
2244	2245
2246	2247
2248	2249
2250	2251
2252	2253
2254	2255
2256	2257
2258	2259
2260	2261
2262	2263
2264	2265
2266	2267
2268	2269
2270	2271
2272	2273
2274	2275
2276	2277
2278	2279
2280	2281
2282	2283
2284	2285
2286	2287
2288	2289
2290	2291
2292	2293
2294	2295
2296	2297
2298	2299
2300	2301
2302	2303
2304	2305
2306	2307
2308	2309
2310	2311
2312	2313
2314	2315
2316	2317
2318	2319
2320</	

2020	2021	2022	2023	2024
28%	31%	34%	37%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL
2019*	17%	25%	33%	100%	xx	xx	15%			
2020	21%	28%	36%	100%	xx	xx	15%			
2021	25%	31%	39%	100%	xx	xx	18%			
2022	29%	34%	42%	100%	xx	xx	21%			
2023	34%	37%	45%	100%	xx	xx	25%			
2024	40%	40%	48%	100%	xx	xx	28%			

Early Childhood Math Progress Measure 1													
The percent of Pre-K students that attain a Map score of Average on the CLI will increase from ____% to ____% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
DATA NOT AVAILABLE													
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 1

The percent of **K** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 57% to 72% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60.00%	63.00%	66.00%	69.00%	72.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	57%	56%	59%	xx%	100%	xx%	57%						
2020	60%	59%	62%	xx%	100%	xx%	60%						
2021	63%	62%	65%	xx%	100%	xx%	63%						
2022	66%	65%	68%	xx%	100%	xx%	66%						
2023	69%	68%	71%	xx%	100%	xx%	69%						
2024	72%	71%	74%	xx%	100%	xx%	72%						

Early Childhood Literacy Progress Measure 2

The percent of **1st grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 41% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	53%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	38%	37%	47%	xx%	0%	xx%	62%						
2020	41%	40%	50%	xx%	100%	xx%	65%						
2021	44%	43%	53%	xx%	100%	xx%	68%						
2022	48%	47%	56%	xx%	100%	xx%	72%						
2023	52%	51%	59%	xx%	100%	xx%	75%						
2024	56%	55%	62%	xx%	100%	xx%	78%						

Early Childhood Literacy Progress Measure 3

The percent of **2nd grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 25% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28.00%	31.00%	34.00%	37.00%	38.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	13%	25%	36%	xx%	xx%	xx%	14%						
2020	18%	28%	39%	xx%	100%	xx%	18%						
2021	25%	32%	42%	xx%	100%	xx%	22%						
2022	32%	36%	45%	xx%	100%	xx%	24%						
2023	38%	40%	48%	xx%	100%	xx%	26%						
2024	45%	44%	51%	xx%	100%	xx%	30%						

Early Childhood Literacy Progress Measure 1

The percent of **K** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 48% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
51.00%	54.00%	57.00%	60.00%	63.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	36%	58%	50%	xx%	0%	xx%	14%						
2020	40%	61%	53%	xx%	100%	xx%	28%						
2021	44%	64%	56%	xx%	100%	xx%	43%						
2022	48%	67%	59%	xx%	100%	xx%	57%						
2023	52%	70%	62%	xx%	100%	xx%	71%						
2024	56%	73%	65%	xx%	100%	xx%	86%						

Early Childhood Literacy Progress Measure 2

The percent of **1st grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 25% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	31%	34%	37%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	15%	12%	53%	xx%	0%	xx%	40%						
2020	20%	17%	56%	xx%	100%	xx%	60%						
2021	30%	27%	59%	xx%	100%	xx%	80%						
2022	40%	37%	62%	xx%	100%	xx%	100%						
2023	50%	47%	65%	xx%	100%	xx%	100%						
2024	60%	57%	68%	xx%	100%	xx%	100%						

Early Childhood Literacy Progress Measure 3

The percent of **2nd grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 28% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31.00%	34.00%	37.00%	40.00%	43.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	30%	27%	28%	100%	xx%	xx%	22%						
2020	33%	30%	31%	100%	xx%	xx%	25%						
2021	36%	33%	34%	100%	xx%	xx%	28%						
2022	39%	36%	37%	100%	xx%	xx%	31%						
2023	42%	40%	40%	100%	xx%	xx%	34%						
2024	45%	43%	43%	100%	xx%	xx%	37%						

Early Childhood Literacy Progress Measure 1

The percent of **K** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 46% to 61% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
49.00%	52.00%	55.00%	58.00%	61.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	26%	46%	60%	xx%	xx%	xx%	0%						
2020	31%	49%	63%	xx%	xx%	xx%	100%						
2021	36%	52%	66%	xx%	xx%	xx%	100%						
2022	41%	55%	69%	xx%	xx%	xx%	100%						
2023	46%	58%	72%	xx%	xx%	xx%	100%						
2024	51%	61%	75%	xx%	xx%	xx%	100%						

Early Childhood Literacy Progress Measure 2

The percent of **1st grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 50% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
53.00%	56.00%	59.00%	62.00%	65.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	44%	43%	62%	xx%	xx%	xx%	50%						
2020	48%	47%	65%	xx%	xx%	xx%	75%						
2021	52%	51%	68%	xx%	xx%	xx%	100%						
2022	56%	55%	71%	xx%	xx%	xx%	100%						
2023	60%	59%	74%	xx%	xx%	xx%	100%						
2024	64%	63%	77%	xx%	xx%	xx%	100%						

Early Childhood Literacy Progress Measure 3

The percent of **2nd grade** students that attain a Reading score of **High Average and High** on the Measures of Academic Performance (MAP) will increase from 23% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
26.00%	29.00%	32.00%	35.00%	38.00%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	7%	24%	35%	100%	xx%	xx%	0%						
2020	15%	29%	38%	100%	xx%	xx%	33%						
2021	23%	34%	42%	100%	xx%	xx%	66%						
2022	31%	39%	45%	100%	xx%	xx%	80%						
2023	40%	44%	48%	100%	xx%	xx%	100%						
2024	49%	49%	51%	100%	xx%	xx%	100%						

Early Childhood Math Board Outcome Goal

The percent of **3rd grade** students that score meets grade level or above on **STAAR Math** will increase from 38% to 44% by June 2024 and to 60% MEETS by 2030.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	41%	42%	43%	44%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	28%	39%	51%	xx	xx	xx	xx	34%	36%	xx	37%	xx	xx
2020													
2021	29%	40%	52%	xx	xx	xx	xx	35%	38%	xx	37%	xx	xx
2022	31%	42%	53%	xx	xx	xx	xx	36%	42%	xx	39%	xx	xx
2023	33%	42%	54%	xx	xx	xx	xx	38%	44%	xx	41%	xx	xx
2024	35%	46%	55%	xx	xx	xx	xx	40%	46%	xx	43%	xx	xx

Early Childhood Math Progress Measure 1

The percent of **Pre-K** students that attain a Math score of ____ (National Mean) on the CLI will increase from ____% to ____% by June 2024.

NO DATA AVAILABLE UNTIL 2020-2021 SCHOOL YEAR.

Yearly Target Goals

2020	2021	2022	2023	2024

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 1

The percent of **K** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 23% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
26%	29%	32%	35%	38%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	12%	23%	33%	xx%	50%	xx%	20%						
2020	16%	27%	36%	n/a%	n/a%	n/a%	33%						
2021	21%	32%	39%	xx%	xx%	xx%	47%						
2022	27%	38%	42%	xx%	xx%	xx%	60%						
2023	34%	45%	45%	xx%	xx%	xx%	73%						
2024	42%	53%	48%	xx%	xx%	xx%	86%						

Early Childhood Math Progress Measure 2

The percent of **1st grade** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 33% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	39%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	25%	23%	49%	xx%	50%	xx%	46%						
2020	30%	28%	52%	xx%	50%	xx%	54%						
2021	35%	32%	55%	xx%	100%	xx%	62%						
2022	42%	39%	58%	xx%	100%	xx%	69%						
2023	49%	48%	61%	xx%	100%	xx%	77%						
2024	56%	55%	64%	xx%	100%	xx%	85%						

Early Childhood Math Progress Measure 3

The percent of **2nd grade** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 20% to 35% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
23%	26%	29%	32%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	9%	21%	26%	100%	xx%	xx%	15%						
2020	16%	25%	29%	100%	xx%	xx%	25%						
2021	22%	29%	32%	100%	xx%	xx%	35%						
2022	28%	34%	35%	100%	xx%	xx%	45%						
2023	34%	39%	38%	100%	xx%	xx%	55%						
2024	40%	43%	41%	100%	xx%	xx%	65%						

Early Childhood Math Progress Measure 1													
The percent of Pre-K students that attain a Map score of Average on the CLI will increase from ____% to ____% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
DATA NOT AVAILABLE													
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%	n/a%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 1

The percent of **K** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 29% to 44% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
32%	35%	38%	41%	44%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More						
2019*	21%	30%	41%	xx%	100%	xx%	14%						
2020	26%	34%	44%	xx%	100%	xx%	29%						
2021	31%	38%	47%	xx%	100%	xx%	43%						
2022	36%	42%	50%	xx%	100%	xx%	57%						
2023	41%	46%	53%	xx%	100%	xx%	71%						
2024	46%	50%	56%	xx%	100%	xx%	86%						

Early Childhood Math Progress Measure 2

The percent of **1st grade** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 38% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41% 39%	44%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	38%	32%	47%	xx%	0%	xx%	67%						
2020	41%	35%	50%	xx%	0%	xx%	67%						
2021	44%	38%	53%	xx%	100%	xx%	83%						
2022	48%	42%	56%	xx%	100%	xx%	83%						
2023	52%	46%	59%	xx%	100%	xx%	100%						
2024	56%	50%	62%	xx%	100%	xx%	100%						

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that attain a Math RIT score of High Average or High on the Measures of Academic Performance (MAP) will increase from 23% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
26%	29%	32%	35%	38%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	7%	21%	36%	xx%	100%	xx%	14%						
2020	20%	25%	39%	xx%	100%	xx%	29%						
2021	33%	29%	42%	xx%	100%	xx%	43%						
2022	40%	34%	45%	xx%	100%	xx%	57%						
2023	45%	39%	48%	xx%	100%	xx%	71%						
2024	50%	45%	51%	xx%	100%	xx%	86%						

Early Childhood Math Progress Measure 1

The percent of **K** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 16% to 31% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
19%	22%	25%	28%	31%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	4%	17%	25%	xx%	0%	xx%	14%						
2020	14%	22%	28%	xx%	0%	xx%	25%						
2021	24%	27%	31%	xx%	100%	xx%	33%						
2022	30%	32%	34%	xx%	100%	xx%	50%						
2023	35%	37%	37%	xx%	100%	xx%	63%						
2024	40%	40%	40%	xx%	100%	xx%	75%						

Early Childhood Math Progress Measure 2

The percent of **1st** grade students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 26% to 41% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29% ~~32%~~	32%	35%	38%	41%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	15%	17%	50%	xx%	0%	xx%	40%						
2020	25%	27%	53%	xx%	0%	xx%	40%						
2021	35%	37%	56%	xx%	100%	xx%	60%						
2022	40%	42%	59%	xx%	100%	xx%	60%						
2023	45%	47%	62%	xx%	100%	xx%	80%						
2024	50%	52%	65%	xx%	100%	xx%	80%						

Early Childhood Math Progress Measure 3

The percent of **2nd** grade students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 24% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	30%	33%	36%	39%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	17%	29%	24%	xx%	xx%	xx%	11%						
2020	21%	32%	27%	xx%	xx%	xx%	22%						
2021	25%	35%	30%	xx%	xx%	xx%	33%						
2022	30%	38%	34%	xx%	xx%	xx%	44%						
2023	35%	41%	38%	xx%	xx%	xx%	55%						
2024	40%	44%	42%	xx%	xx%	xx%	67%						

Early Childhood Math Progress Measure 1

The percent of **K** students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 24% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	30%	33%	36%	39%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	9%	20%	36%	xx%	xx%	xx%	100%						
2020	15%	25%	39%	xx%	xx%	xx%	100%						
2021	25%	30%	42%	xx%	xx%	xx%	100%						
2022	30%	35%	45%	xx%	xx%	xx%	100%						
2023	40%	40%	48%	xx%	xx%	xx%	100%						
2024	45%	45%	52%	xx%	xx%	xx%	100%						

Early Childhood Math Progress Measure 2

The percent of 1st grade students that attain a Math RIT score of High Average or High on the Measures of Academic Performance (MAP) will increase from 31% to 46% by June 2020.

Yearly Target Goals

2020	2021	2022	2023	2024
34% 20%	37%	40%	43%	46%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	26%	20%	49%	xx%	xx%	xx%	0%						
2020	31%	25%	52%	xx%	xx%	xx%	50%						
2021	36%	30%	55%	xx%	xx%	xx%	50%						
2022	41%	35%	58%	xx%	xx%	xx%	100%						
2023	46%	40%	61%	xx%	xx%	xx%	100%						
2024	51%	45%	64%	xx%	xx%	xx%	100%						

Early Childhood Math Progress Measure 3

The percent of **2nd** grade students that attain a Math RIT score of **High Average or High** on the Measures of Academic Performance (MAP) will increase from 15% to 30% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
18%	21%	24%	27%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019*	4%	13%	26%	0%	xx%	xx%	25%						
2020	20%	20%	30%	0%	xx%	xx%	50%						
2021	25%	25%	34%	100%	xx%	xx%	50%						
2022	30%	30%	38%	100%	xx%	xx%	75%						
2023	35%	35%	42%	100%	xx%	xx%	75%						
2024	40%	40%	46%	100%	xx%	xx%	100%						

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 61% to 69% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
n/a	63%	65%	67%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	54.0%	59.5%	67.1%	n/a	n/a	n/a	83.3%	5.3%	59.5%	n/a	38.1%	n/a	n/a
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	56.0%	61.5%	69.1%	n/a	n/a	n/a	85.3%	7.3%	61.5%	n/a	40.1%	n/a	n/a
2022	58.0%	63.5%	71.1%	n/a	n/a	n/a	87.3%	9.3%	63.5%	n/a	42.1%	n/a	n/a
2023	60.0%	65.5%	73.1%	n/a	n/a	n/a	89.3%	11.3%	65.5%	n/a	44.1%	n/a	n/a
2024	62.0%	67.5%	75.1%	n/a	n/a	n/a	91.3%	13.3%	67.5%	n/a	46.1%	n/a	n/a

CCMR Progress Measure 1

The percent of students that are CCMR "College Ready" Annual Graduates will increase from 61.1% to 69% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
n/a	63%	65%	67%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	54.0%	59.5%	67.1%	n/a	n/a	n/a	83.3%	5.3%	59.5%	n/a	38.1%	n/a	n/a
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	56%	61.5%	69.1%	n/a	n/a	n/a	85.3%	7.3%	61.5%	n/a	40.1%	n/a	n/a
2022	58%	63.5%	71.1%	n/a	n/a	n/a	87.3%	9.3%	63.5%	n/a	42.1%	n/a	n/a
2023	60%	65.5%	73.1%	n/a	n/a	n/a	89.3%	11.3%	65.5%	n/a	44.1%	n/a	n/a
2024	62%	67.5%	75.1%	n/a	n/a	n/a	91.3%	13.3%	67.5%	n/a	46.1%	n/a	n/a

CCMR Progress Measure 2

The percent of all graduates with SAT/ACT results at or above criterion will increase from 11.9% to 20% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
n/a	14%	16%	18%	20%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	7.9%	9.5%	16.4%	n/a	100%	100%	33.3%	n/a	9.5%	n/a	n/a	n/a	n/a
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	9.9%	11.5%	18.4%	n/a	100%	100%	35.3%	2%	11.5%	n/a	2%	n/a	n/a
2022	11.9%	13.5%	20.4%	n/a	100%	100%	37.3%	4%	13.5%	n/a	4%	n/a	n/a
2023	13.9%	15.5%	22.4%	n/a	100%	100%	39.3%	6%	15.5%	n/a	6%	n/a	n/a
2024	15.9%	17.5%	24.4%	n/a	100%	100%	41.3%	8%	17.5%	n/a	8%	n/a	n/a

CCMR Progress Measure 3

The percent of students meeting criterion in both the English and Math TSI (Texas Success Initiative) examinations will increase from 45.9% to 54 % by 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
n/a	48%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	38.1%	44.4%	50.7%	n/a	n/a	n/a	83.3%	0	44.2%	n/a	33.3%	n/a	n/a
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35.3%	n/a	n/a
2021	40.1%	46.4%	52.7%	n/a	n/a	n/a	85.3%	n/a	46.2%	n/a	37.3%	n/a	n/a
2022	42.1%	48.4%	54.7%	n/a	n/a	n/a	87.3%	n/a	48.2%	n/a	39.3%	n/a	n/a
2023	44.1%	50.4%	56.7%	n/a	n/a	n/a	89.3%	n/a	50.2%	n/a	41.3%	n/a	n/a
2024	46.1%	52.4%	58.7%	n/a	n/a	n/a	91.3%	n/a	52.2%	n/a	43.3%	n/a	n/a

CCMR Progress Measure 4

The percent of students obtaining an Industry-Based Certification (IBC) will increase from 0% to 8% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
n/a	2%	4%	6%	8%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	0.0%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%	n/a	0.0%	n/a	n/a
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	2.0%	2.0%	2.0%	n/a	n/a	n/a	2.0%	2.0%	2.0%	n/a	2.0%	n/a	n/a
2022	4.0%	4.0%	4.0%	n/a	n/a	n/a	4.0%	4.0%	4.0%	n/a	4.0%	n/a	n/a
2023	6.0%	6.0%	6.0%	n/a	n/a	n/a	6.0%	6.0%	6.0%	n/a	6.0%	n/a	n/a
2024	8.0%	8.0%	8.0%	n/a	n/a	n/a	8.0%	8.0%	8.0%	n/a	8.0%	n/a	n/a

Terrell Independent School District

Executive Summary Report

Date	District Objective	Agenda Item #
October 19, 2020	Expect students to engage in rigorous learning for high student achievement	

Agenda Item: Consider addition to Services Package from Region 10 ESC for 2020-2021

This is an exclusive service contract which provides for specified services from Region 10 Education Service Center throughout the Terrell Independent School District. Based on past usage of programs by school districts and the input from the superintendents on the Administrative Services Advisory Committee (ASAC), this package has been tailored to best meet the needs of Region 10 ESC districts.

At the May Board meeting, the Board of Trustees approved purchase up to \$170,000 for the Region 10 services to include Special Education direct services support (billed by hours in service to students), Administrative Services, Counselor support, Curriculum Support (TEKS Resource System), Data System, Student Information System, Business Information System, Technology Support, and Human Resources Support. At the June Board meeting, the Board approved an additional service of \$4892.56.

Several of the services are paid for on a campus-by-campus basis. Due to the establishment of Global Leadership Academy as an official campus, some additional programs will need to be added to continue the service at the campus. These additional programs will not exceed \$6000.00.

Additionally, the original package included a Curriculum Service (previously TEKS Resource System); the cost of services was not determined at the time of the original contract. The district received invoice for \$24,310.00.

The services identified in the table above will be provided during the 2020-2021 school year, beginning September 1, 2020 and will continue through August 31, 2021. Additional services not included in the Services Package from Region 10 are available on a cost per services basis, if needed.

The total costs, with additional funds for GLA and the Curriculum Services package total \$195,202.56. Administration will request authorization for an additional sum in case additional services are needed.

The district has reviewed and placed a hold on services and will follow up with contract execution upon Board approval.

Attachments:

Curriculum Services Packages Contract; Region 10 Contracted Services Selection Report

Administrative Recommendation:

Administration recommends that the Board of Trustees authorizes the Superintendent to enter into contract with Region 10 for provision of services, not to exceed \$206,000.

Budget/Funding

Board approved and appropriated budgeted funds, general operating budget, campus activity funds, grant and Title funds.

Contracted Services Selection Report

Report for Terrell ISD (2020-2021)

Adapted PE Direct Services / Contract duration: 8/1/2020 - 7/31/2021 / **PONumber:** / **Base Fee:** N/A
Fee: \$0.00 **Finalized /** ([Detail](#))

District Total: \$0.00

Administrative Service Package / Contract duration: 9/1/2020 - 8/31/2021 / **PONumber:** / **Base Fee:** N/A
Fee: \$18,711.00 **Finalized /** ([Detail](#))

District Total: \$18,711.00

Axiom Accountability Analytics (Eduphoria Module) / Contract duration: 9/1/2020 - 8/31/2021 /
PONumber: / **Base Fee:** N/A **Finalized /** ([Detail](#))

Option 1: Tier 2 - 5-10 Campuses - Aware Customer - \$1,995.00

District Total: \$1,995.00

CARES Act Education Stabilization SSA / Contract duration: 7/1/2020 - 9/30/2022 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

District Total: None

Counselor Initiative and Student Support (CISS) Package / Contract duration: 7/1/2020 - 6/30/2021 /
PONumber: / **Base Fee:** N/A **Finalized /** ([Detail](#))

Fee: \$4,500.00

District Total: \$4,500.00

Curriculum Support Services Package (formerly TEKS Resource System Cooperative) / Contract duration: 7/1/2020 - 6/30/2021 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

District Total: None

Discovery Streaming / Contract duration: 9/1/2020 - 8/31/2021 / **PONumber:** / **Base Fee:** N/A

Option 1: Number of Subscribing Campuses - \$1,250.00 x (5) = \$6,250.00 **Finalized /** ([Detail](#))

Option 2: Optional - Discovery Education Science (K-8) - \$1,500.00 x (4) = \$6,000.00

District Total: \$12,250.00

Early Childhood Package / Contract duration: 7/1/2020 - 6/30/2021 / **PONumber:** / **Base Fee:** N/A

Fee: \$3,000.00 **Finalized /** ([Detail](#))

District Total: \$3,000.00

Eduphoria / Contract duration: 9/1/2020 - 8/31/2021 / **PONumber:** / **Base Fee:** N/A **Finalized /** ([Detail](#))

Option 1: Eduphoria Suite Renewal - \$2,250.00 x (6) = \$13,500.00

District Total: \$13,500.00

Fine Arts and World Languages Package / Contract duration: 7/1/2020 - 6/30/2021 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

Fee: \$2,500.00

District Total: \$2,500.00

Gifted and Talented Package / Contract duration: 7/1/2020 - 6/30/2021 / **PONumber:** / **Base Fee:** N/A

Fee: \$2,500.00**Finalized / ([Detail](#))****District Total: \$2,500.00****HR Package / Contract duration: 7/1/2020 - 6/30/2021 / PONumber: / Base Fee: N/A****Finalized / ([Detail](#))****District Total: None****Item Bank - TEKSbank / Contract duration: 9/1/2020 - 8/31/2021 / PONumber: / Base Fee: N/A****Option 1: TEKSbank - \$200.00 x (6) = \$1,200.00****Finalized / ([Detail](#))****District Total: \$1,200.00****Library Services Package / Contract duration: 7/1/2020 - 6/30/2021 / PONumber: / Base Fee: N/A****Option 1: 6-9 Libraries - \$3,000.00****Finalized / ([Detail](#))****District Total: \$3,000.00****OnDataSuite / Contract duration: 9/1/2020 - 8/31/2021 / PONumber: / Base Fee: N/A****Finalized / ([Detail](#))****Option 1: 1001-10,000 Students - \$5,495.00****District Total: \$5,495.00****Orientation & Mobility (O&M) Direct Services / Contract duration: 8/1/2020 - 7/31/2021 / PONumber: /****Base Fee: N/A****Finalized / ([Detail](#))****Fee: \$0.00****District Total: \$0.00****PEIMS Co-op 3 / Contract duration: 9/1/2020 - 8/31/2021 / PONumber: / Base Fee: N/A****Finalized / ([Detail](#))****Option 1: PEIMS Co-op - \$2,600.00****District Total: \$2,600.00****Physical Therapy Direct Services / Contract duration: 8/1/2020 - 7/31/2021 / PONumber: / Base Fee: N/A****Fee: \$0.00****Finalized / ([Detail](#))****District Total: \$0.00****Purchasing Cooperatives / Contract duration: 9/1/2020 - 8/31/2021 / PONumber: / Base Fee: N/A****District Total: None****Finalized / ([Detail](#))****State Allotments Cooperative / Contract duration: 9/1/2020 - 8/31/2021 / PONumber: / Base Fee: N/A****Option 1: 4000-9999 ADA - \$5,000.00****Finalized / ([Detail](#))****District Total: \$5,000.00****Technology Package / Contract duration: 9/1/2020 - 8/31/2021 / PONumber: / Base Fee: N/A****Option 1: 2,001-5,000 Students - \$5,000.00****Finalized / ([Detail](#))****District Total: \$5,000.00****Title I Private Non-Profit Cooperative / Contract duration: 7/1/2020 - 9/30/2021 / PONumber: / Base Fee:****N/A****Finalized / ([Detail](#))****Option 1: 1 to 20 low income Students in Private School - \$3,000.00****District Total: \$3,000.00****Title I, C Migrant Shared Service Arrangement / Contract duration: 7/1/2020 - 9/30/2021 / PONumber: /****Base Fee: N/A****Finalized / ([Detail](#))**

Option 1: Option A: 100% - LEA releases 100% of funds and Region 10 is responsible for all Migrant activities - **\$0.00**

District Total: None

Title II Shared Service Arrangement / Contract duration: 7/1/2020 - 9/30/2021 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

Fee: \$12,000.00

District Total: \$12,000.00

Title III EL Shared Service Arrangement / Contract duration: 7/1/2020 - 9/30/2021 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

Fee: \$5,600.00

District Total: \$5,600.00

TxEIS Student and Business Software and Support / Contract duration: 9/1/2020 - 8/31/2021 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

Fee: \$66,291.56

District Total: \$66,291.56

Visually Impaired (VI) Direct Services / Contract duration: 8/1/2020 - 7/31/2021 / **PONumber:** / **Base Fee:** N/A
Finalized / ([Detail](#))

Fee: \$0.00

District Total: \$0.00

Grand Total: \$168,142.56

DATE: October 8, 2020
TO: Julie Fisher
Terrell ISD
From: Amy Johnson
Teaching & Learning
Region 10 Education Service Center
Re: Curriculum Services Package 2020-2021



Attached please find a copy of the contract for your LEA's participation in the Region 10 Curriculum Services Package for 2020-2021. The contract year began July 1, 2020 and ends June 30, 2021. The contract indicates the fee for membership.

Please submit this form with the below requested information, as soon as possible.

For the 2020-2021 contract year, all contracts with LEA's using federal funds for payment are required to be invoiced quarterly, per EDGAR guidelines.

Invoices will begin going out when PO is received. If a PO is not received, you will be billed per contract and those invoices will begin going out on or around November 1.

PLEASE EMAIL COMPLETED FORM TO AMY.JOHNSON@REGION10.ORG

District

PO# _____

Curriculum Services Package:

Name: Julie Fisher
Email: julie.fisher@terrellisd.org
Phone: 972-563-7504

Billing Preference:

Please note: Paying fee with federal funds requires quarterly payments.

- ☐ Annually
☐ Quarterly

Address invoice to:

- ☐ Accounts Payable at the district address
☐ Contact's attention above

Terrell ISD

Curriculum Support Services Package (formerly TEKS Resource System Cooperative) (2020-2021)

Education Service Center, Region 10: eSystem Contracts



Description

The Curriculum Support Services Package includes ongoing, targeted support for all needs related to your LEA curriculum. The professional learning support is customized based upon district needs.

Curriculum Support includes but is not limited to:

- Curriculum Training for Administrators
- Curriculum Management Plan Development
- Curriculum Review
- Professional Development Planning
- Research-Based Facilitated Lesson Planning
- Professional Learning Community Support and Facilitation
- Customized Instructional Strategies that Align with Specific LEA Resources
- Assessment Analysis and Design
- Effective Teaching Practices
- Classroom Management Training
- Grade Level, Campus, and Teacher Support

TEKS Resource System is included as a part of the Curriculum Support Services Package.

TEKS Resource System is an online curriculum management system collaboratively developed by Texas educators. Seeking ongoing feedback from teachers and continually updating resources, the TEKS Resource System analyzes the Texas Standards and provides a coherent sequence of content for teachers.

In addition, TEKS Resource System provides a wealth of research-based materials that enhance a teacher's ability to plan for quality instruction.

TEKS Resource System Includes a Guaranteed and Viable Curriculum for:

- English Language Arts and Reading (K-12)
- Mathematics (K-12)
- Science (K-12)
- Social Studies (K-12)
- Spanish Language Arts and Reading (K-6)
- Spanish-translated versions for grades K-5:
- Ciencias (Science)
- Estudios Sociales (Social Studies)
- Matematicas (Mathematics)

Support for TEKS Resource System Districts Includes:

- Free logins to Implementing TEKS R/S Website
- Implementation Specialist
- Region 10 Pacing Tools
- Facilitated Planning
- Data Analysis
- Unit Assessment Support
- TRS Newsletter
- Core Content Training and Support
- Rollout Support
- Technical Assistance

ESC Contact(s)

Kristin Hebert: kristin.hebert@region10.org (mailto:kristin.hebert@region10.org) - (972-348-1470)

Fees **\$24,310.00**

Fees:

\$5.00 per ADA grades K-12 based on prior-year second summer PEIMS Submission.

Yearly Technology Fee:

- 1A or 2A Districts or Districts with fewer than three campuses-\$1600
- All Other Districts: \$2,250 plus \$200 /campus (after 3 campuses)

One Time Start-Up Fee:

- 1A or 2A Districts or Districts with fewer than three campuses: \$1000
- All Other Districts: \$3000 plus \$275 /campus (after 3 campuses)

Districts will be sent finalized contract amounts in October of each school year.

Base Fee: \$0.00

PO Number

Service Duration

7/1/2020 - 6/30/2021

Additional Information

The specific purpose of this agreement is to establish a binding contract for services under the CASC Cooperative between the LEA and Region 10 Education Service Center (ESC 10). This agreement outlines the services to be provided to the LEA and the responsibilities of each party.

ESC 10 Responsibilities:

ESC 10 shall:

- Retain or contract qualified personnel sufficient to assist the LEA with appropriate services,
- Provide staff development, materials, and customized assistance to support the product,
- Provide sustained, on-going staff development and follow-up activities based on scientific research for products and services,
- Provide technical assistance and consultations product, and
- Provide on-line and/or onsite technical assistance upon request.

LEA Responsibilities:

The LEA shall:

- Contribute funds as determined by the fee structure to maintain subscription,
- Participate in planning with ESC 10 consultants and take advantage of product services,
- Provide a facilitator at each training, who will assist the presenter and provide follow-up training or support, and
- Provide representation at geographically clustered meetings.

District Contact (for this program only)

Contact Name: Julie Fisher
Contact Phone: 972-563-7504
Contact Email: julie.fisher@terrellisd.org

Approval Information

Georgeanne Warnock

Electronically Signed

5/26/2020

Dr. Gordon D. Taylor

5/29/2020

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect More, Achieve More	

Agenda Item: Consider Committee for Review of Board Operating Procedures

Summary:

Policy BDB (LEGAL) provides for the establishment of Board committees to provide for the ongoing efficient operation of the Board of Trustees. Policy BDB (LOCAL) provides that the President of the Board of Trustees shall appoint members to special committees to fulfill assignments. The President and the Superintendent shall be ex officio members of the all Board committees unless otherwise provided by Board action.

The Terrell ISD School Board Operating and Procedures manual was last reviewed and revised in December 2009. This action will allow for the appointment of a committee of Board members to review and make suggestions for revisions of Board Operating Procedures to the full Board for consideration at a later date.

TASB's Effective Board Practices: An Inventory for School Boards recommends an annual review of these procedures.

Attachments:

Terrell ISD School Board Operating and Procedures Manual (2009)

Administrative Recommendation:

The Superintendent recommends that the Board President appoint a committee of three Board members to review and make suggested revisions to the Board Operating Procedures Manual.

Budget/Funding

N/A

TERRELL INDEPENDENT SCHOOL DISTRICT

SCHOOL BOARD OPERATING AND PROCEDURES MANUAL



Adopted December 2009

TERRELL INDEPENDENT SCHOOL DISTRICT

Executive Team

Kelly Rodgers Superintendent of Schools

Dena Bond Risinger..... Board President

Thomas Mosley.....Board Vice-President

Benito Carmona Jr. Board Member

Anita Mann. Board Member

Ann Kines McDonald Board Member

Lisa Smith.....Board Member

Reginald Williams Board Member

Debbie Wood Board Secretary

TERRELL INDEPENDENT SCHOOL DISTRICT

**Annual Calendar of Board Agenda Items
Events and Activities**

MONTH	Board Agenda Items Events and Activities (Tentative and Subject to Change)
August	9 Budget Work Session 9 Final Budget Amendment 9 Public Hearing Budget/Tax Rate 9 Adopt Budget 9 Final Budget Amendment 9 Set Tax Rate 9 Financial Reports – June 9 Exit Level Retest Scores
September	9 Accept Tax Roll 9 Financial Reports –July 9 Approval of PDAS Appraisers 9 TELPAS Scores 9 TASA/TASB Convention
October	9 Financial Reports - August 9 Quarterly Investment Report – June through August 9 Annual Investment Report – September through August 9 Public Hearing – Annual Financial Management Report with the State’s Financial Accountability System, Schools FIRST 9 Superintendent’s Formative Quarterly Evaluation
November	9 Financial Reports - September 9 PBMAS Report 9 Highly Qualified Report 9 Approval of District and Campus Improvement Plans
December	9 Financial Reports – October 9 State Compensatory Funds Report 9 Exit Level Retest Results 9 Complete Superintendent’s Evaluation Form and Return to Board President
January	9 Financial Reports – November 9 Quarterly Investment Report – September through November 9 Annual Performance Report/Public Hearing 9 School Board Appreciation 9 Superintendent’s Summative Evaluation 9 Action on Superintendent’s Contact and Salary 9 TISD Administrators – TASA/TASB Mid-Winter Conference

February	9 Financial Reports – December 9 Annual Audit 9 Administrator Contracts 9 Call for Election 9 Announce Board’s Continuing Education Credit 9 School Calendar Approval 9 General State Waivers
March	9 Financial Reports - January 9 Asbestos Related Activities 9 NCLB Report/Public Hearing 9 Teacher, Counselors, Librarians, Diagnosticians and other Professional Contracts
April	9 Financial Reports - February 9 Quarterly Investment Report – December through February 9 Superintendent’s Formative Quarterly Evaluation 9 NSBA Convention
May	9 Financial Reports – March 9 Canvass Election Results 9 Swear-in New Board Members 9 Reorganization of the Board (Election of Officers) 9 Appoint Delegate to TASB Convention Delegate Assembly
June	9 Financial Reports – April 9 TAKS Results 9 TPRI/TEJASLEE Report 9 Graduation 9 Employee Appreciation Luncheon 9 New Teacher Contracts 9 Summer Leadership Institute
July	9 Financial Reports – May 9 Quarterly Investment Report – March through May 9 Student Code of Conduct 9 New Teacher Contracts 9 Superintendent’s Formative Quarterly Evaluation

INTRODUCTION

The quality of public schools continues to be a priority concern for Texas educators, parents, students, business and community leaders and public officials. Through the democratic process, communities place their trust in elected trustees to serve on school Boards as guardians of their public school. The concept dates back more than 300 years, and while the concept remains the same, ***expectations and accountability have evolved to comprise communications and other recorded documents including Board-operating procedures.***

Negotiating the territory between true representative democracy and the ***tasks of a school Board can result in conflict, especially when roles and responsibilities are not clear.*** The very community members who elected them frequently misunderstand school Boards and individual trustees. One of the most misunderstood notions is that trustees, as individuals, have the power to make changes. Trustees have no power as individuals, except the power of persuasion over the rest of the Board. All Board decisions are shared decisions made by a team of individual Board members.

School Boards that function constructively work as a team of eight with their superintendent to govern and oversee the management of the district. ***The effective leadership team performs its responsibility for broad oversight and management, and supports the day to day operations of the district with clearly communicated goals and educational strategies provided for in the district's annual budget.*** They develop clearly written, current and legal policies and administrative processes.

The leadership team must work together in making decisions and standing in support of those decisions that will nourish the quality of their school and be responsive to questions from the school staff and community. In order to make the best quality contributions, the team must be conscientious and concerned about how they conduct their business as an individual member of the team, and in their capacity as the final decision-makers for the school district. ***The team sets the ultimate example for protocol and decorum,*** and should represent the school with a degree of integrity and professionalism exemplifying conduct that is impressive and inspiring.

It is important for us to develop and establish by practice processes and procedures that are clearly communicated to members of the leadership team, and supported consistently by all members of the team as formalities for how we meet our responsibilities. Our commitment to that effort is met, in part, through the development and annual review of a Board operating and procedures manual.

BOARD MEMBER CODE OF ETHICS BBF (Local)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.
- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.
- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.
- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.
- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.
- I will be continuously guided by what is best for all students of the District.

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Section I: Role and Authority of Board Members and Officers

Members of the Board are authorized to take action on behalf of the district for items posted on the agenda for a meeting of the Board.

- ◆ Direction for personnel, programs, policy, budget and other issues should be included on the Board agenda and acted upon by the members of the Board.

- Duties of the Board President.

1. Presides at all meetings of the Board.
2. Discusses, makes motions and resolutions and votes on all matters before the Board.
3. Appoints Board committee members.
4. Calls special meetings and emergency meetings.
5. Signs all required legal documents.

- Duties of the Vice-President.

1. Acts in the capacity of the President during his/her absence.

- Duties of the Secretary.

1. Causes the keeping of accurate records for Board meetings.
2. Acts in the capacity of the president in the absence of the president and vice-president.
3. Countersigns all required documents.

- Duties of Board Committees.

The Board President shall appoint members to special committees created by the Board to fulfill specific assignments, unless otherwise provided by Board action.

1. The function of these committees shall be fact-finding, deliberative, and advisory, but not administrative. Committees will report their findings to the Board and then be dissolved upon completion of the assigned task or vote of the Board.
2. Committees may include Audit, Facilities, and any other such committee as the Board finds necessary.
3. The President of the Board and the Superintendent shall be *ex officio* members of all Board committees, unless otherwise provided by Board action.
4. Committees may transact business only within the specific authority granted by the Board. To be binding, all such business must be reported to the Board at the next regularly scheduled Board meeting.

Policy References: **BBE, BE**
 BDB (LEGAL) BDB (LOCAL)

Section II: School District Policies

Trustees offer administrative guidance and direction through written policies that are adopted and maintained in the district's policy manual.

- ◆ Within the context of current law.
- ◆ Distributed and accessible to staff, parents, students and community residents.
- Policy Development
 1. The district is a member of the Texas Association of School Boards (TASB) Policy Services, which initiates policy amendments in response to legislative action, court case rulings, Attorney General opinions, and TEA/State Board of Education rules.
 2. Any member of the Board, the superintendent, school personnel, or community citizen may initiate new policies and amendments.
- Policy Adoption
 1. Locally developed policies and amendments are submitted to TASB for review and response from policy services and legal services.
 2. Generally, the superintendent recommends new and adopted policies for Board consideration.
 3. Proposed policies and amended policies are introduced at a Board meeting for consideration for adoption at a subsequent meeting.
 4. When circumstances exist, emergency adoption may occur at the first meeting.
- Policy Review
 1. At time intervals of approximately five years, the district will conduct a district wide policy review.
 2. A policy review seminar may be conducted by TASB.
 3. The superintendent will coordinate activities for Board participation, administrator participation, and time schedules.

Policy Reference: **BF (Local)**

Section III: School Improvement

- ◆ The Board promotes maximum achievement for all students by monitoring the effectiveness of school programs through a review of reports and other information.
 - ❑ Reports and other information are typically provided by the superintendent and his/her designee, and may be requested by any member of the Board.
 - ❑ Board members are encouraged to ask questions about progress, problems, modifications, and timeline for implementation, and budget.
- ◆ The Board provides direction and establishes expectations in the form of adopted goals and strategies.
 - ❑ Establishes a district and campus planning and decision making process.
 - ❑ Maintains district policies outlining the district and campus decision making process in accordance with current state statute.
 - ❑ Designates provisions for the selection of parents, community members, and business representatives that reflect the diversity of the community.
- ◆ The Board will not generally offer direction on how best to accomplish adopted district goals, but will require that district and campus plans, budgets, and programs be in alignment with those established goals.

Policy Reference: ***BQ (LEGAL) BA (LOCAL)***
 BQA (LEGAL) BQA (LOCAL)
 BQB (LEGAL) BQB (LOCAL)

Section IV: Create and Adopt District Budgets

- ◆ Budget planning is an integral part of the overall school improvement process.
 - ❑ The budget effectively reflects district programs and activities and provides resources for implementation.
 - ❑ Establishes priorities and provides resources for those identified needs.
 - ❑ Often serves as the limiting force for the type, quantity, and quality of goods and services.
 - ❑ Is an expression of community, parent and staff preferences through which consensus is reached on the future direction of the district.
 - ❑ Is often considered the ultimate policy document since it is the financial plan used to achieve goals and strategies.
 - ❑ The budget should be in alignment with established goals and strategies in improvement plans, and existing district programs.
- ◆ Developing a budget requires input and decisions by community, parents, school staff, and members of the Board.
 - ❑ The superintendent and administrative staff prepares a budget development process for presentation to the Board.
 - ❑ A Board workshop is conducted to review the process for subsequent approval at a meeting of the Board.
 - ❑ Budget preparation and development can be completed once resources have been determined, and plans, programs and priorities have been established.
 - ❑ By the third week of August, the superintendent prepares, or causes to be prepared, a proposed budget covering all estimated revenue and proposed expenditures for the following fiscal year.
 - ❑ Board workshop(s) are conducted to review preliminary and final budgets, and for Board input and direction.
- ◆ After the proposed budget has been prepared the Board President shall call a meeting for the purpose of adopting a budget.
 - ❑ A public hearing is conducted and the budget is adopted.

Policy Reference: CE (LEGAL) CE (LOCAL)

Section V: Personnel

- ◆ The Board has established six objective criteria for decisions regarding hiring, dismissal, reassignment, and promotion of personnel.
 - ❑ Academic or technical preparation
 - ❑ Certification
 - ❑ Experience
 - ❑ Recommendations and references
 - ❑ Appraisals and other performance evaluations
 - ❑ The needs of the district
- ◆ The superintendent or designee shall establish guidelines for advertising and recruiting to fill vacancies.
 - ❑ The superintendent has sole authority to make recommendation to the Board for the employment of certified personnel.
 - ❑ Final selection of teachers, counselors, nurses, principals, maintenance director and other certified contractual personnel is the authority of the Board.
- ◆ The superintendent will recommend pay structures and compensation plans for all district employees.

Policy References: ***DAB (LOCAL)***
 DC (LEGAL) DC (LOCAL)
 DEA (LOCAL)

Section VI: Board Meetings

- ◆ Unless otherwise provided, meetings of the Board are held in the Board Room of the administration building..
 - ❑ Regular meetings are held on the third Monday of each month at 6:30 pm.
 - ❑ Special meetings may be called at the President's discretion or upon request by two or more members of the Board.
 - ❑ Emergency meetings may be called when the President or two or more members determine that an emergency or urgent public necessity warrants the meeting.
- ◆ In consultation with the Board President the superintendent prepares the agenda for all Board meetings.
 - ❑ Any Board member may request that a subject be included on the agenda.
 - To ensure that the request is adequately and sufficiently represented it should be submitted to the superintendent in writing.
 - ❑ The deadline for submitting items for the agenda is noon of the seventh calendar day (Monday) before the meeting.
 - ❑ Members of the Board will be provided notice of regular and special meetings at least 72 hours prior to the meeting and 2 hours for an emergency meeting.
- ◆ As much as possible Board members should come to each meeting prepared to discuss, deliberate and take action on agenda items.
 - ❑ Obtain knowledge and understanding sufficient to vote on all action items on the agenda.
 1. Review and be aware of related information submitted in recent Board updates.
 2. Review information sent with preliminary and final agendas.
 3. Make inquiries prior to the meeting for items submitted on the preliminary and final meeting agenda.
 - ❑ Board members are encouraged to advise the superintendent or president of questions or concerns on agenda items before the meeting.
- ◆ The Board shall observe parliamentary procedures in Robert's Rules of Order.
 - ❑ All business shall be directed solely to items on the agenda currently under deliberation.
 - ❑ The president has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply.
 - ❑ The rules may be suspended by a majority vote of the members present.

Section VI: Board Meetings Continued:

- ◆ Voting shall be by voice as directed by the president.
 - Unless the president determines otherwise, the order of business for action items shall be by discussion, motion, second, and vote.
 - Any member may abstain from voting.
 - The Board president shall vote or abstain on all action items.
 - Motion and adoption is lost for all tie votes.
- ◆ Audience participation at the Board meeting is limited to the portion of the agenda designated for that purpose. At all other times, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer.
 - A total of thirty minutes will be allotted for audience participation.
 - No presentation shall exceed three minutes.
 - Delegations of more than five persons shall appoint one person to present their views, limited to three minutes.
 - Members of the Board and school staff shall not be questioned.
 - Persons who wish to participate shall sign up with the secretary and identify their topic.
 - Complaints and concerns for which other resolution channels are provided will be directed through those channels.
 - The Board will not hear complaints about personnel or individual students in public session, except as provided by law.
 - Community members, parents, students and staff may make a written request to the superintendent for consideration of placement on the agenda.
 - The Board shall not tolerate other disruptions of the meeting. After being warned by the presiding officer, if anyone disrupts the meeting by words or action, the presiding officer shall request assistance from law enforcement persons to have the person removed.
 - In the meantime, the presiding officer may recess the meeting.
 - The Board president may offer a response, and members of the Board may ask questions for clarification and understanding.
 - The president will determine if the individual has complied with appropriate complaint policies and processes.
 - The president will explain the process and the opportunity to appear before the Board for possible consideration and action if the issue remains unresolved.
 - Board members should listen to comments without offering individual input and should refrain from
 - Challenging the presenter.
 - Offering individual opinion.
 - Becoming argumentative.

Section VI: Board Meetings Continued:

- ◆ The Board-superintendent team will observe all local policies related to grievances and complaints.
 - The main purpose is to allow the complainant the opportunity to present his or her concerns to someone in authority. The complaint must only be considered. No specific outcome is guaranteed. The superintendent or Board is required to stop, look and listen.
 - A level III grievance/complaint is presented to the Board.
 - The presiding officer will convene a closed meeting to hear the grievance presentation if it is appropriate.
 - The presiding officer will guide the process.
 - The Board should listen to the presentation of the grievance, and response from administration.
 - Board members will have the opportunity to ask questions for the purpose of clarifying facts.
 - The Board may take any of five possible courses of action.
 - Grant the grievance and provide appropriate relief.
 - Deny the grievance and uphold the administrative decision at level II.
 - Modify the grievance.
 - Take no action, which, in effect, upholds the level II decision.
 - Postpone its decision.
- ◆ The Board may conduct a closed meeting (executive session) when the agenda subject is one that may properly be discussed in closed session.

Policy References: ***BE (LOCAL), BED (LEGAL) BED (LOCAL), BEC (LEGAL)***
 FNG (LOCAL)
 GF (LOCAL)

Section VII: Board Member Communications

- ◆ Citizens and parents will contact members of the Board to make requests and complaints, or express concerns. The Board member should
 - ❑ Listen respectfully.
 - ❑ Remain impartial by not engaging in argument and taking a side on the issue, or stating a position.
 - ❑ Determine if the issue has been through established procedures.
 - ❑ If necessary, explain those procedures, or refer the person to the appropriate campus office or the superintendent's office.
 - ❑ If needed, tell the person that you will neither request nor make a follow-up call.
 - ❑ If necessary, explain the fact that as a Board member you have no authority to make a decision or take action outside the official meeting of the school Board.
 - ❑ Remind the person that you must remain impartial in case the matter is the subject of a hearing or other item brought before the Board.
 - ❑ Offer no response for anonymous inquiries.
- ◆ Members of the Board may be contacted by school employees. The Board member should
 - ❑ Listen respectfully.
 - ❑ Remain impartial by not engaging in argument and taking a side on the issue, or stating a position.
 - ❑ Determine if the issue has been through established procedures.
 - ❑ Inform the employee that he/she must follow appropriate procedures.
 - ❑ If necessary, explain the fact that as a Board member you have no authority to make a decision or take action outside the official meeting of the school Board.
 - ❑ Remind the person that you must remain impartial in case the matter is the subject of a hearing or other item brought before the Board.
 - ❑ Offer no response for anonymous inquiries.
 - ❑ Inform the superintendent.
- ◆ The superintendent will work with the Board president, keep Board members informed of issues in a timely manner, and represent the Board and district in all other communications. The superintendent will
 - ❑ Meet with the president as needed to discuss issues of the district.
 - ❑ Keep members informed of newsworthy topics and issues that may adversely impact the district and may require Board action.
 - ❑ Keep members informed of other district activities that may be of interest.
 - ❑ Serve as the official spokesperson for the district.

Section VII: Board Member Communications Continued

- ◆ The Board will communicate to the public through public hearings, regular Board meetings, and district goals and policies.
 - ❑ Individual Board members will refer media inquiries to the superintendent.
 - ❑ Individual Board member's points of view of Board action will be expressed for Board and public information at open meetings.
 - ❑ Individual members should refrain from speaking in an official capacity as a Board member outside a legally called meeting.
 - ❑ Individual members are encouraged to support the majority decision of the Board.
 - ❑ Adhere to district policy and procedures concerning confidentiality of closed meetings.
- ◆ Individual members of the Board are encouraged to contact the superintendent and other school administrators to ask questions and make inquiries about the district, but they should not direct or require the preparation of reports.
 1. Directives for the preparation of reports should be made by Board action, or requests made in a Board meeting and agreed to by a consensus of the Board members present.
 2. Board members may request copies of available information that can be provided in a reasonable amount of time.
- ◆ Communications between Board meetings will occur at a variety of functions and activities in and out of school.
 - ❑ The superintendent will serve as the Board's resource for emergency information, and general district information between meetings.
 - ❑ The superintendent and members of the Board will refrain from asking members of the Board how they will vote on action items for the official Board meeting.
 - ❑ Communications about the meeting agenda are not prohibited, but a straw vote, poll, or inquiry about how a member will vote should be avoided.
 - ❑ Board members are encouraged to communicate with each other to share information and opinions and to agree upon wording of a Board position or resolution.
- ◆ The Board receives an information packet weekly from the Superintendent. In addition, informal communication by telephone, email, or in person occurs between the Superintendent and individual Trustees and between individual Trustees. What one Trustee knows, all Trustees should know.

The Superintendent, Board President, and Trustees will strive to make sure that all information is shared equally with all Trustees. No Surprises!

Board members will be encouraged to communicate with the public through public hearings, PTO's, Civic Clubs, and regular called Board meetings.

◆ **EVALUATION OF THE BOARD**

The Purpose of the Board self-appraisal is to give each Board member an opportunity to rate the Board's performance. The rating should be given for the performance of the whole Board as a unit and consideration should be given to individual members. As the Board assesses itself in relation to the *Board Operating Procedures/Code of Conduct* and the District's goals and objectives, areas of success can be noted, as well as those areas in need of improvement.

Each Board member should complete the instrument and the Board President will tally the scores. The Board should then meet to discuss the results of the evaluation and plan strategies for future improvement.

(See attachment A, Region XIX Education Service Center, Board Effectiveness Appraisal Form)

Policy Reference: BBE (LOCAL)

Section VIII: Concerns for Another Board Member's Performance

- ◆ It may be necessary and helpful for a Board member to express concerns about the performance of another member of the Board.
 - ❑ They may talk directly to the other Board member.
 - ❑ Individual Board members may express their concerns about another Board member's performance with the Board president who will work with the member to determine the next most appropriate step.
 - ❑ The Board and superintendent team may evaluate a Board member in closed session.
 - ❑ The Board and superintendent team may provide recommendations to a Board member whose behavior is determined by team consensus to be inappropriate.

Section IX: Concern for the Superintendent's Performance

- ◆ It may be necessary and helpful for a Board member to express concerns about the performance of the superintendent. The Board member may
 - ❑ Talk directly to the superintendent.
 - ❑ Express their concern to the Board president who will work with them to determine the next most appropriate step.
 - ❑ Pursue the concern through adopted policy for the evaluation of the superintendent.

Policy Reference: BJCD (LEGAL) BJCD (LOCAL) BJCD (EXHIBIT)

Section X: Visiting School Campuses

- ◆ Members of the Board will want to visit school campuses and attend school functions. Board members are encouraged to
 - Attend any school activities and special events as their time permits.
 - Visit campuses during the school day.
 - Board members should not go into classrooms for the purpose of evaluation or investigation.
 - Board members should report to the principal's office, as required of all visitors.
- ◆ Addressing issues involving your own children
 - While members of the Board of Trustee have no authority as individuals, it is sometimes difficult for staff members to see them as ordinary parents. Therefore, Board members should adhere to the following:
 - Board members should make it clear that they are acting as a parent.
 - Board members should not request nor accept extraordinary consideration for their children.
 - Board of Trustee members follow the same chain of command as non-Board members.

Section XI: Board Member Training/New Member Orientation

- ◆ Trustees must complete required training, including orientation sessions, annual team building, and specified hours of continuing education.
 - ❑ First year members must complete ten hours of annual continuing education training, and orientation to the Texas Education Code.
 - ❑ First year members must complete Open Meetings training within 90 days of election or appointment.
 - ❑ Existing members must complete five hours of annual training.
 - ❑ All members must attend an orientation update following each session of the Texas State Legislature.
 - ❑ The entire Board and superintendent must conduct an annual team-building session.
 - ❑ Board presidents will receive annual continuing education training related to the duties of their office.
- ◆ The district will provide local orientation training for all newly elected or appointed Board members.
 - ❑ The Superintendent and/or the Board president will provide the training.
 - The Board president will appoint members to accommodate any unique circumstances.
 - ❑ Training will expound upon and emphasize information contained in the Board's Operating and Procedures Manual.

Policy Reference: BBD (LEGAL)



BOARD EFFECTIVENESS APPRAISAL FORM

DIRECTIONS

Listed on the next page are practices that cover the major areas of Board responsibilities. These practices have been recognized as characteristics of effective school Boards.

For each practice you are asked to select the point on the continuum that represents your opinion of the Board concerning that item.

Rate the questions for each item and be prepared to support Needs Improvement ratings with concrete examples of specific details.

Remember that you are looking for positive opportunities to improve the Board. The purpose of Board self-appraisal is not to determine who is right or wrong, but rather to discover what trustees can do, working together, to become a more effective school Board.

Rating Scale

E= Excellent

S=Satisfactory

N=Needs Improvement

A. Relationship with Superintendent

The Board:

	E	S	N
1. Delegates to the superintendent the authority for the administration of the school and avoids becoming directly involved in day-to-day operations.	☐	☐	☐
2. Provides a clear job description for the superintendent and communicates as a Board the criteria that will be measured to evaluate performance.	☐	☐	☐
3. Makes decisions using pertinent information facts and recommendations provided by the superintendent.	☐	☐	☐

4.	Promotes mutual respect and trust by offering commendations to the superintendent whenever deserved and constructive criticism when necessary.	□ □ □ □ □
5.	Follows the appropriate policy on public complaints and requests concerning the schools.	□ □ □ □ □
6.	Keeps the superintendent informed of issues, needs, and complaints so that problems can be resolved in a professional manner.	□ □ □ □ □
7.	Exhibits confidence and trust in the superintendent.	□ □ □ □ □
8.	Encourages the superintendent to grow professionally.	□ □ □ □ □

What action can the Board take to strengthen its relationship with the superintendent?

Rating Scale		
E= Excellent	S=Satisfactory	N=Needs Improvement

B. Policymaking

The Board:

		E	S	N	
1.	Regards policymaking as the key responsibility and ensures that a comprehensive review of district policies occurs at least once every three years.	□	□	□	□ □
2.	Reviews district policies on an ongoing basis to ensure that they are clear, complete, current, and consistent with district goals.	□	□	□	□ □ □

3.	Has studied the policy manual and is aware of its structure and contents.	☐ ☐ ☐ ☐ ☐
4.	Asks the superintendent for recommendations before adopting policy.	☐ ☐ ☐ ☐ ☐
5.	Distinguishes between policy and administrative procedure.	☐ ☐ ☐ ☐ ☐
6.	Adopts written policies on a timely basis that are in compliance with State Board rules and state and federal laws.	☐ ☐ ☐ ☐ ☐
7.	Makes policy decisions, only after full discussion at publicly held Board meetings, readily accessible to staff and the public.	☐ ☐ ☐ ☐ ☐
8.	Ensures that there is appropriate dissemination of policy and that there is free and easy access to policy information.	☐ ☐ ☐ ☐ ☐
9.	Adheres to and supports adopted Board policies.	☐ ☐ ☐ ☐ ☐

In what way might policy development practices be improved?

C. Goal Setting

The Board:

	E	S	N
1.	☐	☐	☐
Ensures that planning and evaluation include facilities management, curriculum and instruction, staff development, student achievement, and other district domains as specified in Law.	☐	☐	☐
2.	☐	☐	☐
Requires that campus planning include involvement of professional staff, parents, and community members.	☐	☐	☐
3.	☐	☐	☐
Ensures that the superintendent and staff develop and implement objectives and action plans to accomplish district goals.	☐	☐	☐
4.	☐	☐	☐
Communicates with the public to ensure support and understanding of district goals and practices.	☐	☐	☐

5.	Adopts clear and definite short-term and long range goals.	☐ ☐ ☐ ☐ ☐
6.	Provides funds for the district to accomplish its goals.	☐ ☐ ☐ ☐ ☐
7.	Approves campus planning that is in line with the district's mission, goals, and plans.	☐ ☐ ☐ ☐ ☐
8.	Uses academic excellence indicators, campus performance objectives, and local performance data to evaluate each campus and the district's instructional program.	☐ ☐ ☐ ☐ ☐
9.	Bases evaluation of the superintendent in part upon the accomplishment of district goals.	☐ ☐ ☐ ☐ ☐

In what way might the goal setting and planning process be improved?

D. Personnel

The Board:

	E	S	N
1. Demonstrates support and respect for the superintendent as the chief administrative employee of the district.	☐	☐	☐
2. Adopts policies that clearly define guidelines for staff salaries and benefits.	☐	☐	☐
3. Follows appropriate policies on employee complaints.	☐	☐	☐
4. Received recommendations from the superintendent before employing or dismissing staff members.	☐	☐	☐
5. Encourages the staff to grow professionally by providing enough funds for in-service education as approved by the superintendent.	☐	☐	☐
6. Develops sound personnel policies involving the staff when appropriate.	☐	☐	☐
7. Hears employee complaints only after they have been processed through appropriate administrative channels.	☐	☐	☐

In what way can personnel practices be improved?

E. Finance

The Board:

	E	S	N
1. Evaluates the income and spending of the district in terms of the quality of education that should be provided and the ability of the community to provide support	☐	☐	☐
2. Takes the lead in securing community support for additional funding as necessary.	☐	☐	☐
3. Authorizes the administration to prepare the annual budget.	☐	☐	☐
4. Holds the administration to prepare the annual budget.	☐	☐	☐
5. Authorizes individual budgetary allotments and nonbudgeted expenditures only after considering the total needs of the district.	☐	☐	☐

In what way can the Board improve financial planning?

F. Board Meetings

The Board:

	E	S	N
1. Paces the use of meeting time, encourages members to be concise and to the point, and concludes at a reasonable time.	☐	☐	☐

2. Is friendly, open, and projects a positive public image. ☐ ☐ ☐ ☐ ☐
3. Insists that meeting dates are legally posted.

		E	S	N
G.	Does the Board's relationship with the Board president reflect state laws?	☐	☐	☐
	The Board recognizes the leadership role of the Board president and adheres to law and local policies regarding the duties and responsibilities of the Board president and other officers.	☐	☐	☐
H.	Do you follow policies and procedures for receiving input from the public?	☐	☐	☐
	The Board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, employees, and the community.	☐	☐	☐
I.	Do you act only as a body corporate?	☐	☐	☐
	The Board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.	☐	☐	☐
J.	Do you support decisions made by majority vote?	☐	☐	☐
	The Board supports decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.	☐	☐	☐

TOTAL

$\bar{E} \quad - \quad \bar{S} \quad - \quad \bar{N}$

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
Oct. 19, 2020	Expect staff to deliver and students to engage in rigorous learning for high student achievement	

Agenda Item: Consider Report of the Terrell ISD District Improvement Plan, Campus Improvement Plans, and Targeted Improvement Plans for 2020-2021

Report on the Terrell ISD District Improvement Plan, Campus Improvement Plans, and Targeted Improvement Plans for 2020-2021.

The District Improvement Plan sets out the strategies that will lead to achieving the District's four goals::

1. Expect students to engage in rigorous learning for high student achievement.
2. Expect a high quality and safe learning environment both physical and social-emotional, for high student achievement
3. Expect transparency and decisions that support long term financial stability for high student achievement
4. Expect engagement with families and community for high student achievement.

The DIP includes the staff members responsible for monitoring, progress measures, and district resources used to meet the targets.

Campus Improvement Plans mimic the District plan in targeting the same goals, however, strategies may differ based on individual campus needs assessment.

Targeted Improvement Plans are required of any campus that has either an overall D rating, a D rating in one of the three Domains, or are considered for Targeted Support or Additional Targeted Support. TIP plans document how campuses will improve student achievement under the A-F Accountability System. These plans are for Bruce Wood Elementary, J.W. Long Elementary, Furlough Middle School, and Terrell High School.

Attachments:

TISD District Improvement Plans, Campus Improvement Plans, Targeted Improvement Plans

Administrative Recommendation:

N/A

Budget/Funding

NA

2020-21 District Improvement Plan

Accountability Rating: B

District Name

Terrell Independent School District

Address

700 Catherine
Terrell, Texas 75160

District ID

129-906

Superintendent

Dr. Georgeanne Warnock

Date of School Board Approval



2020-21 District Educational Improvement Committee Members

Name	Position	Committee Role
Phillip Bennett	Teacher - FMS	Chairman; Professional Staff Member
Absolom Harvey	Teacher - THS	Professional Staff Member
Jennifer Limerick	Teacher - GWE	Professional Staff Member
Keri Marx	Teacher - WES	Professional Staff Member
Andre Long	Teacher - JWL	Professional Staff Member
Breana McCoy	Teacher - WHB	Professional Staff Member
Gary Cantrell	Teacher - TAEC/DAEP	Professional Staff Member
Megan Inglis	Teacher - GWE	Professional Staff Member at Large
Mindy Burris	Diagnostician - THS	Non -Teaching Campus Based Professional
Nancy Aviles	Counselor - FMS	Non -Teaching Campus Based Professional
Jay Thompson	Campus Administrator - THS	Non -Teaching Campus Based Professional
Jeff Graham	Parent	Parent
Mendy Long	Parent	Parent
Jenna Dunn	Business Leader	Business Leader
Cary Harwell	Business Leader	Business Leader
Shannon Kyle	Community Member - No Children	Community Member - No Children
Debbie Helm	Community Member - No Children	Community Member - No Children
Lucas Hurst	District Representative	Non-Teaching District Based Professional
Julie Fisher	TISD Executive Director of Continuous Improvement	Superintendent's Designee; Non-Voting Member
Georgeann Warnock	Superintendent	Superintendent; Non-Voting Member

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Mission Statement

The mission of Terrell Independent School District, a unique community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.

Diversity strengthens the community and enriches the fabric of our society.

It is the responsibility of the entire community to partner in the educational process.

Learning occurs best in a safe, structured, and nurturing environment.

Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

Everyone is a teacher, and everyone is a learner.

We learn with and through others.

Effort, strategy, and help improve achievement.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Terrell ISD is a minority majority district with a high rate of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

Terrell ISD is an accredited, growing District of Innovation with approximately 4,700 students. The enrollment in Terrell ISD has grown from 4,192 in 2013-2014 to 4,708 in 2020-21. Terrell ISD earned a "B" rating from TEA in 2019 with an "A" rating in the School Progress domain. School Progress is based on the district's achievement in Relative Performance as compared to other districts with similar percentages of economically disadvantaged populations. The district also earned an A-Superior Rating from TEA for its financial stability. The City of Terrell is located in Kaufman County in the state of Texas. Terrell is approximately 25 miles east of Dallas and is home to 19,148. Twenty-two percent of all households in Terrell live in poverty. Within Terrell, the median annual income of \$42,555 is 1/3 less than that across the United States. The ethnic breakdown of the city of Terrell does not mirror that of the school district. Within the city, approximately 47% are white, 26% Hispanic, and 22% are African American.

Terrell ISD, however, is comprised of the following student demographics for the 2019-2020 school year: African American - 22.13%, Hispanic - 49.24%, White -23.92%, American Indian - 0.21%, Asian - 0.47%, Two or More - 3.97%, Hawaiian/Pacific Islander - 0.06%. Terrell ISD's population is 50.15% female and 49.85% male. Other student demographics include: Economically Disadvantaged – 77.93%, At Risk – 55.71%, Immigrant - 0.19%, Migrant - 0.02%, Homeless - 0.13%. Student demographics for programs include: English Learners -20.16%, Special Education – 11.02%, Section 504 – 6.50%, Gifted and Talented -5.27%, CTE - 38.75%, Dyslexia - 3.72%. Demographics in the CTE programs and dual credit programs closely resemble district demographics. CTE enrollment is: African American: 21%, Hispanics 51%, White 24%, Two or more 3%. Spanish is the most prominent other language in Terrell ISD and the mobility rate of students in Terrell ISD is 7%, well above the state average.

Terrell ISD comprises 6 traditional campuses, 1 magnet campus, 2 non-traditional alternative campuses, and 1 satellite academy. Terrell High School has 1,224 students, Herman Furlough Middle School has 1,119 students, Gilbert Willie Elementary has 682 students, J.W. Long Elementary has 666 students, Dr. Bruce Wood Elementary has 600 students, Global Leadership Academy has 191 students, and W.H. Burnett Elementary has 374 students. The Terrell Alternative Education Center (TAEC) serves critically at-risk student population and is a drop-out recovery center. The Child & Adolescent Center is located at the Terrell State Hospital and serves students who have been institutionally committed for severe mental and behavioral issues. The Health Science Academy is a pull-out academy serving high school students desiring careers in the medical field. Terrell ISD cultivates a college and career going culture by providing a dual credit Associate degree program free of charge to students and providing numerous career pathway options.

Regarding Post-Secondary Indicators, 93.9% of students graduate in 4-years. This is above the state average and an increase from previous years. Students have shown tremendous gains and achieved significantly above state average in the areas of College, Career & Military Ready (80%), complete CTE sequence of study aligned with Industry Certifications (93.0%), and completing a CTE sequence (97.0%). The district has seen a double digit increase in the percent of students receiving dual course credit. At present 33.7% earn college credits, 37% complete TSIA in both English & Math and 45.2% test in SAT/ACT. These are all above state average. Of students enrolling in Texas Institutions of Higher Education, 55.1% completed one year without development courses. While this is below state average, it is an 8% increase for the students of Terrell ISD. Terrell is home to Trinity Valley Community College and Southwestern College. TISD and TVCC partner to provide dual course credit opportunities to our students.

The district attendance rate is 94.7%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Terrell ISD has 588 staff members, 64.1% of which are professional staff. Forty-six percent of the district's teachers have less than 5 years' experience and 61.5% have less than 10 years' experience. The turnover rate for teachers in Terrell ISD is 38.3% - well above state average. Teacher ethnicity does not mirror student population as 74.1% are white and 76.6% of the student

population is other than white. To remedy large class sizes, additional K-2 teachers have been added for the 2020-2021 school year. All positions funded with state special allotments and federal funds are evaluated annually to determine necessity and effectiveness. A mentor teacher program addresses the needs of beginning teachers and includes a monthly 'Tiger Academy' established to support teachers new to the profession and those in need. Professional Learning Communities provide job-embedded, data-driven, class-room focused, and collaborative learning opportunities for teachers. Additional individualized instructional coaching is provided as needed. The district provides targeted professional development annually, this is a combination of teacher selected and district mandated. Regular classroom monitoring by campus administrators ensuring that teachers implement what they learn.

Terrell ISD seeks ways to engage parents and the community. A number of adult education courses are offered to our parents and the community including citizenship, Spanish, ESL, First Aid, Parenting, Nutrition and others. The ExCEL Center was designed to provide a multi-purpose area for the community, parents, and students to engage in extended learning opportunities and well-rounded, physical health of all. While ExCEL activities have been hindered by COVID-19 restrictions, the district looks forward to resuming activities as soon as possible.

Summary of Strengths

What were the identified strengths?

Diversity of student population.

Participation in dual credit college courses.

Variety of programs offered to students.

Increasing student performance.

Summary of Needs

What were the identified needs?

Student attendance rates are low

Lack of diversity of teaching staff

High turn-over rate of staff

Need for additional social and emotional supports for students

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance.

Develop capacity of employees.

Support social and emotional needs for students and teachers.

Create positive culture.

Student Achievement

Overall Summary

State accountability testing was not conducted in the 2019-2020 school year; therefore, Terrell ISD's state rating remains in place from the 2018-2019 school year. The district's accountability rating increased from an overall score of 'C' (75) to a score of 'B' (87). Gains were made in every state accountability Domain and all campuses received passing grades in state accountability. The School Progress domain received an "A" based on the district's achievement in Relative Performance which measures the achievement of all students relative to districts with similar economically disadvantaged percentages. Two campuses received Distinctions from the Texas Education Agency. Terrell High School received distinctions in (1) Academic Achievement in Science, and (2) Post-secondary Education. Gilbert Willie, Sr. Elementary received distinctions in (1) Academic Achievement in ELAR, (2) Academic Achievement in Math, and (3) Top 25% Comparative Academic Growth.

TISD's curriculum is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

The district places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EL students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training at each campus.

In need with consistent program monitoring for academics, behavior, and attendance, a systemic Multi-Tiered Systems of Support (MTSS) process will be implemented for all students. Teachers and staff facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress through the implementation of Individual Academic Plans. Students in special education continue to underperform in comparison to non-special education students and are commonly targeted for improvement.

TISD offers a routine and consistent schedule of quality academic enrichment activities that impact our community in the most positive way. The ExCEL Center provides academic and enrichment activities throughout the school year. By utilizing the ExCEL Center and other facilities, TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. Continued opportunities are provided year round for all students to increase student achievement. The district offers accelerated instruction through advanced level courses, gifted & talented programs, dual credit opportunities, career & technology pathways, and other opportunities. Additionally, TISD provides student options of services by establishing satellite campuses, such as the Global Leadership Academy and Health Science Academy, to address specific skill sets.

The district is focused on increasing student achievement in all areas by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. The district provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. The district provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's). PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. With the vision of EXPECT MORE. ACHIEVE MORE., it is the instructional goal that ALL students 'grow' each year and that 'no students goes backwards'. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Summary of Strengths

What were the identified strengths?

Improved state accountability rating

"A" School Progress/relative performance ratings

Academic enrichment opportunities

Job-embedded professional development opportunities through PLCs

Summary of Needs

What were the identified needs?

Need to increase literacy

Need to increase digital fluency

Need to increase college & career readiness

Ensure implementation of Systemic Multi-Tiered Systems of Support (MTSS) process

Student growth in all subjects

Professional accountability to implement learning from professional development

Increase number of students attaining Meets and Masters on state assessments

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Early Literacy

Blended learning and digital fluency

Professional development to increase teacher capacity

Attain Board Goals

District Processes & Programs

Overall Summary

Terrell ISD has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator and teacher evaluation system is in place to ensure that teachers receive regular observations and appropriate feedback to implement effective teaching practices. The district provides annual training of

the teacher evaluation rubric and holds staff accountable for increasing student achievement in all areas.

At the heart of all professional development, is the improved quality and retention of effective teachers and leaders. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Professional development focusing on classroom practices, data-driven instruction, increasing student achievement, social-emotional intelligence and cultural responsiveness are but a few of the areas addressed. Professional Learning Communities (PLCs) provide job-embedded, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Additionally, teachers new to Terrell ISD attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

The District provides incentives to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, access to the fitness center and personal trainers and other incentives.

The district actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary math and science. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is 24.7%, well above the state average. Teacher salaries are also above state average. District teacher demographics do not mirror student population demographics. Teacher population is 74% white, while the student population is 24% white.

The district provides opportunities for all stakeholders to provide input for improving TISD. Committees such as: District Educational Improvement Council (DEIC), Campus Leaderships Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organizations (PTO), Head Start Advisory Council, and CTE Advisory Board allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees. The mentoring program and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Academy is available for teachers exploring administrative roles.

TISD monitors high expectations and critical thinking for high student achievement. Development of a district curriculum is an evergoing process. A scope and sequence geared toward meeting the needs of Terrell ISD students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). The district provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Mentors (Peer Teachers) have been added and trained to support all first and second year teachers.

With the 2020-2021 addition of one-to-one computer technology for students in grade 3-12, and in class access to all students PK-2, Terrell ISD is incorporating three methods for enrollment: (1) Face-to-Face, (2) Synchronous online instruction with TISD teachers at a designated times, and (3) A-synchronous online instruction at-home digital experiences in core areas and face-to-face elective experiences. Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Terrell ISD provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Campuses are equipped with HIVE-computer labs, Computer -on-Wheel carts (COWs), and iPad systems. Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Odysseyware, Go Math, Woozers, Prodigy Math, Stephenson Reading, Achieve 3000: Smarty Ants, KidBiz, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEAM and STEM opportunities are available to all students K-12. College, career and military guidance and counseling is provided to all students.

The Leading & Learning team of administrators, curriculum writers, instructional coaches, and various directors of special programs, use data to guide and impact classroom instruction. Data driven decision making drives the choices for materials and resources for classroom teachers, as well as district initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and trainings are provided such as Reading Plus, Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Stephenson Reading, Achieve 3000, Wowzers, Odysseyware, Guided Reading, Credit Recovery, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), Computers On Wheels (COWs), technology upgrades, hardware upgrades, district endeavors, are but a few of the instructional tools utilized. Continued opportunities are provided for students to participate and obtain dual credit, Advanced Placement (AP) courses, Career Technical Education (CTE) certifications, and the Associate's degree program. STEAM classes are available K-12.

The district established a framework that addresses consistent support for academic performance, behavior expectations, and character development. Students of character are recognized monthly. Master schedules are developed to maximize instructional time and support accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students. Transportation for after-hours activities is available to all students to allow participation in academic tutorials and athletics. Facility improvements provide a safe and secure environment for students, staff, and parents across the district.

A partnership exists with Terrell State Hospital staff, doctors, staff volunteers, community relations. Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. Additional satellite campuses are established to meet the unique needs of students.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to, district calendar start/end times and local certification.

Summary of Strengths

What were the identified strengths?

New teacher mentor programs

District of Innovation flexibilities

One-to-one technology

Summary of Needs

What were the identified needs?

Need for blended learning training

Need for technology integration

Need for increased early literacy growth

Need for automated systems

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended Learning & Technology

Early Literacy

Effective instruction

Perceptions

Overall Summary

The district places priority on safety. All campuses complete safety drills, view multiple security cameras, attend district safety meetings, complete compliance training and continuing education training. The district created a Crisis Command Center for the police department to have immediate access to all district cameras as well as local emergency agencies. Teacher and student surveys indicate school is a safe environment.

The district attendance rate is 94.7%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. A perception of student apathy exists due to a low attendance rate. However, low attendance can be attributed to a number of other causes.

The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Teachers report student behaviors frequently interrupt and negatively impact instruction. To address behavior issues, the district implemented a step system code of conduct, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and ROAR. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A pattern of African American males represent a higher number of disciplinary actions than other populations exist. A ROAR Packet was established to act on reports of threats or bullying.

The parent surveys report greater than 90% of parents feel that the district does well in the following: (1) Teachers encourage their child to do their best. (2) Expectations for student behavior in classrooms and commons areas are communicated to students and parents. (3) Teachers are knowledgeable about how to teach children. (4) Teachers welcome and support my concerns about my child. (5) I feel welcomed at this school. (6) This campus is a safe place for my child. To communicate opportunities for parent engagement, the district advertises district activities and events such as Back to School Fair, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, district publications such as ROAR magazine. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. Volunteer opportunities are emphasized district-wide. The district provides the Community Resource Guide in both English and Spanish. The Terrell ISD website houses need to know information regarding the district and updated parent information is maintained on the District database TxEIS.

A parent survey in English and Spanish is utilized to determine specific needs. Facilitation of parent involvement nights are organized according to feedback from the parental survey. The district encourages the use of Spanish language translators for all campus activities. The district also provides "Sayhi", a free phone application that interprets two language conversations instantly and "Epic", an electronic library with a wide variety of books in English and Spanish, including read aloud books.

Terrell ISD hosts various parent and community engagement programs such as: Veterans' Day Program, Alumni Breakfasts, Senior Citizen Appreciation Luncheon, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program,

College & Career Fairs, universal breakfast program, citywide feeding programs, and community health clinics and services provided at school. There are additional community involvement opportunities with sports, clubs, organizations (i.e., TVCC, Kiwanis, City of Terrell, TVEC, E-Terrell, TISD Excellence Foundations, Terrell Garden Club, K-Kids, CTE Advisory Board, Terrell Bible Club, etc.). Although tremendous efforts are made, student surveys report that their parents are not fully engaged and do not attend school functions.

The Terrell ISD ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. TISD offers a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. To this end, the Excellence Center for Enhanced Learning (ExCEL) Center is utilized to support year-round student engaging academic and enrichment activities. ExCEL hosts adult education courses including, ESL, citizenship, CPR, cooking, GED, and financial literacy. Additionally, senior citizens'/district employees have access to a fitness center to promote balanced and healthy lifestyles.

The district works to provide avenues for parents and stakeholders to share new ideas and create activities that promote widespread student participation. To promote parental engagement and partnership, the district strives to utilize multiple forms of communication including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, Twitter, ROAR magazine, hosting campus nights (Read-a-Thon, Math Night, etc.), and holding adult education classes. The district also organizes events such as the annual coat and blanket drive.

The District promotes partnerships with the community. Businesses support the district in a number of ways including: (1) hosting profit sharing evenings, i.e. dinners at Freddy's, Chick-Fil-A, etc., (2) providing grant opportunities for campuses, teachers, and students through the TISD Excellence Foundation, (3) TVCC partners with the district for dual credit courses and the Health Science Academy, (4) Platinum Ford supports CTE and Teacher of the Year programs, and (5) Kiwanis K-Kids provide an incentive program.

The teacher turnover rate in Terrell ISD is consistently higher than state average. To support inexperienced teachers, the district hosts an annual New Teacher Orientation and a monthly Tiger Academy. Beginning 2020-2021 all first and second year teachers will be assigned a mentor teacher to provide regular and consistent support.

Summary of Strengths

What were the identified strengths?

ExCEL activities

Safe schools

Numerous parent and community events

Summary of Needs

What were the identified needs?

Student engagement in the classroom

Classroom management practices

Increased student attendance rate

Lower rate of teacher turnover

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

- Parent and Community Engagement
- Classroom management training
- Well-rounded student

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	329	1378	153	47	176	53	98	30	58	18
	4	356	1455	164	46	192	54	105	29	46	13
	5	324	1498	145	45	179	55	101	31	42	13
	6	294	1543	121	41	173	59	82	28	32	11
	7	301	1587	131	44	170	56	68	23	34	11
	8	277									
2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	335	1394	120	36	215	64	95	28	53	16
	4	344	1455	166	48	178	52	93	27	46	13
	5	370	1505	160	43	210	57	117	32	46	12
	6	348	1554	141	41	207	59	98	28	41	12
	7	294	1608	115	39	179	61	95	32	58	20
	8	323	1625	127	39	196	61	88	27	44	14
2018-19 Reading STAAR Results											
Student Group											

All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	308	1418	95	31	213	69	111	36	68	22
	4	322	1473	119	37	203	63	98	30	47	15
	5	350	1512	142	41	208	59	103	29	50	14
	6	380	1536	172	45	208	55	103	27	42	11
	7	359	1626	115	32	244	68	140	39	71	20
	8	292	1659	83	28	209	72	124	42	52	18

2016-17 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	151	1368	77	51	74	49	41	27	27	18
	4	168	1453	76	45	92	55	49	29	20	12
	5	167	1495	80	48	87	52	54	32	22	13
	6	145	1534	65	45	80	55	37	26	10	7
	7	140	1577	68	49	72	51	29	21	11	8
	8	140									

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	174	1379	62	36	112	64	39	22	20	11
	4	160	1454	81	51	79	49	41	26	20	13
	5	176	1502	78	44	98	56	51	29	24	14
	6	175	1546	75	43	100	57	45	26	16	9

	7	148	1602	54	36	94	64	45	30	26	18
	8	148	1613	62	42	86	58	31	21	14	9
2018-19 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	150	1423	44	29	106	71	53	35	34	23
	4	172	1480	57	33	115	67	58	34	29	17
	5	175	1500	74	42	101	58	46	26	24	14
	6	185	1539	84	45	101	55	51	28	21	11
	7	183	1616	62	34	121	66	59	32	31	17
	8	147	1664	37	25	110	75	64	44	23	16
American Indian or Alaska Native	3	3									
	4	1									
	5	1									
	6	1									
	7	3									
	8	1									
American Indian or Alaska Native	3	2									
	4	3									
	5	1									
	6	0									
	7	1									
	8	3									
American Indian or Alaska Native	3	0									
	4	1									

	5	2									
	6	0									
	7	0									
	8	1									

Asian	5	2									
	6	5	1605	2	40	3	60	2	40	2	40
	7	0									

2016-17 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1351	40	49	41	51	19	23	8	10
	4	88	1403	58	66	30	34	16	18	5	6
	5	61	1459	31	51	30	49	10	16	5	8
	6	66	1501	33	50	33	50	11	17	4	6
	7	73	1558	37	51	36	49	6	8	4	5
	8	60									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	75	1375	35	47	40	53	18	24	9	12
	4	83	1417	47	57	36	43	13	16	5	6
	5	89	1454	55	62	34	38	19	21	5	6
	6	68	1527	30	44	38	56	15	22	6	9
	7	68	1557	38	56	30	44	15	22	8	12

	8	76	1599	38	50	38	50	16	21	6	8
2018-19 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	69	1358	31	45	38	55	13	19	8	12
	4	71	1450	32	45	39	55	15	21	8	11
	5	81	1497	40	49	41	51	22	27	9	11
	6	88	1489	53	60	35	40	15	17	5	6
	7	68	1613	21	31	47	69	26	38	8	12
	8	61	1609	28	46	33	54	14	23	6	10
Native Hawaiian or Other Pacific Islander	5	1									
	6	0									
	7	0									
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	76	1416	29	38	47	62	30	39	18	24
	4	82	1514	22	27	60	73	35	43	18	22
	5	77	1516	31	40	46	60	29	38	11	14
	6	67	1598	17	25	50	75	29	43	14	21
	7	81	1629	25	31	56	69	31	38	17	21
	8	68									
2017-18 Reading STAAR Results											

2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	76	1455	18	24	58	76	36	47	24	32
	4	81	1491	28	35	53	65	32	40	16	20
	5	89	1560	23	26	66	74	41	46	16	18
	6	85	1575	32	38	53	62	28	33	16	19
	7	58	1673	16	28	42	72	27	47	20	34
	8	91	1657	26	29	65	71	37	41	21	23
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	75	1467	14	19	61	81	39	52	23	31
	4	70	1483	26	37	44	63	22	31	8	11
	5	74	1549	21	28	53	72	27	36	14	19
	6	90	1568	32	36	58	64	30	33	15	17
	7	86	1642	28	33	58	67	40	47	24	28
	8	66	1679	14	21	52	79	36	55	18	27
2016-17 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1422	5	29	12	71	6	35	4	24
	4	12	1408	7	58	5	42	1	8	1	8
	5	15	1562	3	20	12	80	5	33	3	20

	6	10	1556	3	30	7	70	3	30	2	20
	7	4									
	8	4									

2017-18 Reading STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1354	3	43	4	57	2	29	0	0
	4	16	1478	8	50	8	50	5	31	4	25
	5	12	1520	3	25	9	75	4	33	0	0
	6	16	1636	2	13	14	88	9	56	3	19
	7	15	1617	5	33	10	67	6	40	2	13
	8	5	1705	1	20	4	80	3	60	2	40

2018-19 Reading STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1392	6	46	7	54	5	38	3	23
	4	7	1480	3	43	4	57	3	43	2	29
	5	15	1555	4	27	11	73	7	47	3	20
	6	14	1550	3	21	11	79	4	29	0	0
	7	19	1678	4	21	15	79	12	63	6	32
	8	12	1700	2	17	10	83	7	58	3	25

2016-17 Reading STAAR Results

Student Group											

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	275	1364	135	49	140	51	73	27	43	16
	4	285	1439	146	51	139	49	77	27	29	10
	5	258	1485	123	48	135	52	67	26	23	9
	6	242	1535	107	44	135	56	64	26	24	10
	7	231	1570	112	48	119	52	43	19	15	6
	8	193									

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	279	1385	105	38	174	62	72	26	38	14
	4	266	1434	146	55	120	45	55	21	25	9
	5	293	1484	144	49	149	51	76	26	29	10
	6	248	1546	106	43	142	57	61	25	22	9
	7	236	1604	93	39	143	61	75	32	43	18
	8	234	1613	104	44	130	56	51	22	23	10

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	233	1399	79	34	154	66	69	30	38	16
	4	260	1468	101	39	159	61	78	30	38	15
	5	271	1500	120	44	151	56	71	26	35	13
	6	288	1528	136	47	152	53	72	25	25	9

	7	262	1614	92	35	170	65	96	37	39	15
	8	217	1650	65	30	152	70	84	39	31	14
2016-17 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	78	1295	53	68	25	32	8	10	3	4
	4	63	1373	44	70	19	30	6	10	0	0
	5	68	1425	51	75	17	25	8	12	2	3
	6	62	1455	49	79	13	21	3	5	0	0
	7	65	1522	47	72	18	28	4	6	0	0
	8	40									
2017-18 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	103	1334	49	48	54	52	12	12	5	5
	4	80	1391	57	71	23	29	5	6	1	1
	5	62	1405	46	74	16	26	3	5	0	0
	6	0									
	7	53	1535	30	57	23	43	4	8	1	2
	8	61	1551	40	66	21	34	3	5	0	0
2018-19 Reading STAAR Results											
Student Group											

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	87	1378	33	38	54	62	17	20	8	9
	4	94	1428	41	44	53	56	17	18	4	4
	5	76	1436	50	66	26	34	6	8	1	1
	6	67	1454	52	78	15	22	5	7	1	1
	7	53	1530	30	57	23	43	3	6	0	0
	8	47	1575	25	53	22	47	7	15	1	2

2016-17 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	30	1285	22	73	8	27	2	7	1	3
	4	28	1326	24	86	4	14	0	0	0	0
	5	21	1350	21	100	0	0	0	0	0	0
	6	25	1404	22	88	3	12	2	8	0	0
	7	26	1464	25	96	1	4	0	0	0	0
	8	21									

2017-18 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1237	19	86	3	14	0	0	0	0
	4	28	1390	20	71	8	29	4	14	3	11
	5	28	1383	24	86	4	14	0	0	0	0
	6	31	1392	29	94	2	6	1	3	1	3

	7	29	1437	25	86	4	14	2	7	2	7
	8	27	1489	25	93	2	7	0	0	0	0

2018-19 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	25	1312	16	64	9	36	4	16	3	12
	4	33	1324	29	88	4	12	0	0	0	0
	5	30	1404	24	80	6	20	3	10	1	3
	6	33	1402	26	79	7	21	1	3	0	0
	7	25	1475	21	84	4	16	0	0	0	0
	8	25	1459	22	88	3	12	1	4	0	0

2016-17 Reading STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	179	1438	116	65	63	35	24	13	4	2
	6	137	1470	92	67	45	33	10	7	1	1
	7	154	1524	104	68	50	32	10	6	3	2

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	358	3451	199	56	159	44	62	17	7	2

	7	302	3584	142	47	160	53	75	25	16	5
Hispanic/ Latino	4	170	3452	92	54	78	46	32	19	2	1
	7	140	3544	72	51	68	49	29	21	7	5
American Indian or Alaska Native	4	1									
	7	2									
	7	0									
Black or African American	4	88	3340	56	64	32	36	10	11	1	1
	7	74	3510	39	53	35	47	15	20	4	5
	7	0									
White	4	82	3567	40	49	42	51	18	22	4	5
	7	82	3714	30	37	52	63	30	37	5	6
Two or More Races	4	12	3316	9	75	3	25	0	0	0	0
	7	4									
Economically Disadvantaged	4	285	3406	167	59	118	41	41	14	3	1
	7	233	3534	117	50	116	50	50	21	8	3
Limited English Proficient	4	63	3156	50	79	13	21	3	5	0	0
	7	65	3312	47	72	18	28	4	6	0	0
Special Education	4	28	2944	24	86	4	14	0	0	0	0
	7	26	3008	25	96	1	4	1	4	0	0
	7	155	3315	114	74	41	26	12	8	3	2

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	342	3436	206	60	136	40	73	21	18	5
	7	296	3717	117	40	179	60	91	31	34	11
Hispanic/ Latino	4	160	3450	93	58	67	42	31	19	10	6
	7	148	3687	60	41	88	59	47	32	13	9
American Indian or Alaska Native	4	3									
	7	1									
Black or African	4	82	3300	60	73	22	27	13	16	0	0

American	7	68	3482	38	56	30	44	11	16	2	3
White	4	80	3526	42	53	38	48	24	30	6	8
	7	60	3957	15	25	45	75	25	42	12	20
Two or More Races	4	16	3618	8	50	8	50	4	25	2	13
	7	15	3982	3	20	12	80	5	33	5	33
Economically Disadvantaged	4	266	3341	178	67	88	33	43	16	7	3
	7	237	3667	99	42	138	58	68	29	22	9
Limited English Proficient	4	80	3166	64	80	16	20	4	5	0	0
	7	53	3353	35	66	18	34	6	11	0	0
Special Education	4	27	3040	23	85	4	15	3	11	2	7
	7	30	3000	26	87	4	13	1	3	1	3

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	326	3529	154	47	172	53	64	20	18	6
	7	357	3789	141	39	216	61	121	34	51	14
Hispanic/Latino	4	174	3551	81	47	93	53	37	21	15	9
	7	182	3725	75	41	107	59	50	27	23	13
American Indian or Alaska Native	4	1									
	7	0									
Black or African American	4	71	3445	35	49	36	51	9	13	2	3
	7	67	3685	30	45	37	55	20	30	7	10
White	4	72	3555	33	46	39	54	17	24	1	1
	7	86	3921	33	38	53	62	39	45	16	19
Two or More Races	4	7	3693	3	43	4	57	1	14	0	0
	7	19	4050	3	16	16	84	10	53	3	16
Economically Disadvantaged	4	260	3510	126	48	134	52	49	19	16	6
	7	262	3741	105	40	157	60	79	30	28	11
Limited English Proficient	4	94	3336	57	61	37	39	7	7	2	2
	7	53	3326	35	66	18	34	3	6	0	0

Special Education	4	35	2871	33	94	2	6	0	0	0	0
	7	24	3078	20	83	4	17	0	0	0	0

English I

2016-17 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	402	3853	191	48	211	52	160	40	23	6
Hispanic/Latino	194	3834	89	46	105	54	78	40	6	3
Black or African American	97	3699	61	63	36	37	25	26	4	4
White	105	4011	38	36	67	64	54	51	11	10
Economically Disadvantaged	288	3797	148	51	140	49	105	36	10	3
Limited English Proficient	65	3514	51	78	14	22	6	9	0	0
Special Education	31	3296	29	94	2	6	2	6	0	0
At-Risk	290	3688	172	59	118	41	77	27	3	1

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	388	3757	199	51	189	49	130	34	14	4
Hispanic/Latino	208	3765	105	50	103	50	73	35	9	4
Black or African American	92	3660	55	60	37	40	20	22	1	1
White	82	3827	37	45	45	55	33	40	3	4
Economically	285	3713	157	55	128	45	84	29	10	4

Disadvantaged										
Limited English Proficient	78	3400	66	85	12	15	4	5	0	0
Special Education	21	3236	19	90	2	10	1	5	0	0

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	403	3755	205	51	198	49	131	33	17	4
Hispanic/Latino	204	3718	109	53	95	47	59	29	7	3
Black or African American	91	3678	51	56	40	44	24	26	3	3
White	99	3882	41	41	58	59	45	45	6	6
Two or More Races	7	3940	4	57	3	43	2	29	1	14
Economically Disadvantaged	273	3730	148	54	125	46	79	29	12	4
Limited English Proficient	101	3527	73	72	28	28	9	9	0	0
Special Education	26	3128	26	100	0	0	0	0	0	0

English II

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	340	3857	136	40	204	60	143	42	13	4
Hispanic/Latino	160	3886	58	36	102	64	72	45	3	2
Black or African American	79	3660	40	51	39	49	21	27	1	1

White	91	3932	35	38	56	62	43	47	6	7
Economically Disadvantaged	227	3752	108	48	119	52	72	32	4	2
Limited English Proficient	37	3493	23	62	14	38	5	14	0	0
Special Education	26	3225	24	92	2	8	2	8	0	0
At-Risk	176	3561	113	64	63	36	29	16	0	0

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	357	3890	141	39	216	61	148	41	18	5
Hispanic/Latino	179	3869	73	41	106	59	71	40	6	3
Black or African American	78	3794	39	50	39	50	27	35	4	5
White	94	4001	27	29	67	71	46	49	7	7
Economically Disadvantaged	254	3827	109	43	145	57	95	37	9	4
Limited English Proficient	44	3395	40	91	4	9	1	2	0	0
Special Education	23	3296	21	91	2	9	1	4	0	0

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	361	3890	151	42	210	58	138	38	22	6
Hispanic/Latino	195	3886	81	42	114	58	74	38	10	5
Black or African American	79	3795	40	51	39	49	25	32	2	3
White	78	3973	27	35	51	65	35	45	8	10
Economically	228	3843	100	44	128	56	79	35	11	5

Disadvantaged										
Limited English Proficient	64	3460	51	80	13	20	3	5	0	0
Special Education	21	3373	18	86	3	14	1	5	1	5

Mathematics

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	330	1421	122	37	208	63	113	34	60	18
	4	356	1507	149	42	207	58	110	31	55	15
	5	324	1588	84	26	240	74	122	38	43	13
	6	293	1610	84	29	209	71	102	35	34	12
	7	301	1600	139	46	162	54	60	20	14	5
	8	238									
2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	332	1427	110	33	222	67	110	33	54	16
	4	341	1510	128	38	213	62	110	32	57	17
	5	371	1577	107	29	264	71	157	42	57	15
	6	348	1656	63	18	285	82	180	52	65	19
	7	290	1611	118	41	172	59	72	25	26	9
	8	269	1627	101	38	168	62	57	21	8	3
2018-19 Mathematics STAAR Results											

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	309	1433	102	33	207	67	117	38	48	16
	4	322	1522	129	40	193	60	103	32	60	19
	5	351	1598	96	27	255	73	153	44	81	23
	6	379	1637	82	22	297	78	149	39	68	18
	7	358	1626	127	35	231	65	107	30	32	9
	8	219	1661	54	25	165	75	86	39	9	4
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	152	1429	54	36	98	64	54	36	29	19
	4	168	1515	65	39	103	61	53	32	29	17
	5	167	1590	40	24	127	76	62	37	23	14
	6	144	1608	41	28	103	72	49	34	13	9
	7	140	1602	62	44	78	56	29	21	7	5
	8	122									
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	174	1426	54	31	120	69	57	33	28	16
	4	160	1519	55	34	105	66	56	35	28	18
	5	177	1581	48	27	129	73	71	40	33	19
	6	175	1673	23	13	152	87	101	58	41	23

	7	146	1616	57	39	89	61	41	28	12	8
	8	124	1629	46	37	78	63	25	20	4	3
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	151	1442	44	29	107	71	58	38	25	17
	4	172	1538	58	34	114	66	60	35	37	22
	5	175	1616	42	24	133	76	87	50	47	27
	6	185	1644	40	22	145	78	78	42	40	22
	7	183	1632	62	34	121	66	57	31	18	10
	8	106	1660	25	24	81	76	40	38	6	6
American Indian or Alaska Native	3	3									
	4	1									
	5	1									
	6	1									
	7	3									
	8	1									
American Indian or Alaska Native	3	2									
	4	3									
	5	1									
	6	0									
	7	1									
	8	2									
American Indian or Alaska Native	3	0									
	4	1									
	5	2									

	6	0									
	7	0									
	8	1									
Asian	5	2									
	6	5	1677	0	0	5	100	2	40	2	40
	7	0									
2016-17 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1379	37	46	44	54	22	27	7	9
	4	88	1454	50	57	38	43	20	23	8	9
	5	62	1532	25	40	37	60	13	21	4	6
	6	66	1576	26	39	40	61	17	26	4	6
	7	73	1571	44	60	29	40	8	11	1	1
	8	50									
2017-18 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	73	1388	32	44	41	56	16	22	4	5
	4	82	1452	45	55	37	45	16	20	6	7
	5	89	1535	40	45	49	55	31	35	5	6
	6	68	1617	17	25	51	75	23	34	7	10
	7	67	1567	39	58	28	42	6	9	3	4
	8	69	1626	27	39	42	61	16	23	1	1
2018-19 Mathematics STAAR Results											

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	69	1370	35	51	34	49	16	23	6	9
	4	71	1479	38	54	33	46	16	23	5	7
	5	81	1519	35	43	46	57	16	20	7	9
	6	88	1583	31	35	57	65	23	26	3	3
	7	68	1594	32	47	36	53	16	24	3	4
	8	56	1647	15	27	41	73	16	29	1	2
Native Hawaiian or Other Pacific Islander	5	1									
	6	0									
	7	0									
2016-17 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	76	1442	26	34	50	66	29	38	20	26
	4	82	1540	26	32	56	68	32	39	15	18
	5	76	1622	16	21	60	79	38	50	15	20
	6	67	1650	12	18	55	82	31	46	13	19
	7	81	1620	30	37	51	63	20	25	4	5
	8	57									
2017-18 Mathematics STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	75	1474	19	25	56	75	36	48	21	28
	4	79	1541	22	28	57	72	29	37	17	22
	5	89	1611	15	17	74	83	49	55	17	19
	6	85	1647	19	22	66	78	43	51	14	16
	7	58	1647	14	24	44	76	21	36	7	12
	8	70	1622	27	39	43	61	14	20	3	4
2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	75	1467	20	27	55	73	37	49	14	19
	4	70	1532	29	41	41	59	25	36	17	24
	5	74	1634	13	18	61	82	40	54	22	30
	6	89	1676	8	9	81	91	43	48	22	25
	7	86	1641	25	29	61	71	28	33	10	12
	8	44	1671	12	27	32	73	24	55	2	5
2016-17 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	17	1437	4	24	13	76	6	35	3	18
	4	12	1520	6	50	6	50	3	25	1	8
	5	15	1605	3	20	12	80	6	40	1	7
	6	10	1598	4	40	6	60	3	30	2	20
	7	4									

	8	4									
2017-18 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1412	3	43	4	57	1	14	1	14
	4	16	1567	4	25	12	75	7	44	5	31
	5	12	1542	3	25	9	75	4	33	0	0
	6	16	1684	3	19	13	81	10	63	2	13
	7	14	1604	6	43	8	57	2	14	2	14
	8	4									
2018-19 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1435	3	23	10	77	5	38	2	15
	4	7	1485	3	43	4	57	2	29	1	14
	5	15	1669	2	13	13	87	9	60	4	27
	6	14	1591	3	21	11	79	2	14	1	7
	7	18	1608	7	39	11	61	5	28	0	0
	8	11	1682	2	18	9	82	5	45	0	0
2016-17 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	276	1409	106	38	170	62	88	32	41	15

	4	285	1494	131	46	154	54	83	29	40	14
	5	258	1582	69	27	189	73	88	34	29	11
	6	241	1601	74	31	167	69	77	32	22	9
	7	231	1590	113	49	118	51	38	16	8	3
	8	173									
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	277	1418	98	35	179	65	81	29	40	14
	4	263	1494	109	41	154	59	72	27	36	14
	5	294	1565	98	33	196	67	116	39	40	14
	6	248	1654	44	18	204	82	123	50	42	17
	7	232	1611	94	41	138	59	55	24	20	9
	8	205	1623	83	40	122	60	42	20	5	2
2018-19 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	234	1417	87	37	147	63	77	33	29	12
	4	260	1516	106	41	154	59	80	31	45	17
	5	271	1591	80	30	191	70	113	42	62	23
	6	287	1628	65	23	222	77	107	37	47	16
	7	262	1617	100	38	162	62	73	28	20	8
	8	165	1655	44	27	121	73	61	37	6	4
2016-17 Mathematics STAAR Results											

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	80	1370	38	48	42	53	18	23	6	8
	4	63	1432	41	65	22	35	5	8	4	6
	5	68	1547	24	35	44	65	19	28	4	6
	6	62	1545	26	42	36	58	6	10	1	2
	7	65	1562	38	58	27	42	3	5	0	0
	8	40									

2017-18 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	103	1385	43	42	60	58	24	23	8	8
	4	80	1456	39	49	41	51	11	14	5	6
	5	63	1501	33	52	30	48	10	16	2	3
	6	0									
	7	52	1576	30	58	22	42	6	12	1	2
	8	60	1607	28	47	32	53	7	12	1	2

2018-19 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	88	1403	35	40	53	60	23	26	8	9
	4	94	1492	42	45	52	55	19	20	13	14
	5	76	1558	30	39	46	61	25	33	7	9
	6	67	1567	25	37	42	63	12	18	3	4

	7	53	1578	24	45	29	55	8	15	2	4
	8	44	1620	16	36	28	64	12	27	1	2
2016-17 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	29	1342	19	66	10	34	4	14	2	7
	4	28	1391	22	79	6	21	4	14	0	0
	5	21	1476	14	67	7	33	1	5	1	5
	6	25	1486	18	72	7	28	0	0	0	0
	7	26	1501	25	96	1	4	0	0	0	0
	8	22									
2017-18 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1258	19	86	3	14	1	5	1	5
	4	28	1443	17	61	11	39	5	18	4	14
	5	28	1492	18	64	10	36	5	18	1	4
	6	31	1540	18	58	13	42	4	13	1	3
	7	29	1527	23	79	6	21	1	3	0	0
	8	27	1535	22	81	5	19	0	0	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	25	1330	16	64	9	36	2	8	1	4
	4	33	1368	29	88	4	12	1	3	0	0
	5	29	1504	15	52	14	48	4	14	3	10
	6	32	1551	17	53	15	47	7	22	2	6
	7	25	1504	21	84	4	16	1	4	0	0
	8	25	1519	17	68	8	32	1	4	0	0

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	180	1537	65	36	115	64	37	21	8	4
	6	137	1542	64	47	73	53	16	12	2	1
	7	154	1546	106	69	48	31	7	5	0	0

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	342	3928	66	19	276	81	144	42	63	18
Hispanic/Latino	161	3989	22	14	139	86	79	49	28	17
Black or African American	82	3752	25	30	57	70	22	27	8	10
White	93	3976	17	18	76	82	41	44	25	27
Economically Disadvantaged	243	3895	49	20	194	80	95	39	38	16
Limited English Proficient	46	3765	13	28	33	72	10	22	4	9
Special Education	30	3406	20	67	10	33	3	10	1	3

At-Risk	237	3765	60	25	177	75	64	27	13	5

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	325	3917	75	23	250	77	138	42	68	21
Hispanic/Latino	166	3965	33	20	133	80	74	45	40	24
Black or African American	72	3787	21	29	51	71	26	36	8	11
White	78	3900	19	24	59	76	31	40	16	21
Economically Disadvantaged	231	3902	57	25	174	75	98	42	47	20
Limited English Proficient	50	3659	22	44	28	56	12	24	4	8
Special Education	28	3368	22	79	6	21	1	4	0	0

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	351	3935	77	22	274	78	158	45	74	21
Hispanic/Latino	181	3926	36	20	145	80	79	44	38	21
Black or African American	68	3827	19	28	49	72	24	35	8	12
White	88	4012	19	22	69	78	48	55	24	27
Two or More Races	6	4027	1	17	5	83	3	50	1	17
Economically Disadvantaged	244	3915	56	23	188	77	106	43	49	20
Limited English Proficient	73	3740	22	30	51	70	18	25	6	8
Special Education	25	3340	19	76	6	24	0	0	0	0

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	321	3741	105	33	216	67	107	33	32	10
	8	282									
Hispanic/ Latino	5	166	3732	56	34	110	66	54	33	16	10
	8	142									
American Indian or Alaska Native	5	1									
	8	1									
Asian	5	2									
Black or African American	5	60	3569	27	45	33	55	11	18	2	3
	8	61									
Native Hawaiian or Other Pacific Islander	5	1									
White	5	76	3859	18	24	58	76	32	42	12	16
	8	72									
Two or More Races	5	15	3819	4	27	11	73	7	47	1	7
	8	3									
Economically Disadvantaged	5	260	3691	93	36	167	64	70	27	20	8
	8	203									
Limited English Proficient	5	68	3492	38	56	30	44	9	13	0	0
	8	43									
Special Education	5	25	3331	21	84	4	16	3	12	1	4
At-Risk	5	179	3554	85	47	94	53	27	15	5	3

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

				#	%	#	%	#	%	#	%
All Students	5	370	3701	133	36	237	64	107	29	40	11
	8	322	3695	124	39	198	61	90	28	36	11
Hispanic/ Latino	5	177	3689	70	40	107	60	48	27	20	11
	8	150	3641	64	43	86	57	36	24	14	9
American Indian or Alaska Native	5	0									
	8	3									
Black or African American	5	88	3498	43	49	45	51	11	13	1	1
	8	77	3608	32	42	45	58	16	21	3	4
White	5	90	3904	18	20	72	80	43	48	18	20
	8	86	3818	26	30	60	70	33	38	16	19
Two or More Races	5	12	3750	2	17	10	83	4	33	0	0
	8	4									
Economically Disadvantaged	5	289	3652	116	40	173	60	73	25	27	9
	8	238	3625	104	44	134	56	51	21	21	9
Limited English Proficient	5	63	3316	48	76	15	24	3	5	1	2
	8	4									
Special Education	5	29	3317	19	66	10	34	3	10	0	0
	8	28	3217	23	82	5	18	2	7	1	4

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	354	3700	136	38	218	62	115	32	44	12
	8	293	3823	92	31	201	69	108	37	53	18
Hispanic/ Latino	5	177	3718	66	37	111	63	56	32	24	14
	8	148	3775	50	34	98	66	49	33	23	16
American Indian or Alaska Native	5	2									
	8	1									
Black or African American	5	83	3446	46	55	37	45	12	14	1	1
	8	59	3670	22	37	37	63	13	22	5	8

White	5	75	3952	15	20	60	80	43	57	17	23
	8	67	4032	15	22	52	78	37	55	22	33
Two or More Races	5	15	3714	7	47	8	53	4	27	2	13
	8	12	3869	4	33	8	67	5	42	2	17
Economically Disadvantaged	5	272	3649	115	42	157	58	81	30	29	11
	8	216	3767	76	35	140	65	73	34	36	17
Limited English Proficient	5	78	3463	43	55	35	45	8	10	1	1
	8	48	3453	32	67	16	33	5	10	3	6
Special Education	5	30	3363	18	60	12	40	5	17	3	10
	8	24	3195	19	79	5	21	2	8	1	4

Biology

2016-17 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	283	3995	41	14	242	86	143	51	37	13
Hispanic/ Latino	141	4016	13	9	128	91	74	52	14	10
Black or African American	54	3884	13	24	41	76	22	41	5	9
White	81	4028	14	17	67	83	43	53	17	21
Economically Disadvantaged	189	3934	32	17	157	83	82	43	19	10
Limited English Proficient	26	3720	7	27	19	73	5	19	1	4
Special Education	22	3439	13	59	9	41	2	9	0	0
At-Risk	136	3769	35	26	101	74	35	26	7	5

2017-18 Biology STAAR Results						
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%
All Students	324	4010	57	18	267	82	170	52	43	13
Hispanic/ Latino	166	4003	29	17	137	83	86	52	20	12
Black or African American	69	3861	17	25	52	75	28	41	3	4
White	82	4103	11	13	71	87	50	61	16	20
Economically Disadvantaged	223	3969	47	21	176	79	108	48	28	13
Limited English Proficient	40	3604	23	58	17	43	8	20	1	3
Special Education	25	3507	15	60	10	40	4	16	0	0

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	254	4106	40	16	214	84	150	59	52	20
Hispanic/ Latino	130	4071	22	17	108	83	72	55	23	18
Black or African American	54	4049	9	17	45	83	32	59	7	13
White	63	4213	7	11	56	89	42	67	20	32
Economically Disadvantaged	159	4047	25	16	134	84	88	55	24	15
Limited English Proficient	43	3648	18	42	25	58	7	16	0	0
Special Education	21	3535	13	62	8	38	2	10	1	5

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	281									
Hispanic/Latino	8	142									
American Indian or Alaska Native	8	1									
Black or African American	8	60									
White	8	72									
Two or More Races	8	3									
Economically Disadvantaged	8	202									
Limited English Proficient	8	43									
Special Education	8	25									

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	324	3615	150	46	174	54	78	24	40	12
Hispanic/Latino	8	150	3572	78	52	72	48	28	19	14	9
American Indian or Alaska Native	8	3									
Black or African American	8	78	3542	37	47	41	53	16	21	6	8

White	8	87	3712	33	38	54	62	30	34	16	18
Two or More Races	8	4									
Economically Disadvantaged	8	239	3550	125	52	114	48	46	19	20	8
Limited English Proficient	8	4									
Special Education	8	29	3229	22	76	7	24	2	7	1	3

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	293	3632	131	45	162	55	67	23	42	14
Hispanic/Latino	8	148	3621	67	45	81	55	34	23	21	14
American Indian or Alaska Native	8	1									
Black or African American	8	59	3468	36	61	23	39	5	8	3	5
White	8	67	3795	20	30	47	70	22	33	16	24
Two or More Races	8	12	3619	6	50	6	50	3	25	1	8
Economically Disadvantaged	8	216	3583	104	48	112	52	41	19	25	12
Limited English Proficient	8	48	3301	37	77	11	23	4	8	2	4
Special Education	8	23	3291	19	83	4	17	2	9	1	4

U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	282	4044	36	13	246	87	155	55	57	20
Hispanic/Latino	131	4058	13	10	118	90	71	54	29	22
Black or African American	67	3829	17	25	50	75	27	40	5	7
White	73	4208	3	4	70	96	50	68	19	26
Two or More Races	7	4217	1	14	6	86	5	71	3	43
Economically Disadvantaged	188	3985	27	14	161	86	91	48	31	16
Limited English Proficient	24	3587	10	42	14	58	3	13	0	0
Special Education	21	3511	12	57	9	43	2	10	0	0
At-Risk	127	3802	32	25	95	75	42	33	9	7

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	273	4100	29	11	244	89	157	58	68	25
Hispanic/Latino	140	4066	13	9	127	91	75	54	31	22
Black or African American	54	3964	10	19	44	81	26	48	8	15
White	71	4227	6	8	65	92	49	69	23	32
Economically Disadvantaged	164	3993	21	13	143	87	74	45	28	17
Limited English Proficient	18	3625	8	44	10	56	3	17	1	6

Special Education	19	3631	10	53	9	47	5	26	1	5

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	297	4102	41	14	256	86	179	60	78	26
Hispanic/ Latino	149	4084	20	13	129	87	90	60	33	22
Black or African American	54	3904	13	24	41	76	24	44	9	17
White	88	4236	8	9	80	91	61	69	32	36
Economically Disadvantaged	194	4066	30	15	164	85	115	59	43	22
Limited English Proficient	31	3652	14	45	17	55	6	19	1	3
Special Education	22	3592	11	50	11	50	4	18	1	5

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Shannon Trimble, Executive Director of Innovation and Blended Technology
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021

Reviews

Formative
Summative

Resources

Amount	36,000
Source	211 289 Title IV
Budget Reference	289
Description	Reading Plus 18,000 Other Resources 18,000
Amount	289,000
Source	424 IMA
Budget Reference	425
Description	Textbooks, Calculators, Open Source, Student technology
Amount	4284
Source	270 Title V
Description	Vocabulary.com 4,284 Pre-K Supplies 6,851 Panel Projectors 1693
Amount	29750
Source	199 General Fund
Budget Reference	199
Description	Discovery Ed. \$12,250 MTA materials 12,000 Fine Arts & World Language Coop \$2,500 Library Services Co-op \$3,000
Amount	40000
Budget Reference	224 Special Ed
Description	Stevenson Language \$12,000

Unique Learning/N2Y
 Reading Eggs 1200
 Math Seeds 500
 Phonak Equipment 5000
 CLASS Competency Testing 4500
 CPI Training 2500
 Chromebooks 10,000
 iPads 4000
 Adaptive PE Direct Services

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, Woozers, Growth, Gaps, CCMR, etc.]

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

Beginning, Middle, End of Year

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
 Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021
 % of growth increase for all students

Reviews

Formative
 Summative

Resources

Amount	112193
Source	199 General Fund
Budget Reference	199
Description	Eduphoria 13,500

Lead4Ward Add On 913
 Axiom 1,995
 OnData Suite 5,495
 Student System 66,292
 R10 Administrative Package \$18,711
 R10 Fine Arts & LOTE Package \$2,500
 R10 Gifted & Talented Package \$1,200
 R10 Advanced Studies Co-op \$2,500

Amount 29,808

Source 211 Title I

Budget Reference 211

Description NWEA/MAP

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Increased teacher and student performance

Reviews

Formative
Summative

Resources

Amount 50000

Source

255 Title II

Budget Reference

255

Description

Professional Development

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melanie Magee, Deputy Superintendent of Leading & Learning

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

**Formative
Summative**

Resources

Strategy/Activity 5

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative Summative

Resources

Amount

21,811

Source

255 Title II

Budget Reference

255

Description

Texas Instructional Leadership Training 20,000
N2 Learning 811

Strategy/Activity 6

Create and monitor common language for instructional and behavioral practices district-wide.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

September 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps and growth

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Response of diverse populations to instruction and interactions at school.

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
Dr. Shannon Trimble, Executive Director of Innovation and Blended Technology

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Objective 2:

A well-balanced, appropriate, and aligned curriculum will be provided to all students.

Evaluation Data Source(s):

TEKS & Curriculum Guides

Summative Evaluation:

Curriculum 100% aligned to state standards (TEKS);
Instruction aligned to curriculum;
Assessments aligned to instruction/curriculum

Strategy/Activity 1

Evaluate the written, taught, and tested curriculum against the Curriculum Management Audit Standards and create GANTT Charts for the work needed to create increased alignment.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness

Timeline

July 2020 -June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Curriculum Guide Analysis to ensure appropriate grade level content knowledge and instruction

Reviews

Formative
Summative

Resources

Amount	425,000
Source	199 General Fund
Budget Reference	199
Description	Curriculum Specialist - 5
Amount	9,000
Source	255 Title II
Budget Reference	255
Description	ASCD Curriculum Leadership Academy

Objective 3:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

CLI, MAP, TELPAS, OLPT, STAAR

Summative Evaluation:

Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Develop an effective, systematic literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Alison Rison, Director of Literacy
Brenda Navaja, Executive Director of Leading & Learning;

Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024.
DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Amount	378,699
Source	211 Title I
Budget Reference	211
Description	Payroll (Literacy Director; 3 Reading Interventionist; Instructional Paraprofessionals)
Amount	120,000
Source	199 General Fund
Budget Reference	199
Description	Payroll
Amount	3000

Source	199 General Fund
Budget Reference	199
Description	R10 Early Childhood Co-op \$3,000

Strategy/Activity 2

Increase rigor and cognitive demand in student tasks using Fountas and Pinnell Classroom (shared reading, guided reading, interactive read aloud, reading and writing workshop).

Critical Success Factor(s)CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alison Rison, Director of Literacy
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

DRA, MAP

Reviews

Formative
Summative

Resources

Amount	10,000
Source	211 Title I
Budget Reference	211
Description	F&P Classroom Materials

Strategy/Activity 3

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
Alison Rison, Director of Literacy

Strategy's Expected Result/Impact

Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Amount

208,000

Source

211 Title I

Budget Reference

211

Description

Payroll

Strategy/Activity 4

Ensure language acquisition instructional strategies PK-12, implementation of ELPS, and provide support to ELs at early grades

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2021 - May 2020

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
Laura Espinoza, Bilingual Student Achievement Specialist

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative
Summative

Resources

Amount	64,000
Source	263 Title III
Budget Reference	263
Description	Payroll 49,000 Region 10 Co-op 5,000
Amount	10,500
Source	255 Title II
Budget Reference	255
Description	Seidlitz Training
Amount	59130
Source	199 General Fund
Budget Reference	199
Description	Salaries & benefits of 3 Bilingual instructional aids

Strategy/Activity 5

Develop a district level, well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Bilingual paraprofessionals will assist in serving the needs of English Learner students at the elementary levels.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Laura Espinoza, Bilingual Student Achievement Specialist

Strategy's Expected Result/Impact

English language acquisition.

Reviews

Formative
Summative

Resources

Amount	60,000
Source	199 General Fund
Budget Reference	211
Description	Payroll

Objective 4:
 Readily and strategically infuse technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):
 Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Summative Evaluation:

Strategy/Activity 1

Provide one-to-one technology for all students grades PK-12 and professional learning and coaching on best practices for technology integration.

	CSF 1 - Improve Academic Performance
Critical Success Factor(s)	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline
 Fall 2020

Person(s) Responsible/Monitor
 Dr. Shannon Trimble: Executive Director of Innovation and Digital Learning;
 Stan Heisel: Executive Director of Technology

Strategy's Expected Result/Impact
 Continuity of instruction regardless of student location; student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount	95,000
Source	424 IMA
Budget Reference	425
Description	ELAR department Chromebooks
Amount	66,000
Source	211 289 Title IV
Budget Reference	289
Description	iPads (K-1st) for online instruction and blended experiences
Amount	6750
Description	TITLE 5 - iPads (K-1st) for online instruction and blended experiences
Amount	460,000
Source	199 General Fund
Budget Reference	199
Description	Connectivity Hotspots
Amount	85710
Source	211 Title I
Budget Reference	211
Description	Payroll - Blended Learning Coach
Amount	125000
Source	199 General Fund
Budget Reference	199

Description	Payroll
Amount	5000
Source	199 General Fund
Budget Reference	199
Description	R10 Technology Package
Amount	308,300
Source	199 General Fund
Budget Reference	199
Description	Connectivity iPads
Amount	7000
Source	270 Title V
Description	Chromebooks

Strategy/Activity 2

Provide Blended Learning professional development and instruction for early grades literacy.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Shannon Trimble: Executive Director of Innovation and Digital Learning

Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount	1,000
Source	255 Title II
Budget Reference	255
Description	Printing

Objective 5:

Increase the percentage of students designated College & Career Ready

Evaluation Data Source(s):

CCMR data: TSI, ACT, SAT, Dual Enrollment, AP, Industry Certifications, etc.

Summative Evaluation:

State Accountability - CCMR

Strategy/Activity 1

Increase the number of students meeting the criteria in both English & Math TSI examinations; increase participation in PSAT, SAT and/or ACT examinations; increase the number of students in Dual Credit

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

TSI tests taken at middle school, TSI test taken at high school, increased number of dual credit classes offered on THS campus
Participation in PSAT(10th) and SAT (11th) exams
Increase SAT/ACT participations 45.2% (17-18) to 90% by 21-22
Increase PSAT participation 38 total students (17-18) to 90% by 21-22

Increase the number of students completing dual credits from 33.7% (18) to 36%

Reviews

Formative
Summative

Resources

Amount	27,500
Source	199 General Fund
Budget Reference	199
Description	TSI/SAT/PSAT Examinations & Prep Materials

Strategy/Activity 2

Expand CTE career cluster options, career education and technical courses to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase Pathways available;
Increase the percentage of Industry-Based Certifications (IBC) to 8% in 20-21
Increase the number of students that complete the CMA, BSN, or LVN programs

Reviews

Formative
Summative

Resources

Amount	78000
Source	CTE
Description	Instructional Supplies
Amount	2100000
Source	199 General Fund
Budget Reference	199
Description	Payroll - 31 Teachers
Amount	17000
Source	Outside Funding Source
Budget Reference	None Specified
Description	Excellence Foundation Grant 2K; Texas Lone Star T-STEM Grant 15K

Strategy/Activity 3

Increase the percentage of students completing college degrees by expanding partnerships with Trinity Valley Community College (TVCC), other higher-ed institutions, businesses, and community programs.

Critical Success Factor(s)CSF 1 - Improve Academic Performance

TimelineAugust 2020

Person(s) Responsible/MonitorLucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/ImpactIncrease opportunities for students to pursue interests

ReviewsFormativeSummative

Resources

Amount	20000
Description	\$49 per credit hour for the first two academic course per semester; No fee for CTE Dual Credit course
Amount	363,000
Description	Payroll for 5 dual credit teachers

Strategy/Activity 4

Improve instruction, participation, and performance in Pre-AP and AP courses

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase the percentage of students who score at or above criterion on AP exams

Reviews

Formative
Summative

Resources

Amount	10,000
Source	199 General Fund
Budget Reference	199
Description	Cost of AP Exams
Amount	25,000

Source	199 General Fund
Budget Reference	199
Description	AP Summer Institute Teacher Training
Amount	1398600
Source	199 General Fund
Budget Reference	199
Description	Payroll for 21 advanced academic teachers

Strategy/Activity 5

Provide early introduction to CTE/STEM/STEAM instruction and enhance existing programs.

Critical Success Factor(s)CSF 1 - Improve Academic Performance

TimelineAugust 2020 - June 2021

Person(s) Responsible/MonitorLucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/ImpactIncrease the percentage of K-5 students reaching Meets on STAAR Mathematics
Increase the percentage of Industry-Based Certifications (IBC)
Students graduate with an Associates Degree

Reviews	
Formative	
Summative	
Resources	
Amount	282,264
Source	211 Title I

Budget Reference	211
Description	STEAM Teachers (K-5)
Amount	45,000
Source	199 General Fund
Budget Reference	199
Description	Split Payroll - Specialist
Source	199 General Fund
Budget Reference	199
Description	Instructional Supplies \$_____
	iCEV curriculum access \$600

Strategy/Activity 6

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness;
Marcus Edwards, CTE Specialist

Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

**Formative
Summative**

Resources

Amount	282264
Source	211 Title I
Budget Reference	211
Description	Elementary STEM Teachers 279,264
Amount	3800
Description	Eduthings - \$3500 Natl. Student Clearinghouse- \$300

Strategy/Activity 7

Involve the business community in the career and technology programs as supportive partners.

Critical Success Factor(s) **CSF 3 - Increase Leadership Effectiveness**
CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Luke Hurst, Director of College & Career Readiness

Strategy's Expected Result/Impact

Involve community stakeholders; meet community needs

Reviews

**Formative
Summative**

Resources

Objective 5:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - August 2021

Person(s) Responsible/Monitor

Dr. Georgeanne Warnock: Superintendent;
Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Resources**Strategy/Activity 2**

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
AJ Knight, ExCEL Director

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Amount	18,000
Source	289 Title IV
Budget Reference	289
Description	ExCEL Payroll
Amount	50,000
Source	211 Title I
Budget Reference	211
Description	Summer Program Payroll
Amount	51200
Source	State Comp Ed
Description	Secondary Summer School
Amount	24000

Source	State Comp Ed
Description	THS Tutorials
Amount	13000
Source	State Comp Ed
Description	FMS Tutorials

Strategy/Activity 3

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact
Targeted instruction and student learning

Reviews

Formative
Summative

Resources	
Amount	80000
Source	211 Title I
Budget Reference	211
Description	Summer School

Strategy/Activity 4

Analyze data and implement enhanced dropout prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Shuck Weiland, Director of Student Services

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Amount	80,000
Source	199 General Fund
Budget Reference	199
Description	Odysseyware
Amount	590039
Source	State Comp Ed
Description	TAEC Payroll 521,833 , 68206

Amount	7000
Source	State Comp Ed
Description	Instructional Supplies

Strategy/Activity 5

Evaluate the effectiveness the district's decision making policies, procedures, and staff development activities and ensure they are effectively structured to positively impact student achievement (TEC 11.252(d)).

Critical Success Factor(s)CSF 7 - Increase Teacher Quality

TimelineJuly 2020 - June 2021

Person(s) Responsible/MonitorDr. Melanie Magee, Deputy Superintendent of Leading & Learning; Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/ImpactBest practices for local education agency.

Reviews

Formative

Summative

Resources

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Executive Director of Business & Operations

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the

overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Shuck Weiland, Director of Student Services
Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural

proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Amount	1200
Source	289 Title IV
Budget Reference	289
Description	SEL Materials

Strategy/Activity 4

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent;
Stacey Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Juan Solis, Director of Human Resources;
Shuck Weiland, Director of Student Services;

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executige Director of Leading & Learning

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Goal 3: Fiscal Responsibility and Transparency

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

FIRST report, District audit

Summative Evaluation:

Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campus.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Prioritize Board Goals, Financial security of District

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative

Summative

Resources

Strategy/Activity 3

Automate and digitize systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations;
Jo Thornton, PEIMS Coordinator

Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative
Summative

Resources

Amount	69197
Source	199 General Fund
Budget Reference	199
Description	R10 Business & Student Software \$66,296.56

R10 PEIMS Co-op \$2,600

Strategy/Activity 5

Maintain Superior FIRST Rating

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Financial Security; Lending Opportunities

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Maximize grant funding and outside resources to maintain and increase innovation.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Outside fund sources will enhance the district's budget

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Schedule recruiting events such as attending/hosting job fairs, virtual interviews as necessary and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s)	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Stacey Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Decrease teacher turnover rate from 29% to 16% by increasing ability of campus leaders to coach and support teachers.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Strategy/Activity 9

Provide supports through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Julie Fisher, Executive Director of Continuous Improvement;

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Amount	2000
Source	270 Title V
Budget Reference	255
Description	Tiger Academy Payroll
Amount	50000
Source	199 General Fund
Budget Reference	199
Description	Mentor Teacher Allotment for training and stipends
Amount	1000
Source	199 General Fund
Budget Reference	199
Description	New Teacher Orientation Luncheon

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent Surveys, Event attendance

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training of all staff

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative
Summative

Resources

Amount

5000

Source	255 Title II
Budget Reference	255
Description	Libby Spears

Strategy/Activity 2

Develop a "Literacy Bus" for mobile parent & community engagement and interaction.

Critical Success Factor(s) CSF 4 - Increased Learning Time
CSF 5 - Increase Family and Community Engagement

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact
Increased Parental Involvement

Reviews
Formative
Summative

Resources	
Amount	15000
Source	263 Title III
Budget Reference	263
Description	Bilingual Books for us
Amount	10000

Source

211 Title I

Budget Reference

211

Description

Technology for Bus/Parental Involvement

Strategy/Activity 3

Provide a list of community social services & resources to parents.

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Olivia Rice, Executive Director of Communications

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications
Campus principals

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**
 CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative

Summative

Resources

Strategy/Activity 6

Provide education and outreach to all parents, including bilingual supports and adult education.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Dr. Larry Polk, Assistant Superintendent
Laura Espinoza, Bilingual/ESL Specialist

Strategy's Expected Result/Impact

Parents ability to support students in their education and development

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Increase parental involvement, decrease dropout rates, and increase students enrolling in higher ed., technical schools, military, or receiving career licenses through partnership with Community in Schools and other avenues.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020- July 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Increase parental involvement, decrease dropout rates, and Increase students enrolling in post-secondary education or military

Reviews

Formative
Summative

Resources

Amount

150000

Source

199 General Fund

Budget Reference

199

Description

Community in School Liasons

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data, Number of partnerships,

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs (Veteran's Day, Cultural Days, Hall of Fame, etc.)

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications & Marketing

Strategy's Expected Result/Impact

Increase opportunities for community involvement

Reviews

Formative
Summative

Resources

2020 Results Driven Accountability

District Report

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

Domain I – Academic Achievement (Indicators 1-8)

Domain II – Post-Secondary Readiness (Indicators 9-10)

Domain III – Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I – Academic Achievement (Indicators 1-3)

Domain II – Post-Secondary Readiness (Indicators 4-5)

Domain III – Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II – Post-Secondary Readiness (Indicators 6-7)

Domain III – Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
(iii) Science	2020	65.0 - 100	.	0	0	No Data
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
(v) Writing	2020	70.0 - 100	.	0	0	No Data

2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
(iii) Science	2020	65.0 - 100	.	0	0	No Data
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
(v) Writing	2020	70.0 - 100	.	0	0	No Data

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	.	.	0	0	Report Only
(ii) Reading	2020	.	.	0	0	Report Only
(iii) Science	2020	.	.	0	0	Report Only
(iv) Social Studies	2020	.	.	0	0	Report Only
(v) Writing	2020	.	.	0	0	Report Only

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	.	0	0	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
	2019			215	236	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
	2019			219	246	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
	2019			61	71	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
	2019			18	29	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
	2019			82	94	

6. EL STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	.	0	0	No Data
(ii) Biology	2020	75.0 - 100	.	0	0	No Data
(iii) U.S. History	2020	70.0 - 100	.	0	0	No Data
(iv) English I and II	2020	60.0 - 100	.	0	0	No Data

7. TELPAS Reading Beginning Proficiency Level Rate

	State Rate	Rate	Beginning	Tested	Performance Level
2020	Not available until 10/01/2020				

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

	PL 0 Cut Points	Rate	BEG./INT.	Tested	Performance Level
2020	0 - 19.4	.	0	0	No Data

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

BE/ESL/EL Domain II

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

9. EL Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	84.4	27	32	0
2019			32	35	
2018			15	19	

10. EL Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	4.0	12	301	2
2019			2	252	
2018			2	242	

2020 Results Driven Accountability

BE/ESL/EL Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

11. EL Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-1.4	-2.1				Report Only
EL Students			2.3	20	879	
All Students			4.4	181	4,140	

2020 Results Driven Accountability

OSP Domain I

County-District Number: 129906
 District Name: TERRELL ISD

Region: 10

1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	

2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	.	0	0	Report Only
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

OSP Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

3. OSP STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(ii) Biology	2020	75.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iii) U.S. History	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iv) English I and II	2020	60.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

OSP Domain II

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

4. OSP Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	50.0	3	6	NA
Foster Care		.	0	0	
Homeless		50.0	3	6	
Military		100.0	1	1	

5. OSP Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.0	0	7	0
Foster Care		0.0	0	1	
Homeless		0.0	0	5	
Military		0.0	0	1	

2020 Results Driven Accountability

OSP Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

6. OSP Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-0.4	-4.4				Report Only
<i>OSP Students</i>			0.0	0	8	
<i>Foster Care</i>			0.0	0	5	
<i>Homeless</i>			0.0	0	2	
<i>Military</i>			0.0	0	1	
<i>All Students</i>			4.4	181	4,140	

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. SPED STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
	2019			100	200	
	2018			82	178	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
	2019			77	200	
	2018			59	179	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
	2019			26	59	
	2018			23	59	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
	2019			7	23	
	2018			8	26	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
	2019			23	73	
	2018			17	57	

2. SPED Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	.	0	0	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
	2019			12	17	
	2018			9	14	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
	2019			8	17	
	2018			6	14	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
	2019			3	4	
	2018			0	2	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
	2019			1	2	
	2018			0	2	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
	2019			1	2	
	2018			2	7	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

4. SPED STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	.	0	0	No Data
	2019			9	30	
	2018			9	29	
(ii) Biology	2020	75.0 - 100	.	0	0	No Data
	2019			14	24	
	2018			10	24	
(iii) U.S. History	2020	70.0 - 100	.	0	0	No Data
	2019			15	29	
	2018			13	28	
(iv) English I and II	2020	60.0 - 100	.	0	0	No Data
	2019			12	59	
	2018			10	54	

5. SPED STAAR Alternate 2 Participation Rate

		State Rate	Rate	STAAR Alternate	Document Submitted	Performance Level
(i) Mathematics	2020	.	.	0	0	Report Only
(ii) Reading	2020	.	.	0	0	Report Only
(iii) Science	2020	.	.	0	0	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain II

County-District Number: 129906
 District Name: TERRELL ISD

Region: 10

6. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	78.6	20	27	1
2019			18	20	
2018			17	23	

7. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	1.3	4	196	0
2019			2	181	
2018			1	183	

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

8. SPED Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	6.3	7.3				Report Only
SPED Students			11.7	55	472	
All Students			4.4	181	4,140	

9. SPED Regular Early Childhood Program Rate (Ages 3-5)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2020	30.0 - 100	9.3	4	58	3
2019			6	47	
2018			3	35	

10. SPED Regular Class ≥80% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2020	70.0 - 100	55.3	261	472	2
2019			208	401	

11. SPED Regular Class <40% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2020	0 - 10.0	22.6	106	469	3
2019			99	394	
2018			82	347	

12. SPED Separate Settings Rate (Ages 6-21)

	State Rate	Rate	Separate Settings	SPED Students	Performance Level
2020	0.3	0.0	0	469	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

13. SPED Representation (Ages 3-21)

	SPED Students	All Students
2020	529	4,801

(vi) White

(c) Emotional Disturbance (ED)

	Threshold	Risk Ratio	Rate	ED	SPED	Performance Level
2020	>2.5	2.7				SD (Year 2)
White			12.0	20	167	
All Other			4.4	16	362	
2019		3.5				

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2020	6.3	6.8	41	603	Report Only

15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2020	0.4	0.8	5	603	Report Only

16. SPED ISS ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS≤10	SPED Students	Performance Level
2020	10.8	15.8	95	603	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

17. SPED ISS >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS>10	SPED Students	Performance Level
2020	0.9	2.0	12	603	Report Only

18. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2020	0 - 19.0	61.2	369	603	3
2019			361	529	

(iv) African American (AFR AM)

	Threshold	Risk Ratio	Rate	SPED Removals	SPED Students	Performance Level
2020	>2.5	2.7				SD (Year 1)
AFR AM			114.3	176	154	
All Other			43.0	193	449	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability Summary

County-District Number: 129906
District Name: TERRELL ISD

Region: 10

Performance Level Summary by Each Program Area

2020 Performance Level Counts									
	0, 0 SA, 0 RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EL	1		1				20	7	
OSP	1					1	9	2	
SPED	1	1	1	3			14	10	2

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	Not available until 10/1/2020
Valid, Reliable, and Timely Data	Not available until 10/1/2020
Status of Uncorrected Noncompliance	Not available until 10/1/2020
Financial Audits	Not available until 10/1/2020

2020-21 Campus Improvement Plan

Accountability Rating: B

School Name

Terrell High School

Address

701 Town North Dr.
Terrell, Texas 75160

School ID

129906-002

Principal

Jay Thompson

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Jay Thompson	Principal	Admin
Shaenicia Zomer	Associate Principal	Admin
Courtney Edwards	Assistant Principal	Admin
Cody Holloway	Assistant Principal	Admin
Micah Rice	English Dept Head/Teacher	Teacher
Frances Luse	Math Dept Head/Teacher	Teacher
Diallo Stogner	Science Dept Head/Teacher	Teacher
Absolom Harvey	History Dept Head/Teacher	Teacher
Emily Saucedo	SPED Dept Head/Teacher	Teacher
Gina Belisle	CTE Dept Head/Teacher	Teacher
Raylan Smith	Parent	Parent
Crystal Stewart	Parent	Parent
Kieth Furlough	Property owner	Business Owner
Kim Pfaff	Parent	Parent
Jimmy Tustin	Assistant Principal	Admin

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Mission Statement

The mission of Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and tive, and ethical members of a changing society.

Vision

To establish a culture where Every Child who enters our doors, will be given Every Chance to be successful Every Day!

Core Beliefs

THS believes that all students will: treat each other with kindness and respect, take responsibility for their actions and hold themselves accountable for those actions, become critical thinkers to achieve high academic standards and develop the skills necessary to function in a global society.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Terrell High School is a minority majority campus with a high rate of economically disadvantaged students. THS expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

THS is a campus of 1,235 students comprised of the following student demographics: African American - 20.89 %, Hispanic - 51.50 %, White - 24.62 %, American Indian - 0.40 %, Asian - 0.57 %, Two or More - 2.02%, Hawaiian/Pacific Islander - 0.00 %. Student demographics for programs include: Limited English Proficient - 12.71 %, Special Education - 9.55 %, Gifted and Talented - 7.13 %, CTE - 95.87 %. Other student demographics include: Economically Disadvantaged - 73.85 %, At Risk - 51.98 %, Homeless - 0.0 %. Male to female population is closely aligned with females representing 49.47% and males representing 50.53%.

THS provides professional development for teachers and staff to build content and effective instruction strategies, bring multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Along with this, THS provides staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other special student populations. THS will provide opportunities for teachers and staff to obtain their ESL certification in order to retain staff and increase student achievement. THS strives to have staff demographics match student demographics. THS strives to implement a campus student mentoring programs. An effort will be made to provide demographically focused parent support and training at the campus level.

Summary of Strengths

What were the identified strengths?

Highly Qualified Staff
Dual Credit Opportunities
Associate Degree Programs
College Awareness programs/special events for students and parents such as college fairs, FAFSA Night, and leadership series
Diversity of student population.
Industry Certification Programs
Increasing student performance

Summary of Needs

What were the identified needs?

Student attendance rates
Lack of diversity in teaching staff
Turn-over rate of staff
Need for additional social and emotional supports for students
Industry Certifications

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance. Develop capacity of employees. Support social and emotional needs for students and teachers. Create positive culture

Student Achievement

Overall Summary

In order to increase student achievement, the campus/district will provide ongoing staff development on specific TEKS based strategies through Collaboration time for all teachers and provide guidance on how to utilize and disaggregate student data. Professional development includes building capacity of teachers through the use of the T-TAGS rubric indicators and subject-specific content development, culture/climate, effective classroom management, and effective instruction.

Continued opportunities will be provided year-round for all students to increase student achievement. The campus will offer advanced level courses for students, provide remedial opportunities, and provide professional development through collaboration time and common planning periods to increase the depth of knowledge in all classes. A systematic MSST multi-tiered system of supports process will be continued with consistent program monitoring for academics, behavior, and attendance. Teachers will also monitor student IEPs, 504 plans, and behavior plans.

Summary of Strengths

What were the identified strengths?

Dual credit opportunities
Embedded Dual Credit Teachers
Associates degree programs
Industry Certification Programs
CTE Agricultural, Manufacturing and Robotics programs
Credit Recovery
Professional Learning Communities (PLCs) Collaboration time built into schedules for all teachers
English Learner (EL) training for all teachers
Extended school day transportation is offered to all students needing extra support Tuesdays, Wednesdays and Thursdays
Targeted Intervention after-school in all areas as needed
ELA and Math College Prep class for students to be TSI/College Ready for College and Career/Military Ready (CCMR)
Restorative Discipline best practices

Summary of Needs

What were the identified needs?

Need to increase literacy
Need to increase digital fluency
Need to increase college and career readiness
Professional accountability to implement learning from professional development
Increase number of students attaining Meets and Masters on state assessments

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended learning and digital fluency. Professional development to increase teacher capacity. To increase student achievement in all areas.

District Processes & Programs

Overall Summary

Terrell ISD has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective teaching practices.

At the heart of all professional development, is the improved quality and retention of effective teachers and leaders. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Professional development focusing on classroom practices, data-driven instruction, increasing student achievement, social-emotional intelligence and cultural responsiveness are but a few of the areas addressed. Professional Learning Communities (PLCs) provide job-embedded, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Additionally, teachers new to Terrell ISD attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary math and science. Teacher demographics do not mirror student population demographics and turnover rate is high.

Campus committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration. The mentoring program and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers.

Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design.. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Mentors (Peer Teachers) have been added and trained to support all first and second year teachers.

With the 2020-2021 addition of one-to-one computer technology for students THS incorporated three methods for enrollment: (1) Face-to-Face, (2) Synchronous online instruction with TISD teachers at a designated times, and (3) A-synchronous online instruction at-home digital experiences in core areas and face-to- face elective experiences. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEAM and STEM opportunities are available to all students K-12. College, career and military guidance and counseling is provided to all students.

Students of character are recognized monthly. Master schedules are developed to maximize instructional time and support

accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students. Transportation for after-hours activities is available to all students to allow participation in academic tutorials and athletics. Facility improvements provide a safe and secure environment for students, staff, and parents across the district. Additional services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. Additional satellite campuses are established to meet the unique needs of students.

Summary of Strengths

What were the identified strengths?

New teacher mentor programs
One-to-one technology

Summary of Needs

What were the identified needs?

Need for blended learning training
Need for technology integration
Need for increased early literacy growth
Need for automated systems

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended Learning & Technology
Early Literacy
Effective instruction

Perceptions

Overall Summary

THS places priority on safety. Safety drills, multiple security cameras, compliance trainings and continuing education training are but a few of the steps taken to ensure student and staff safety.

The campus attendance rate is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. A perception of student apathy exists due to a low attendance rate. However, low attendance can be attributed to a number of other causes.

The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Teachers report student behaviors frequently interrupt and negatively impact instruction. To address behavior issues, a step system code of conduct is utilized and a team of teachers are trained in Crisis Prevention Institute techniques. Teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and implement ROAR procedures. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A pattern of African American males represent a higher number of disciplinary actions than other populations exist. A ROAR Packet was established to act on reports of threats or bullying.

To communicate opportunities for parent engagement, activities and events such as Back to School Fair, Open Houses, Parent-Teacher conferences, are advertised ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, district publications such as ROAR magazine. The Terrell ISD website houses need to know information regarding the district and updated parent information is maintained on the District database TxEIS.

Terrell ISD and THS hosts various parent and community engagement programs such as: Veterans' Day Program, Alumni Breakfasts, Senior Citizen Appreciation Luncheon, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program, College & Career Fairs, universal breakfast program, citywide feeding programs, and community health clinics and services provided at school. There are additional community involvement opportunities with sports, clubs, organizations. Although tremendous efforts are made, student surveys report that their parents are not fully engaged and do not attend school functions.

The Terrell ISD ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. TISD offers a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. ExCEL hosts adult education courses including, ESL, citizenship, CPR, cooking, GED, and financial literacy. Additionally, senior citizens'/district employees have access to a fitness center to promote balanced and healthy lifestyles.

The district works to provide avenues for parents and stakeholders to share new ideas and create activities that promote widespread student participation. To promote parental engagement and partnership, the district strives to utilize multiple forms of communication including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, Twitter, and holding adult education classes. The district also organizes events such as the annual coat and blanket drive.

Summary of Strengths

What were the identified strengths?

ExCEL activities
Safe schools
Numerous parent and community events

Summary of Needs

What were the identified needs?

Student engagement in the classroom
Classroom management practices
Increased student attendance rate
Lower rate of teacher turnover

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Parent and Community Engagement
Classroom management training
Well-rounded student

Additional Information

English I

2016-17 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	394	3870	184	47	210	53	159	40	23	6
Hispanic/Latino	194	3834	89	46	105	54	78	40	6	3
Black or African American	94	3739	58	62	36	38	25	27	4	4
White	100	4044	34	34	66	66	53	53	11	11
Economically Disadvantaged	284	3804	145	51	139	49	104	37	10	4
Limited English Proficient	65	3514	51	78	14	22	6	9	0	0
Special Education	26	3309	25	96	1	4	1	4	0	0
At-Risk	283	3709	165	58	118	42	77	27	3	1

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	385	3765	196	51	189	49	130	34	14	4
Hispanic/Latino	208	3765	105	50	103	50	73	35	9	4
Black or African American	89	3695	52	58	37	42	20	22	1	1
White	82	3827	37	45	45	55	33	40	3	4
Economically Disadvantaged	285	3713	157	55	128	45	84	29	10	4
Limited English Proficient	78	3400	66	85	12	15	4	5	0	0
Special Education	20	3246	18	90	2	10	1	5	0	0

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	396	3777	198	50	198	50	131	33	17	4
Hispanic/Latino	203	3725	108	53	95	47	59	29	7	3
Black or African American	86	3747	46	53	40	47	24	28	3	3
White	98	3891	40	41	58	59	45	46	6	6
Two or More Races	7	3940	4	57	3	43	2	29	1	14
Economically Disadvantaged	272	3731	147	54	125	46	79	29	12	4
Limited English Proficient	101	3527	73	72	28	28	9	9	0	0
Special Education	24	3217	24	100	0	0	0	0	0	0

English II

2016-17 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	332	3874	130	39	202	61	141	42	13	4
Hispanic/Latino	160	3886	58	36	102	64	72	45	3	2
Black or African American	77	3702	38	49	39	51	21	27	1	1
White	85	3962	31	36	54	64	41	48	6	7
Economically Disadvantaged	222	3763	104	47	118	53	71	32	4	2
Limited English Proficient	37	3493	23	62	14	38	5	14	0	0

Special Education	23	3216	22	96	1	4	1	4	0	0
At-Risk	172	3586	109	63	63	37	29	17	0	0

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	354	3893	139	39	215	61	147	42	18	5
Hispanic/Latino	179	3869	73	41	106	59	71	40	6	3
Black or African American	76	3813	37	49	39	51	27	36	4	5
White	93	3999	27	29	66	71	45	48	7	8
Economically Disadvantaged	254	3827	109	43	145	57	95	37	9	4
Limited English Proficient	44	3395	40	91	4	9	1	2	0	0
Special Education	21	3287	20	95	1	5	0	0	0	0

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	353	3900	147	42	206	58	136	39	22	6
Hispanic/Latino	193	3884	81	42	112	58	73	38	10	5
Black or African American	76	3844	37	49	39	51	25	33	2	3
White	76	3979	26	34	50	66	35	46	8	11
Economically Disadvantaged	227	3842	100	44	127	56	79	35	11	5
Limited English Proficient	64	3460	51	80	13	20	3	5	0	0
Special Education	21	3373	18	86	3	14	1	5	1	5

Algebra I

2016-17 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	297	3866	60	20	237	80	108	36	36	12
Hispanic/Latino	143	3903	22	15	121	85	62	43	14	10
Black or African American	70	3681	23	33	47	67	13	19	3	4
White	79	3953	14	18	65	82	31	39	17	22
Economically Disadvantaged	218	3842	45	21	173	79	76	35	22	10
Limited English Proficient	46	3765	13	28	33	72	10	22	4	9
Special Education	27	3500	17	63	10	37	3	11	1	4
At-Risk	228	3782	54	24	174	76	62	27	13	6

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	266	3860	69	26	197	74	99	37	45	17
Hispanic/Latino	142	3900	31	22	111	78	55	39	28	20
Black or African American	60	3789	17	28	43	72	21	35	6	10
White	58	3812	19	33	39	67	19	33	9	16
Economically Disadvantaged	201	3843	55	27	146	73	73	36	33	16
Limited English Proficient	49	3641	22	45	27	55	11	22	3	6
Special Education	24	3390	19	79	5	21	1	4	0	0

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	272	3784	73	27	199	73	90	33	25	9
Hispanic/Latino	139	3770	35	25	104	75	42	30	12	9
Black or African American	60	3802	17	28	43	72	19	32	7	12
White	64	3822	18	28	46	72	27	42	6	9
Two or More Races	5	3768	1	20	4	80	2	40	0	0
Economically Disadvantaged	191	3761	56	29	135	71	59	31	18	9
Limited English Proficient	70	3708	22	31	48	69	16	23	4	6
Special Education	23	3365	17	74	6	26	0	0	0	0

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	277	4009	37	13	240	87	142	51	37	13
Hispanic/Latino	141	4016	13	9	128	91	74	52	14	10
Black or African American	53	3896	12	23	41	77	22	42	5	9
White	77	4069	11	14	66	86	42	55	17	22
Economically Disadvantaged	184	3950	29	16	155	84	81	44	19	10
Limited English Proficient	26	3720	7	27	19	73	5	19	1	4
Special Education	20	3520	11	55	9	45	2	10	0	0

At-Risk	131	3794	31	24	100	76	35	27	7	5

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	319	4017	55	17	264	83	169	53	43	13
Hispanic/Latino	166	4003	29	17	137	83	86	52	20	12
Black or African American	65	3888	15	23	50	77	28	43	3	5
White	81	4104	11	14	70	86	49	60	16	20
Economically Disadvantaged	222	3971	47	21	175	79	108	49	28	13
Limited English Proficient	40	3604	23	58	17	43	8	20	1	3
Special Education	22	3488	14	64	8	36	3	14	0	0

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	250	4117	37	15	213	85	150	60	52	21
Hispanic/Latino	130	4071	22	17	108	83	72	55	23	18
Black or African American	52	4075	8	15	44	85	32	62	7	13
White	61	4239	5	8	56	92	42	69	20	33
Economically Disadvantaged	159	4047	25	16	134	84	88	55	24	15
Limited English Proficient	43	3648	18	42	25	58	7	16	0	0
Special Education	19	3556	11	58	8	42	2	11	1	5

U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	274	4056	31	11	243	89	153	56	57	21
Hispanic/Latino	130	4063	12	9	118	91	71	55	29	22
Black or African American	66	3837	16	24	50	76	27	41	5	8
White	68	4239	1	1	67	99	48	71	19	28
Two or More Races	6	4340	0	0	6	100	5	83	3	50
Economically Disadvantaged	184	3993	24	13	160	87	90	49	31	17
Limited English Proficient	24	3587	10	42	14	58	3	13	0	0
Special Education	19	3479	11	58	8	42	1	5	0	0
At-Risk	119	3814	27	23	92	77	40	34	9	8

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	271	4096	29	11	242	89	155	57	66	24
Hispanic/Latino	140	4066	13	9	127	91	75	54	31	22
Black or African American	54	3964	10	19	44	81	26	48	8	15
White	69	4214	6	9	63	91	47	68	21	30
Economically Disadvantaged	163	3988	21	13	142	87	73	45	27	17
Limited English Proficient	18	3625	8	44	10	56	3	17	1	6

Special Education	18	3584	10	56	8	44	4	22	0	0

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	292	4102	41	14	251	86	176	60	77	26
Hispanic/Latino	147	4083	20	14	127	86	89	61	32	22
Black or African American	53	3911	13	25	40	75	24	45	9	17
White	86	4234	8	9	78	91	59	69	32	37
Economically Disadvantaged	193	4067	30	16	163	84	115	60	43	22
Limited English Proficient	31	3652	14	45	17	55	6	19	1	3
Special Education	21	3594	11	52	10	48	4	19	1	5

Goals and Strategies

Goal 1: : High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data: English, at least 12% increase at the "meets" level and 16% at the "masters" level; in Math, at least 20% at the "meets" level and 16% at the "masters" level. In regards to our SPED population in English, at least 1% at the "meets" level; in Math, at least 16% at the "meets" level.

Reviews

Formative
Summative

Resources

Amount	136381
Source	424 IMA
Description	Textbooks, Calculators, Chromebooks

Strategy/Activity 2

Provide resources needed to ensure effective and enriched teaching and learning for all students in all content areas, across all programs (English, Math, Science, Social Studies, CTE, Special Ed., ESL, P.E., LOTE, Fine Arts, etc.)

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Student growth. Increase student achievement in all academic areas.

Reviews

Formative Summative

Resources

Amount	50,000
Source	199 General Fund
Description	Classroom Materials, Supplemental Classroom Supplies Improve Programs/Supporting Effective Instruction,
Amount	24000
Source	State Comp Ed
Description	Supplemental Classroom Supplies Improve Programs/Supporting Effective Instruction

Amount	30000
Source	270 Title V
Budget Reference	263
Description	Supplemental Classroom Supplies

Strategy/Activity 3

Provide professional development to ensure teachers are equipped with effective instructional strategies/practices, deepen content knowledge, and best practices for student learning in all content areas and across programs (English, Math, Science, Social Studies, CTE, Special Ed., ESL, P.E., LOTE, Fine Arts, etc.)

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 7 - Increase Teacher Quality
	Targeted Support Strategy

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Student growth. Increase student achievement in all academic areas.

Reviews	
Formative	
Summative	
Resources	
Amount	50000
Source	199 General Fund
Description	Teacher Training

Amount	40000
Source	255 Title II
Description	Supporting Effective Instruction
Amount	8500
Source	255 Title II
Description	Region X
Amount	40000
Source	270 Title V
Description	Supporting Effective Instruction

Strategy/Activity 4

Utilize strategies for reading and writing and help teachers/students connect these strategies across all curricula.

Critical Success Factor(s)CSF 1 - Improve Academic Performance
CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

July 2020- May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Create culture of reading and writing among all classrooms on campus. Increase English I & II EOC results

Reviews

Formative
Summative

Resources

Amount	2200
Source	199 General Fund
Description	Region X
Amount	2500
Source	199 General Fund
Description	Composition Notebook Journals
Amount	20000
Source	270 Title V
Description	Teacher Training

Strategy/Activity 5

Utilize technology and online resources available in all content areas such as: STEMscopes, Google Classroom, Gizmo, vocabulary.com, etc.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline
July 20 - May 21

Person(s) Responsible/Monitor
Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact
Embedded 1:1 technology, increase student content knowledge.

Reviews

**Formative
Summative**

Resources

Amount	30000
Source	199 General Fund
Description	STEM Scopes
Amount	3500
Source	199 General Fund
Description	Gizmo, online science labs
Amount	4284
Source	270 Title V
Description	vocabulary.com

Strategy/Activity 6

Provide campus-wide training and continued job-embedded training through Professional Learning Communities to implement effective teaching strategies, T-TAG, Teach Like A Champion, Get Better Faster, (including writing across the curriculum) in all content areas.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

July 20-May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Increased student achievement in all areas.

Reviews

Formative
Summative

Resources

Amount

40000

Source

255 Title II

Description

Teacher/Coach Training

Amount

20000

Source

270 Title V

Description

Teacher/Coach Training

Strategy/Activity 7

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug 20-May21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Increase student achievement in all academic areas.

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Administrators will conduct walk-throughs each week and use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies and support teachers in their growth and development through targeted instructional coaching and mentoring.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug 20-May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Effective classroom instruction and monitoring of teaching and learning.

Reviews

Formative
Summative

Resources

Amount	2200
Source	199 General Fund
Description	Eduphoria Strive

Strategy/Activity 9

Campus Leadership Team (CLT) meets weekly to address values, campus goals, best practices, remediation goals, data talks, celebrations, and timelines.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

Aug 20- May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Maintain focus on campus goals and implement strategies in the classroom.

Reviews

Formative

Summative

Resources

Source

199 General Fund

Objective 2:

Increase the percentage of students graduating College, Career or Millitary Ready

Evaluation Data Source(s):

CCMR data: TSI, ACT, SAT, Dual Enrollment, AP, Industry Certifications, formative/summative evaluations, Odysseyware, etc.

Summative Evaluation:

State Accountability - CCMR

Strategy/Activity 1

Increase the number of students meeting the criteria in both English & Math TSI examinations; increase participation in PSAT, SAT and/or ACT examinations; increase the number of students in Dual Credit

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****Timeline**

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

TSI tests taken at middle school, TSI test taken at high school, increased number of dual credit classes offered on THS campus Participation in PSAT(10th) and SAT (11th) exams

Increase SAT/ACT participations 45.2% (17-18) to 90% by 21-22

Increase PSAT participation 38 total students (17-18) to 90% by 21-22

Increase the number of students completing dual credit courses from 33.7% (18) to 50%

Reviews**Formative****Summative****Resources****Amount**

27500

Source

199 General Fund

Description

TSI/SAT/PSAT Examinations & Prep Materials

Strategy/Activity 2

Expand CTE career cluster options, career education and technical courses to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal,, CTE director, CLT

Strategy's Expected Result/Impact

Increase Pathways available; Increase the percentage of Industry-Based Certifications (IBC) to 8% in 20-21 Increase the number of students that complete the CMA, BSN, or LVN programs

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Improve instruction, participation, and performance in Pre-AP and AP courses

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increase the percentage of students who score at or above criterion on AP exams

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

August 2020

Person(s) Responsible/Monitor

Principal; Counselors

Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Ensure all students meet CCMR by the time they graduate.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal

Strategy's Expected Result/Impact

Increase completion of CCMR will improve student preparation for life after high school and improve campus accountability.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Increase percent of students completing college degrees by expanding partnership with Trinity Valley Community Vollege (TVCC), other higher-ed institutions, businesses, and community programs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

Aug 20-June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased opporitites for studetns to pursue interest

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Involve the business community in the career and technology programs as supportive partners.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness
CSF 5 - Increase Family and Community Engagement

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Objective 3:

Achieve state targets for Meets and Masters level performance in all subjects and ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

STAAR results, accountability ratings, distinction designations.

Summative Evaluation:

STAAR EOC, Campus ratings

Strategy/Activity 1

Support all classrooms (including STAAR-EOC) and place emphasis on high expectations, critical thinking and problem solving by providing instructional resources and teacher training.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

Aug 20-June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Increased student achievement
More students performing at the Meets & Masters level on EOC exams.
Documentation: EOC test scores. Monitor unit assessments.

Reviews

Formative
Summative

Resources

Amount	30000

Source	199 General Fund
Amount	24000
Source	State Comp Ed
Description	Tutoring
Amount	40000
Source	255 Title II

Strategy/Activity 2

Offer Dual Credit courses with the availability for students to earn an Associate degree.

Critical Success Factor(s)CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline
Aug 20 - June 21

Person(s) Responsible/Monitor
Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact
Have students prepared to be college, career, or military ready.
Have students performance at the advanced, Masters level.
Documentation: Associate Degree Graduates, Dual Credit Class Enrollment, Percent Students who achieve CCMR Performance, TVCC Grades.

Reviews	
Formative	
Summative	
Resources	
Amount	85000
Source	199 General Fund

Description

Tuition, books and Fees

Strategy/Activity 3

All 10th grade students will take the PSAT. The top 25% of juniors will take the PSAT and offer one free ACT/SAT test in the fall to all seniors.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Campus Testing coordinator (CTC), Director of College and Career Readiness

Strategy's Expected Result/Impact

National Merit Scholars

PSAT results

Graduation plans

Reviews

Formative
Summative

Resources**Amount**

15000

Source

199 General Fund

Strategy/Activity 4

Ensure Gifted and Talented certifications for teachers teaching advanced level courses.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Ensure effective instruction in advanced courses.
Teacher Certification and Training documents.

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 5

Continue to improve the TVCC/TISD partnership to increase industrial certifications and CTE/Dual Credit courses to increase college and/or work ready students. Embedded Dual Credit teachers on THS campus.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Director of College and Career Readiness, Counselors

Strategy's Expected Result/Impact

Develop skills necessary to performance at or above grade level.

Reviews

Formative

Summative

Resources

Source

199 General Fund

Strategy/Activity 6

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Have students prepared to be college, career, or military ready.

Have students performance at the advanced, Masters level.

Documentation: AP Class Participation, AP Scores, Percent Students who achieve CCMR Performance.

Reviews

Formative

Summative

Resources

Amount

12000

Source

199 General Fund

Strategy/Activity 7

MTSS/RtI strategies (small group instruction, purposeful talk, station differentiation) will be ongoing in the classrooms for all students for the purpose of making sure all students grow academically.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

Targeted Support Strategy

Comprehensive Support Strategy

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Target student needs to promote student growth.
Documentation: Feedback on Lesson Plans, Walk-through Observations.

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 8

Analyze data and implement enhanced dropout prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

CSF 1 - Improve Academic Performance

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Attendance Clerk

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 9

Increase depth of instruction to meet indicators evaluated for the additional targeted support in both Math and Reading

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Targeted Support Strategy

Timeline

Aug 20 - June -21

Person(s) Responsible/Monitor

Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team), Campus Math and ELA Coordinators, Campus SPED Dept.

Strategy's Expected Result/Impact

Meeting 2021 Targets according to TEA

Reviews

Formative
Summative

Resources

Strategy/Activity 10

The campus will provide Odysseyware for students at risk of not graduating due to credit issues.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

Comprehensive Support Strategy

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Counselors

Strategy's Expected Result/Impact

Course completion and credits awarded.

Reviews

**Formative
Summative**

Resources

Amount

33000

Source

424 IMA

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 2

Follow discipline management system (COC) including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to

and reporting of prohibited conduct, harassment, and/or bullying.

Critical Success Factor(s) **CSF 4 - Increased Learning Time**
CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct; Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 3

Provide training on the duties of school resource officers, and security officers to students in accordance with TEC 38.081.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Campus Leadership Team

Strategy's Expected Result/Impact

Safe environment; Compliance

Reviews

Formative
Summative

Resources

Source	199 General Fund

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Aug 20 - May 21

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the campus will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships.

	CSF 1 - Improve Academic Performance
Critical Success Factor(s)	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Campus Leadership Team and Counselors

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Amount	4500
Source	199 General Fund
Description	Region X

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Counselors and Assistant Principals

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Amount	4500
Source	199 General Fund

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 6 - Improve School Climate****Timeline**

Aug 20 - May 21

Person(s) Responsible/Monitor

Counselors

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews**Formative**
Summative**Resources****Source**

199 General Fund

Strategy/Activity 4

THS will provide a coordinated school health services, activities, and evaluations including required physical activities and provide a universal feeding program.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 6 - Improve School Climate****Timeline**

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, APs

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 5

THS will employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, AP's, Counselors, Director of Student Services, Attendance Clerks, PIEMS personnel

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Counselors, Director of Student Services, AP's

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond.

Reviews

Formative
Summative

Resources

Goal 3: Fiscal Responsibility

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

District and Campus Audits

Summative Evaluation:

Annual CNA,

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campuses and the school district.

Critical Success Factor(s) **CSF 3 - Increase Leadership Effectiveness**

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Prioritize Campus Goals, Financial security of Campus

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Deputy Sup over Business and Operations, Principal

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative

Summative

Resources

Strategy/Activity 3

Utilize automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal and CLT

Strategy's Expected Result/Impact

Streamline processes; Data accuracy

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

PIEMS Coordinator, Attendance Specialist, Principal

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Amount

8500

Source

199 General Fund

Description

Reporting software

Strategy/Activity 5

Maximize grant funding and outside resources to maintain and increase innovation.

Critical Success Factor(s) **CSF 3 - Increase Leadership Effectiveness**
CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, CTE Director, Teachers

Strategy's Expected Result/Impact

Outside funding sources will enhance the campus budget

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Participate in recruiting events such as attending/hosting job fairs, virtual interviews and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s) **CSF 3 - Increase Leadership Effectiveness**
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, AP's, Counselors, Department Heads

Strategy's Expected Result/Impact

Increase teacher quality and recruit a diverse staff. Retain quality staff.

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Decrease teacher turnover rate by increasing ability of campus leaders to coach and support teachers.

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Campus Leadership Team

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Provide supports through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to THS and/or the teaching profession.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline
July 20 - June 21

Person(s) Responsible/Monitor
Principal, Campus Leadership Team

Strategy's Expected Result/Impact
Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources	
Amount	1000
Source	199 General Fund
Description	Luncheons, supplies

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent Surveys, Event attendance

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training to all staff

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Campus Leadership Team

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative
Summative

Resources

Objective 2:

Parental and community involvement will be pursued.

Evaluation Data Source(s):

The campus will utilize the website, Remind, and campus communicator to keep parents informed. Social Media (Twitter, Facebook, etc.) will play a huge role in communicating with parents.

Summative Evaluation:

Parents informed and participating in campus activities.

Strategy/Activity 1

The campus will provide opportunities for parents to access campuses such as meet the teacher, federal financial aid night, college fair, contests and UIL events, and other programs/events throughout the school year.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 3 - Increase Leadership Effectiveness
	CSF 5 - Increase Family and Community Engagement
	CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Campus Leadership Team

Strategy's Expected Result/Impact

Parental involvement and student performance, attendance, and behavior improve.

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 2

Administrative team and teachers will establish a good working relationship with parents.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Parental involvement increases and student performance, attendance, and behavior improves.

Reviews

Formative
Summative

Resources

Source 199 General Fund

Strategy/Activity 3

Provide a list of community social services & resources to parents.

Critical Success Factor(s) CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Counselors, Social Services Reps

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Source199 General Fund

Strategy/Activity 4

Educate parents and students of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s)CSF 1 - Improve Academic Performance
CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate
Targeted Support Strategy
Comprehensive Support Strategy

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal and Counselors

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide education and outreach to all parents, including bilingual supports and adult education.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Counselors, Bilingual/ESL Specialist

Strategy's Expected Result/Impact

Parents ability to support students in their education and development

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Increase parental involvement, decrease dropout rates, and increase students enrolling in higher ed., technical schools, military, or receiving career licenses through partnership with Community in Schools and other avenues.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Counselors, Communities In School Personnel

Strategy's Expected Result/Impact

Increase parental involvement, decrease dropout rates, and Increase students enrolling in post-secondary education or military

Reviews

Formative
Summative

Resources

Amount	30000
Source	199 General Fund
Description	CIS personnel

Objective 3:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data, Number of partnerships,

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs (Veteran's Day, Cultural Days, Hall of Fame, etc.)

Critical Success Factor(s)	CSF 5 - Increase Family and Community Engagement
	CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Communications Director, Principal, Counselors

Strategy's Expected Result/Impact

Increase opportunitites for community involvement

Reviews

Formative
Summative

Resources

TERRELL HIGH SCHOOL

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DCSI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:	
TERRELL HIGH SCHOOL	JULIE FISHER, EXEC. DIRECTOR/CONT. IMPROVEMENT	
Campus Number:	Superintendent Name:	
129-906-002	DR GEORGEANNE WARNOCK	
Date:		



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	TERRELL USD	Campus Name	TERRELL HIGH SCHOOL	Superintendent	DRL. GEORGEANNE WARHOCK	Principal	JAY THOMPSON
District Number	129006	Campus Number	000000002	District Coordinator of School Improvement (DCSI)	JULIE FISHER	DC Number	30
Is this a Turnaround Implementation Plan?	NO	What Year was the TAP first implemented?		2019-2020	DCS Support	DCS Support	N/A
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TAP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					JULIE FISHER, 8/75/2020	
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					DRL. MELANIE MAGEE, 8/25/2020	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					JAY THOMPSON, 8/25/2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2018 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.							
Data Analysis Questions	Domain 1: At or above state averages in both Math and Reading; Speed meeting targets in both Math and Reading Rationale: Increase in both means student fluency, comprehension, stamina and their problem solving skills will help propel all students' academic future. Domain 2B: Maintain our Post Secondary Readiness Distinction, Achievement in Science, and earn a Top 25% Academic Growth. Rationale: Increase in CCMR, SAT, ACT and TSI while preparing our students to further their academic careers. Domain 3: Targeted Interventions for Subpopulations as well as SPED Rationale: Increase at the "meets" level and 15% at the "mastery" level. In Math, at least 20% at the "meets" level and 10% at the "mastery" level. Our goal for CCMR is to maintain above state averages and increase our graduation rate from 95% to 98%.						
	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.						
	What changes in student group and subject performance are included in these goals?						
	If applicable, what goals has your campus set for CCMR and Graduation Rate?						
CAMPUS FOCUS AREAS							
Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.							
Essential Action							
3.1 Develop campus instructional leaders with clear roles and responsibilities.							
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.							
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.							

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3 - Planning for Implementation	
5.1 Objective-driven daily lesson plans with formative assessments.		2 - Beginning Implementation	
5.3 Data-driven instruction.		2 - Beginning Implementation	
PRIORITIZED FOCUS AREAS			
Complete each section below (unless noted to your DEAI): Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year. Rationale: Explain the rationale this campus chose to focus on these Essential Actions this year. Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vertical Improvement Programs found here: https://reaset.org/vertical-programs/ Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year. Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic. District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://reaset.org/vertical-programs/			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Rationale	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
How will the campus build capacity in this area? Who will you partner with?	Coaching and documentation, Campus Leadership Team	Specific, timely feedback; Coaching, documentation; Collaboration time Campus Leadership Team, Mentor teachers	Data driven instruction; "data days" with collaborative teams; Coaching; Documentation Campus Leadership Team
Barriers to Address throughout this year	Not enough feedback from SBDMC, Staff and students about school expectations and our goals. Lack of follow through with survey to measure progress on S and T experiences and expectations	Basic format to produce a lesson plan in edaphora; Teacher rely on off-the-cuff instruction with no foundation	Looks at most assessment data with EOC only, Non-EOC typically will not use data to drive instruction.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Collaboration time, CLT meetings, Staff meetings, surveys	Edaphora, assessment data, using lesson plans as the foundational document (are we teaching the correct items, at the right time...), (PT), Coordination during Collaboration, YAG, Scope and Sequence	Assessment calendar includes data days, Coaching after each assessment, lesson exemplars, effective instructional strategies.
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
District Commitment Theory of Action	If... then,	If... then,	If... then,

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
Desired 90-day Outcome	All staff can articulate vision and goals of the campus	Effective, timely feedback to ensure lesson plans reflect the appropriate rigor as it aligns to the standards and based on previous data.	Analyzing formative and summative assessment data to drive instruction.
Barriers to Address During this Cycle	Not enough feedback from SBDMC. Staff and students about school expectations and our goals. Lack of follow through with survey to measure progress on S and T experiences and expectations	Basic format to produce a lesson plan in eduphoria. Teacher rely on off-the-cuff instruction with no foundation	Looks at most assessment data with EOC only. Non-EOC typically will not use data to drive instruction.
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,
ACTION PLAN			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
	3.1	Aug-Nov		CLT	All staff can articulate vision for the campus and grades increase, discipline decreases, attendance rises.	Nov 30th	Some Progress	
Enscore T are following lesson objectives, is the objective too broad, are the using formative assessments	5.1	Aug-Nov	Walk-throughs, Observation	CLT	Effective, timely feedback to ensure lesson plans reflect the appropriate rigor as it aligns to the standards and based on previous data. Articulate the learning objective and formative assessments	Nov 30th	Some Progress	
T using Formative assessments daily	5.1	Aug-Nov	Walk-throughs, Observation	CLT	Effective, timely feedback to ensure lesson plans reflect the appropriate rigor as it aligns to the standards and based on previous data. Articulate the learning objective and formative assessments	Nov 30th	Some Progress	
Teachers will meet during Collaboration time to discuss best practices.	5.3	Aug-Nov	Lesson plans, Planning time	CLT	Collaboration time set up for non-core classes	Nov 30th	Some Progress	
T leaders model best practices	5.3	Aug-Nov	Lesson plans, Planning time	CLT	Analyzing formative and summative assessment data to drive instruction.	Nov 30th	Some Progress	
Objective misconceptions identified and addressed	5.3	Aug-Nov	Lesson plans, Planning time	CLT	Analyzing formative and summative assessment data to drive instruction.	Nov 30th	Some Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the Implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

New Action Steps		Carryover Action Steps	Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?

CYCLE 2 90-DAY OUTCOMES (December-February)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If...then,	If...then,	If...then,

ACTION PLAN

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3

Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If...then,	If...then,	If...then,

ACTION PLAN

For each action step, indicate:

- At the end of each cycle -**

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesi.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesi.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the data evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column 1 with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-21 Campus Improvement Plan

Accountability Rating: C

School Name

Herman Furlough Jr. Middle School

Address

1351 Colquitt Rd.
Terrell, Tx 75160

School ID

129906-041

Principal

Chris Turner

District Name

Terrell Independent School District

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Chris Turner	Principal	
Mallory Malouf	Assistant Principal	
Sarah Petelik	Assistant Principal	
Matthew Love	Assistant Principal	
Frances Brown	Math Department Head	
Julie Tarrer	ELAR Department Head	
Jamie Edington	Science Department Head	
Sarah Hinton	Social Studies Department Head	
Robert Morrow	Special Education Department Head	
Veronica Johnson	Career and Technology Education Department Head	
Cody Morrow	Fine Arts Department Head	
Danielle Jasmin	Teacher	
Bertha Lloyd-Fuller	Teacher	
Megan Cullum	Teacher	
Heather Biggie	Teacher	
Karen Sanders	Teacher	
Chante Carter	Teacher	

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Mission Statement

Furlough Middle School's mission is to create an inclusive and engaging environment that empowers all students to become lifelong learners.

Vision

"CLAW"-- Create, Learn, Achieve, and Win.

Core Beliefs

Diversity strengthens the community and enriches the fabric of our society.

Learning occurs best in a safe, structured, and nurturing environment.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

FMS will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other underperforming student populations. Our primary goals for this school year is to increase the overall academic performances of students and close achievement gaps between specific student groups.

Demographics

Overall Summary

FMS is comprised of 1,116 students in grades six, seven and eight with the following student demographics:

African American - 22.76%,
Hispanic - 50.54%,
White - 21.33%,
American Indian - 0.18%,
Asian - 0.54%,
Two or More - 4.48%,
Hawaiian/Pacific Islander - 0.18%.

Student demographics for programs include:

Limited English Proficient - 16.85%,
Special Education - 9.59%,
Gifted and Talented - 7.08%,
CTE - 49.73%,
Dyslexia - 5.73%,
Economically Disadvantaged - 81.81%,
At Risk - 51.97%,
Homeless - 0.09%.

Our population of students will benefit from the AVID program and its embedded strategies. The campus will move towards becoming an AVID campus.

Summary of Strengths

What were the identified strengths?

The student body is diverse
Equitable teachers/student ratios
College & career awareness opportunities
Community in Schools partnership
Counselor & Assistant Principal per grade level
High School credit opportunities
ESL certified teachers
Pre-AP classes
Pre-AP teachers required to be GT certified

Summary of Needs

What were the identified needs?

Streamlined method to communicate with all parents
Intentional grouping of students
Culturally responsive lessons that is relevant to all student groups
Data-driven instruction that identifies specific student group strengths and weaknesses
Student clubs
Student volunteer opportunities
Focused efforts to improve student attendance from 95% to 98%

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Professional development to address culturally relevant strategies for student groups
Promote growth in all core areas

Student Achievement

Overall Summary

Student data disaggregation is critical to the academic success of FMS. Student and campus data is consistently monitored on a weekly basis in Professional Learning Communities to identify areas needing improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students (specifically African American, Hispanic, and White student groups as our data shows academic gaps between those groups.) Leadership teams meet regularly to identify campus goals and make changes as necessary. We are implementing strategies to ensure that more diverse students are enrolled in courses of rigor. Additionally, we are providing opportunities for remediation through processes such as double blocked classes and Reading software programs. We also will begin incorporating AVID strategies as we move towards becoming an AVID campus.

Summary of Strengths

What were the identified strengths?

MAP testing to identify academic strengths
Rosetta Stone for EL student
TELPAS practice sessions for EL students
TTAGS Rubric teacher evaluation tool utilized to drive classroom instruction
Coaching sessions for teachers based on evaluation and walk through data to ensure high quality instruction
T-PEGS for principals and assistant principals
High School credit opportunities for students

Summary of Needs

What were the identified needs?

Support for ELL Learners

Increase academic growth between specific student groups (African American, Hispanic, White)
Improve writing performance
Ensure teachers receive ESL Supplementary Certifications

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Reading, writing & Vocabulary programs to support ELL students
Headphones/microphones for Flipgrid

District Processes & Programs

Overall Summary

At FMS there is a high standard for best instructional practices as well as building social character. We are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved without student success. FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs. FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time. Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent-Teacher Organizations (PTO), campus mentors, and Student Leadership Teams. Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits.

Summary of Strengths

What were the identified strengths?

Committees to provide input and collaboration
Student organizations
Beginning Teacher Mentor Program
Assistant Principal per Grade Level
Counselor per grade level
Teacher developed discipline intervention plans

Summary of Needs

What were the identified needs?

Programs to strengthen student writing skills
Data walls with goal charts
Consistency in department lesson plans for student articulation
Programs that encourage rigorous instruction and college-readiness

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

AVID resources
Materials for PLC room

Perceptions

Overall Summary

FMS provides an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students. Our motto is "CLAW"-- Create, Learn, Achieve, and Win. Specifically during this pandemic year, our staff will be creative, learn how to adapt and modify, achieve at the highest level, and win over the hearts and minds of our students. Quality work is expected for all stakeholders. Decisions are data driven with a focus on student learning outcomes. FMS ensures that students are provided a safe and civil environment that is conducive to student learning. This includes ensuring that we have locked classroom doors, utilization of security cameras, and monitoring of activity in restrooms/hallways and throughout the campus. Compliance and safety training will be completed by all staff members. Attendance (and its impact on student achievement) is emphasized daily. Discipline intervention plans will be implemented to decrease the number of students out of placement, keeping students in the classroom and building restorative practices in our staff. Failure intervention plans will be required for teachers with high student failure rates each six weeks.

Summary of Strengths

What were the identified strengths?

Positive working relationships among teachers and administrators
Community in Schools program and staff added to FMS campus
Daily Professional Learning Communities for tested areas
TISD Excellence Foundation Grant Opportunities
Leadership Team members bring concerns to the monthly meeting
CPI Training for appropriate staff members
Weekly recognition of Teacher and Support staff

Summary of Needs

What were the identified needs?

Consistent discipline practices
Engaging and relevant curriculum
Professional development focused on campus goals
Program offerings for parents and community members

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Professional development
Technology programs
PBIS

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	299	1588	129	43	170	57	68	23	34	11
	8	275									

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	339	1557	134	40	205	60	98	29	41	12
	7	289	1611	110	38	179	62	95	33	58	20
	8	319	1625	125	39	194	61	87	27	43	13

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	375	1538	169	45	206	55	102	27	41	11
	7	357	1627	114	32	243	68	140	39	71	20
	8	288	1661	79	27	209	73	124	43	52	18

2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	140	1577	68	49	72	51	29	21	11	8
	8	140									
2017-18 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	175	1546	75	43	100	57	45	26	16	9
	7	147	1604	53	36	94	64	45	31	26	18
	8	148	1613	62	42	86	58	31	21	14	9
2018-19 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	185	1539	84	45	101	55	51	28	21	11
	7	182	1616	62	34	120	66	59	32	31	17
	8	147	1664	37	25	110	75	64	44	23	16
American Indian or Alaska Native	7	3									
	8	1									
American Indian or Alaska Native	6	0									
	7	1									
	8	3									
American Indian or Alaska Native	6	0									

	7	0									
	8	1									
Asian	7	0									
2016-17 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	73	1558	37	51	36	49	6	8	4	5
	8	59									
2017-18 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	66	1532	28	42	38	58	15	23	6	9
	7	67	1558	37	55	30	45	15	22	8	12
	8	76	1599	38	50	38	50	16	21	6	8
2018-19 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	88	1489	53	60	35	40	15	17	5	6
	7	68	1613	21	31	47	69	26	38	8	12
	8	61	1609	28	46	33	54	14	23	6	10
Native Hawaiian or Other Pacific Islander	7	0									

2016-17 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	79	1634	23	29	56	71	31	39	17	22
	8	67									

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	79	1583	28	35	51	65	28	35	16	20
	7	56	1681	14	25	42	75	27	48	20	36
	8	88	1661	24	27	64	73	37	42	21	24

2018-19 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	85	1579	29	34	56	66	29	34	14	16
	7	85	1645	27	32	58	68	40	47	24	28
	8	62	1694	10	16	52	84	36	58	18	29
Two or More Races	7	4									
	8	4									

2017-18 Reading STAAR Results

Student Group											

Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	15	1649	1	7	14	93	9	60	3	20
	7	14	1629	4	29	10	71	6	43	2	14
	8	4									
2018-19 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	14	1550	3	21	11	79	4	29	0	0
	7	19	1678	4	21	15	79	12	63	6	32
	8	12	1700	2	17	10	83	7	58	3	25
2016-17 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	230	1571	111	48	119	52	43	19	15	7
	8	192									
2017-18 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	248	1546	106	43	142	57	61	25	22	9
	7	236	1604	93	39	143	61	75	32	43	18
	8	234	1613	104	44	130	56	51	22	23	10

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	286	1530	135	47	151	53	72	25	25	9
	7	261	1615	91	35	170	65	96	37	39	15
	8	216	1651	64	30	152	70	84	39	31	14

2016-17 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	65	1522	47	72	18	28	4	6	0	0
	8	40									

2017-18 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	0									
	7	53	1535	30	57	23	43	4	8	1	2
	8	61	1551	40	66	21	34	3	5	0	0

2018-19 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	6	67	1454	52	78	15	22	5	7	1	1
	7	53	1530	30	57	23	43	3	6	0	0
	8	47	1575	25	53	22	47	7	15	1	2

2016-17 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	24	1465	23	96	1	4	0	0	0	0
	8	20									

2017-18 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1385	25	96	1	4	1	4	1	4
	7	26	1440	22	85	4	15	2	8	2	8
	8	24	1484	23	96	1	4	0	0	0	0

2018-19 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	30	1416	24	80	6	20	1	3	0	0
	7	23	1473	20	87	3	13	0	0	0	0
	8	22	1465	19	86	3	14	1	5	0	0

2016-17 Reading STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	152	1525	102	67	50	33	10	7	3	2

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	300	3589	140	47	160	53	75	25	16	5
	7	140	3544	72	51	68	49	29	21	7	5
	7	2									
	7	0									
	7	73	3517	38	52	35	48	15	21	4	5
	7	0									
	7	81	3725	29	36	52	64	30	37	5	6
	7	4									
	7	232	3536	116	50	116	50	50	22	8	3
	7	65	3312	47	72	18	28	4	6	0	0
	7	24	3015	23	96	1	4	1	4	0	0
	7	153	3320	112	73	41	27	12	8	3	2

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	290	3731	112	39	178	61	91	31	34	12

	7	147	3691	59	40	88	60	47	32	13	9
	7	1									
	7	66	3481	37	56	29	44	11	17	2	3
	7	58	4002	13	22	45	78	25	43	12	21
	7	14	4071	2	14	12	86	5	36	5	36
	7	237	3667	99	42	138	58	68	29	22	9
	7	53	3353	35	66	18	34	6	11	0	0
	7	26	3034	22	85	4	15	1	4	1	4

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	356	3792	140	39	216	61	121	34	51	14
	7	182	3725	75	41	107	59	50	27	23	13
	7	0									
	7	67	3685	30	45	37	55	20	30	7	10
	7	85	3935	32	38	53	62	39	46	16	19
	7	19	4050	3	16	16	84	10	53	3	16
	7	261	3745	104	40	157	60	79	30	28	11
	7	53	3326	35	66	18	34	3	6	0	0
	7	23	3092	19	83	4	17	0	0	0	0

Mathematics

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	299	1601	137	46	162	54	60	20	14	5

	8	236									
2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	339	1661	55	16	284	84	180	53	65	19
	7	285	1614	113	40	172	60	72	25	26	9
	8	265	1628	98	37	167	63	57	22	8	3
2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	375	1637	81	22	294	78	147	39	67	18
	7	356	1627	125	35	231	65	107	30	32	9
	8	215	1664	50	23	165	77	86	40	9	4
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	140	1602	62	44	78	56	29	21	7	5
	8	122									
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	6	175	1673	23	13	152	87	101	58	41	23
	7	145	1617	56	39	89	61	41	28	12	8
	8	124	1629	46	37	78	63	25	20	4	3

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	185	1644	40	22	145	78	78	42	40	22
	7	182	1632	61	34	121	66	57	31	18	10
	8	106	1660	25	24	81	76	40	38	6	6
American Indian or Alaska Native	7	3									
	8	1									
American Indian or Alaska Native	6	0									
	7	1									
	8	2									
American Indian or Alaska Native	6	0									
	7	0									
	8	1									
Asian	7	0									

2016-17 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	73	1571	44	60	29	40	8	11	1	1
	8	49									

2017-18 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	66	1624	15	23	51	77	23	35	7	11
	7	66	1568	38	58	28	42	6	9	3	5
	8	69	1626	27	39	42	61	16	23	1	1

2018-19 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	88	1583	31	35	57	65	23	26	3	3
	7	68	1594	32	47	36	53	16	24	3	4
	8	56	1647	15	27	41	73	16	29	1	2
Native Hawaiian or Other Pacific Islander	7	0									

2016-17 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	79	1624	28	35	51	65	20	25	4	5
	8	56									

2017-18 Mathematics STAAR Results

Student Group											

White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	79	1660	14	18	65	82	43	54	14	18
	7	56	1655	12	21	44	79	21	38	7	13
	8	67	1628	24	36	43	64	14	21	3	4

2018-19 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	85	1678	7	8	78	92	41	48	21	25
	7	85	1643	24	28	61	72	28	33	10	12
	8	40	1688	8	20	32	80	24	60	2	5
Two or More Races	7	4									
	8	4									

2017-18 Mathematics STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	15	1695	2	13	13	87	10	67	2	13
	7	13	1611	5	38	8	62	2	15	2	15
	8	3									

2018-19 Mathematics STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	6	14	1591	3	21	11	79	2	14	1	7
	7	18	1608	7	39	11	61	5	28	0	0
	8	11	1682	2	18	9	82	5	45	0	0
2016-17 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	230	1591	112	49	118	51	38	17	8	3
	8	172									
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	248	1654	44	18	204	82	123	50	42	17
	7	232	1611	94	41	138	59	55	24	20	9
	8	205	1623	83	40	122	60	42	20	5	2
2018-19 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	286	1628	65	23	221	77	106	37	47	16
	7	261	1617	99	38	162	62	73	28	20	8
	8	164	1656	43	26	121	74	61	37	6	4
2016-17 Mathematics STAAR Results											
Student Group											

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	65	1562	38	58	27	42	3	5	0	0
	8	40									
2017-18 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	0									
	7	52	1576	30	58	22	42	6	12	1	2
	8	60	1607	28	47	32	53	7	12	1	2
2018-19 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	67	1567	25	37	42	63	12	18	3	4
	7	53	1578	24	45	29	55	8	15	2	4
	8	44	1620	16	36	28	64	12	27	1	2
2016-17 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	24	1504	23	96	1	4	0	0	0	0
	8	21									
2017-18 Mathematics STAAR Results											

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1556	14	54	12	46	4	15	1	4
	7	26	1534	20	77	6	23	1	4	0	0
	8	24	1540	19	79	5	21	0	0	0	0

2018-19 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	30	1550	16	53	14	47	6	20	2	7
	7	23	1502	19	83	4	17	1	4	0	0
	8	22	1525	14	64	8	36	1	5	0	0

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	152	1547	104	68	48	32	7	5	0	0

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	38	4569	0	0	38	100	36	95	27	71
Hispanic/	18	4677	0	0	18	100	17	94	14	78

Latino										
Black or African American	10	4359	0	0	10	100	9	90	5	50
White	10	4586	0	0	10	100	10	100	8	80
Economically Disadvantaged	21	4561	0	0	21	100	19	90	16	76

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4271	2	4	51	96	39	74	23	43
Hispanic/Latino	24	4348	2	8	22	92	19	79	12	50
Black or African American	7	4134	0	0	7	100	5	71	2	29
White	19	4183	0	0	19	100	12	63	7	37
Economically Disadvantaged	29	4345	1	3	28	97	25	86	14	48

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	75	4529	0	0	75	100	68	91	49	65
Hispanic/Latino	41	4488	0	0	41	100	37	90	26	63
Black or African American	6	4215	0	0	6	100	5	83	1	17
White	23	4596	0	0	23	100	21	91	18	78
Economically Disadvantaged	53	4472	0	0	53	100	47	89	31	58

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	277									
	8	141									
	8	1									
	8	60									
	8	69									
	8	3									
	8	202									
	8	42									

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	318	3699	122	38	196	62	90	28	36	11
	8	148	3645	63	43	85	57	36	24	14	9
	8	3									
	8	76	3605	32	42	44	58	16	21	3	4
	8	85	3826	25	29	60	71	33	39	16	19
	8	4									
	8	238	3625	104	44	134	56	51	21	21	9
	8	4									
	8	26	3200	22	85	4	15	2	8	1	4

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters

			Scale Score								
				#	%	#	%	#	%	#	%
	8	288	3837	88	31	200	69	108	38	53	18
	8	148	3775	50	34	98	66	49	33	23	16
	8	1									
	8	59	3670	22	37	37	63	13	22	5	8
	8	62	4114	11	18	51	82	37	60	22	35
	8	12	3869	4	33	8	67	5	42	2	17
	8	214	3776	74	35	140	65	73	34	36	17
	8	48	3453	32	67	16	33	5	10	3	6
	8	20	3273	15	75	5	25	2	10	1	5

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	276									
Hispanic/Latino	8	141									
American Indian or Alaska Native	8	1									
Black or African American	8	59									
White	8	69									
Two or More Races	8	3									
Economically Disadvantaged	8	201									
Limited English Proficient	8	42									
Special Education	8	22									

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	320	3620	147	46	173	54	78	24	40	13
Hispanic/Latino	8	148	3578	76	51	72	49	28	19	14	9
American Indian or Alaska Native	8	3									
Black or African American	8	77	3539	37	48	40	52	16	21	6	8
White	8	86	3722	32	37	54	63	30	35	16	19
Two or More Races	8	4									
Economically Disadvantaged	8	239	3550	125	52	114	48	46	19	20	8
Limited English Proficient	8	4									
Special Education	8	27	3222	21	78	6	22	2	7	1	4

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	289	3639	127	44	162	56	67	23	42	15
Hispanic/Latino	8	148	3621	67	45	81	55	34	23	21	14
American Indian or Alaska Native	8	1									
Black or African American	8	59	3468	36	61	23	39	5	8	3	5
White	8	63	3836	16	25	47	75	22	35	16	25
Two or More Races	8	12	3619	6	50	6	50	3	25	1	8
Economically	8	214	3587	102	48	112	52	41	19	25	12

Disadvantaged											
Limited English Proficient	8	48	3301	37	77	11	23	4	8	2	4
Special Education	8	20	3324	16	80	4	20	2	10	1	5

Goals and Strategies

Goal 1: Expect students to engage in rigorous learning for high achievement

High achievement for all students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning.

Evaluation Data Source(s):

Unit assessments, MAP, Reading Plus, STAAR, TELPAS

Summative Evaluation:

TIP Areas will meet targets; Student growth will increase

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Targeted Support Strategy

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal; Assistant Principals

Strategy's Expected Result/Impact

Improved academic student performance

Reviews

Formative
Summative

Resources

Amount	18400
Source	270 Title V
Description	Reading Plus 18400
Amount	50000
Source	424 IMA
Budget Reference	425
Description	Calculators
Amount	4000
Source	199 General Fund
Budget Reference	199
Description	Discovery Education

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance
 - CSF 2 - Increase the User of Quality Data to Drive Instruction
- Targeted Support Strategy

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals, department heads

Strategy's Expected Result/Impact

Growth between individual student groups and increased academic achievement for the campus

Reviews

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality
Targeted Support Strategy

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals, teachers

Strategy's Expected Result/Impact

Improve quality of classroom teachers

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Amount

22000

Source

State Comp Ed

Description

Technology devices and programs

Strategy/Activity 7

Ensure language acquisition instructional strategies and implementation of ELPS to support to EL students.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****Timeline**

August 2021 - May 2020

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

TELPAS scores increase; students exit EL Programs

Reviews**Formative**
Summative**Resources****Strategy/Activity 8**

Implement a district level, well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Chris Turner, Principal

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews**Formative**
Summative**Resources**

Source

199 General Fund

Description

PBIS Support

Objective 2:

Increase the enrollment of students in College and Career courses and honors courses.

Evaluation Data Source(s):

Master schedule

Summative Evaluation:

Increase in enrollment percentage from previous year

Strategy/Activity 1

Promote the CCR courses on campus and increase interest through teacher recommendations, program showcases, and implementation of the AVID Program.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, Elective teachers, counselors

Strategy's Expected Result/Impact

Higher participation in CCR and honors courses

Reviews

Formative
Summative

Resources

Amount

20000

Source

289 Title IV

Description

AVID Program

Strategy/Activity 2

Provide early introduction to CTE/STEM/STEAM instruction, enhance existing programs, and provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Chris Turner, Principal

Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

Formative
Summative

Resources

Objective 3:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative

Summative

Resources

Strategy/Activity 2

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative

Summative

Resources**Amount**

25000

Source

State Comp Ed

Description

Summer school, enrichment programs

Strategy/Activity 3

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews**Formative
Summative****Resources****Strategy/Activity 4**

Analyze data and implement enhanced dropout prevention efforts to decrease the student drop out rate. [TEC11.255]

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Goal 2: Maintain a safe learning environment

Expect a high quality learning environment, both physical and social-emotional for high student achievement

Performance Objective 1:

Maintain a safe and civil campus that is conducive for student learning.

Evaluation Data Source(s):

PEIMS Discipline Reports; TxEIS Discipline Reports

Summative Evaluation:

Discipline reports

Strategy/Activity 1

Implement the district's discipline management plan effectively and equitably to ensure all students can learn without disruption.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals

Strategy's Expected Result/Impact

Reduction in discipline referrals, more instructional time for students in the classroom

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Implement the ROAR program to address prohibited conduct including bullying, harassment, and abuse.

Critical Success Factor(s) CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals

Strategy's Expected Result/Impact

Maintain student health and safety on campus

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff.

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Implement measures to address social-emotional needs of students and staff.

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

Ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036] and provide programs such as drug education prevention, crisis management, trauma sessions, and mental health support for staff and students.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Counselors, district support personnel

Strategy's Expected Result/Impact

Improve teacher/staff capacity to assist with student needs and reduce prohibitive behavior among students.

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Guidance lessons will be provided by school counselors to help students cope with social and emotional needs, abuse, and drop-out procedures.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

October 2020 - June 2021

Person(s) Responsible/Monitor

Assistant principals, counselors

Strategy's Expected Result/Impact

Increased social and emotional health of students.

Reviews

Formative
Summative

Resources**Strategy/Activity 3**

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

- CSF 1 - Improve Academic Performance
- CSF 4 - Increased Learning Time
- CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources**Strategy/Activity 4**

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 6 - Improve School Climate****Timeline**

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews**Formative**
Summative**Resources****Strategy/Activity 5**

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)**CSF 6 - Improve School Climate****Timeline**

August 2020-July 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Goal 3: Financial Stability

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Recruit, retain and train certified and highly effective teachers.

Evaluation Data Source(s):

District Staffing Report, TAPR Report

Summative Evaluation:

Responsible use of monetary and human resources

Strategy/Activity 1

Recruit and retain a diverse, highly qualified staff.

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal, District HR department

Strategy's Expected Result/Impact

Higher teacher retention, improved school culture and student achievement

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide high quality staff development for all teachers and administrators to build capacity, including T-TAGS, instructional best practices, technology applications, and PLC process.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal, assistant principals, district support staff

Strategy's Expected Result/Impact

Effective classroom instruction, higher academic achievement,

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Utilize district's automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative
Summative

Resources**Strategy/Activity 4**

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s) **CSF 2 - Increase the User of Quality Data to Drive Instruction**
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal; Campus PEIMS Clerk

Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Decrease teacher turnover rate.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal; Assistant Principals

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Ensure beginning teachers are supported through through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Goal 4: Parent and community engagement

Expect engagement with families and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent surveys, school event attendance

Summative Evaluation:

Event and program participation

Strategy/Activity 1

The campus will provide opportunities for parent involvement activities including virtual parent conference days, parent education sessions, PTO events, and student recognition programs.

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, PTA coordinator, Furlough Leadership Team

Strategy's Expected Result/Impact

Increased parent and community involvement

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Solicit more parental and community involvement for campus events and activities by utilizing different social media and communication outlets (Remind, Facebook, Twitter, campus website) to keep parents and the community informed.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal, assistant principals, librarian, District Communication Director

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of campus activities.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal; Counselors

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative
Summative

Resources

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	All students and staff will be able to recite the school's mission statement and adhere to its policy for a safe and civil, high achieving campus.	Increase in school achievement based on curriculum assessment data; growth in teacher capacity as evidenced by walkthrough tracking data and coaching opportunities.	A seamless, consistent, and structured PLC process for each content area that uses student data to drive instruction and achieve campus goals.
Desired 90-day Outcome	At least 50% of the student population and 100% of the staff can recite the campus mission statement, keeping in mind that staff has to develop a mindset that all students can achieve at high levels and promote a college-going culture. Our mission statement will be our guiding principle to ensure that we stay grounded in these beliefs.	All teacher lesson plan templates will match the Fundamental 5 framework and include the descriptive instructional strategies that will be used in the classroom. Lesson plans should include multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups.	A common PLC language and process will be in place for all content areas and visible student data progress measures will be available in teacher classrooms. Teachers will follow an SRI Protocol that guides them in the process to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Barriers to Address During this Cycle	- Inconsistency around campus policies for high expectations - Lack of knowledge around vision, mission and goals for FMS - Teaching practices are not necessarily up-to-date - School culture needs to be addressed first	- Consistent framework - Time - Lack of training - Overwhelming amount of tasks - Lack of clear expectations of what differentiated instruction is for those specific groups	- Some teachers are new to data - Need to understand how to correctly analyze the data - Need to understand how to identify trends in misconceptions - Lack of training on how to analyze (i.e. MAP testing) and implement (focus)
District Actions for this Cycle			
District Commitment Theory of Action	If...then,	If...then,	If...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the data evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
We will implement monthly staff PD sessions that is inclusive of topics such as school culture, policies and procedures, and expectations	3.1	September 20 - December 20	PD materials	Principals				
We will begin implementation of AVID strategies in preparation of Summer Institute attendance for 2020.	3.1	November 20 - May 21	AVID Curriculum Resources	Principal/AVID Teacher				

We will create a universal lesson plan template and provide staff development on how it will be incorporated.	5.1	October 20 - May 20	Google Docs/Eduphoria	Principal				
We will establish a consistent protocol to use in Professional Learning Communities to discuss and analyze data and use to drive teacher instruction and student results.	5.3	October 20 - May 20	PLC Time, SRI Protocols	Principals, Instructional Coaches, Team Leads				

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

2020-21 Campus Improvement Plan

Accountability Rating: NOT RATED

School Name

TISD Child & Adolescent School

Address

1200 E. Brin
Terrell, Texas 75160

School ID

129906-104

Principal

Dwight Malone

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Dwight Malone	Principal	Administrator
Karen Tawater	Classroom Teacher	Teacher
Randy Walter	Classroom Teacher	Teacher
Denise Brooks	Classroom Teacher	Teacher
Gigi Rose	Classroom Teacher	Teacher
Debie Rogers	Executive Director of Special Programs	District Level-Professional
Dr. Paul Sobin	Terrell State Hospital Doctor	Terrell State Hospital Representative
Rodeny Morrow	Business owner	Business Representative
Erica Larry	Child Protective Services	Community Representative

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Mission Statement

The mission of the TISD Child and Adolescent Center is to provide an environment where students, parents, and faculty feel welcome, safe and successful. Students participate in a child-centered, research-based program that addresses unique learning styles while the faculty receives continuous staff development and coaching to promote effective teaching strategies and a rigorous curriculum that addresses the individual potential of each student.

Vision

The mission of Child and Adolescent school is that everyone learns everyday.

Core Beliefs

Students can overcome adversity.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs	Total Expenditure
199 General Fund	\$15,350.00

Subtotal of state or local funds included for this school: \$15,350.00

Total of federal, state, and/or local funds for this school: \$15,350.00

Comprehensive Needs Assessment Summary

Needs Assessment Overview

The C&A campus is a state hospital residential facility serving the most at-risk student population. Most students are not residents of Terrell, Texas and have been placed in the state hospital by order of the Court. The C&A campus serves students in crisis with a number of social, emotional, and mental issues as well as intellectual disabilities and severe behavioral challenges. Consistency in learning is impacted due to high mobility rate of this population of students and their many challenges. Faculty members are committed to educating our fragile student population.

Demographics

Overall Summary

The Child & Adolescent School (C&A) currently serves 25 students in grades K-12 students who reside at the Terrell State Hospital. All students are at-risk and all are mobile, with enrollment lasting several days to several months. All students served are in crisis. The Child & Adolescent School is currently comprised of the following student demographics: 65.52% - male and 34.48% - female; African-American - 6.90%, Hispanic - 27.59%, White - 62.07%. Student demographics for programs include Limited English Proficient - 3.45%, Special Education - 62.07%, CTE - 6.90%. Other student demographics include Economically Disadvantaged - 51.72%, At-risk - 89.66%, Elementary (K-5) - 27.58%, Secondary (6-12) - 72.41%.

All staff members are provided professional staff development by the district to build content and effective instructional strategies bringing multicultural awareness, bridging gaps, embracing diversity, and building a culture of trust and respect. Along with this, the district provides staff development opportunities for teachers and staff in order to address increased achievement for all students: focusing on the needs of economically disadvantaged students, ELL students, and other special student populations. A continued effort will be maintained, striving to have staff demographics match student demographics.

All campus certified general education, special education, and ESL certified. Terrell ISD Special Services Department provides speech therapy, OT, counseling, dyslexia and other related services as required for students per ARD & 504 documents. The LPAC determines needs and services for any ELL students that are enrolled.

Summary of Strengths

What were the identified strengths?

Student-teacher ratio is beneficial for C&A students
All demographic categories represented

Summary of Needs

What were the identified needs?

School staff needs professional development in the areas of students in crisis, mental health issues, severe behavior issues, and student court appointed pending chargers.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The Child and Adolescent School has seen a shift from students with mental health issues to students with intellectual disabilities, severe behavioral challenges, and in crisis. Our priority will be to utilize research base behavior strategies to minimize student non compliant behavior to focus on academics.

Student Achievement

Overall Summary

The Child & Adolescent School utilize the Teacher Resource System and Odesseyware, using diagnostic/progress monitoring instruments for students. Daily Language Review is part of the ELAR class routine. The Terrell Teacher Appraisal and Growth System (T-TAGS) is currently being utilized to provide teachers with ongoing, timely feedback and establishes a culture of continuous improvement in teacher evaluation and growth. Effective classroom instruction is monitored by documented walk-through observations. Administrator evaluations utilize the T-PEGS evaluation system. Ongoing professional development includes building capacity of teachers through the use of the TTAG rubric indicators, effective teaching strategies, subject specific/content development, as well as developing culture/climate and crisis/behavior management.

The Child & Adolescent School provides ample time for planning and daily collaboration across grades curriculum, focusing on effective instructional practices to teach to individual students. Odysseyware, a state TEKS-aligned on-line curriculum, provides secondary instruction for grades 7-12, with SPED certified teachers providing resource, life skills and inclusion support as needed. Elementary teachers (Gen. Ed. EC-8/SPED/ESL certified) provide instruction for grades K-6.

Summary of Strengths

What were the identified strengths?

Expectation for all students to be at grade level or above
Terrell Teacher Appraisal & Growth System (T-TAGS)
Weekly classroom walk throughs
Terrell Principal Evaluation & Growth System (T-PEG)
Teachers apply effective instructional approaches

Summary of Needs

What were the identified needs?

Students did not meet State performance objectives for the 2019/2020 school year.
The need to address specific academic needs of all students and student groups.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Campus priorities are to increase student participation by creating engaging student lessons.

District Processes & Programs

Overall Summary

The Child & Adolescent School contributes to the Excellence Foundation campaign and communicates with parents through letters, phone calls and student reports. The staff at C&A and Terrell State Hospital have established an excellent working relationship. The C&A staff provides social skills lessons and utilizes PBSI to reward student behavior, sharing behavior rating sheets with the hospital professionals. C&A participates in district and state hospital safety and security emergency programs.

Summary of Strengths

What were the identified strengths?

Commitment to child-centered environment
Productive and collaborative relationship with hospital staff
Updates on student progress through bi-weekly meetings with doctors
District and hospital security programs
Open communication with parents and hospital staff

Summary of Needs

What were the identified needs?

The need to review policies and procedures with students to ensure a consistent routines effecting student learning and safety.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

20-21 priorities are to consistently address academic as well as behavioral expectations of students, and consistently rewarding positive student work ethic / behavior.

Perceptions

Overall Summary

The Child & Adolescent School maintains a positive relationship with the state hospital staff including doctors, nurses, and support staff. The Community Relations Department secures some student and teacher supplies each year. Parents participate in ARDs and 504 meetings both in person or by phone and receive report cards every six weeks by mail. HIPPA laws prohibit any photos of student activities to ensure privacy, but student work is displayed in the hallways.

Summary of Strengths

What were the identified strengths?

Productive and collaborative working relationship with hospital staff
Terrell State Hospital Community Relations arranges for donation of teacher and student supplies
Parent contact by phone, in person, email and mail as needed

Summary of Needs

What were the identified needs?

Parental involvement is limited.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

CA& will continue to focus on increasing students achievement during students' hospitalization which will focus on treatment and recovery.

Additional Information

Goals and Strategies

Goal 1: High Achievement for all student

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher walkthroughs and evaluations, Professional Development sign-ins and agendas, and PLC meetings

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020- May 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal

Strategy's Expected Result/Impact

Weekly checks of students use of digital instructional programs.
Increase in students participation in the STAAR testing and increasing who Meet and Masters the STAAR assessment.

Reviews

Formative
Summative

Resources

Amount	100.00
Source	199 General Fund
Budget Reference	199
Description	Odysseware curriculum program

Strategy/Activity 2

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Dwight Malone, Principal

Strategy's Expected Result/Impact
Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative

Summative

Resources

Strategy/Activity 3

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline
August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources**Objective 2:**

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher walkthroughs and evaluations, Professional Development sign-ins and agendas, and PLC meetings

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal
Campus Instructional Staff

Strategy's Expected Result/Impact

Increase the number of student who Meets or Masters the STAAR examination.

Reviews

Formative
Summative

Resources

Amount	2,800.00
Source	199 General Fund
Budget Reference	199
Description	Instructional Supplies

Strategy/Activity 2

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s)CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Utilize a well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone

Strategy's Expected Result/Impact

Studnet purpose

Reviews

Formative
Summative

Resources

Objective 3:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - August 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Classroom Teachers

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Analyze data and implement enhanced dropout prevention efforts to decrease the student drop out rate. [TEC11.255]

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Retain potential drop outs.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Evaluate the effectiveness the campus' decision making policies, procedures, and staff development activities and ensure they are effectively structured to positively impact student achievement (TEC 11.252(d)).

Critical Success Factor(s) **CSF 7 - Increase Teacher Quality**

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Best practices for campus

Reviews

Formative
Summative

Resources

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

Terrell State Hospital Environmental Services Report,

Summative Evaluation:

Teacher turnover rates; Student discipline behavior documents

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by Terrell State Hospital Environmental Services

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 20 - May 21

Person(s) Responsible/Monitor

Dwight Malone / Principal
C&A Campus Staff
Terrell State Hospital Environmental Services Staff

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Amount

2,800

Source

199 General Fund

Budget Reference

199

Description

Instructional Supplies

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):**Summative Evaluation:****Strategy/Activity 1**

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal
Campus instructional staff
District personnel

Strategy's Expected Result/Impact

Teacher capacity to assist students in need increases.

Reviews

Formative
Summative

Resources

Amount	2,800
Source	199 General Fund
Budget Reference	199
Description	Instructional Supplies

Goal 3: Fiscal Responsibility

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

Campus data documents, Campus audit

Summative Evaluation:

Campus Budget balance, Campus budget check points.

Strategy/Activity 1

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal, Yolanda Covarrubias / Principal Secretary

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative
Summative

Resources

Amount

2,250.00

Source

199 General Fund

Budget Reference

199

Description

Supplies

Strategy/Activity 2

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal
Yolanda Covarrubias / Secretary
District Administration

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Amount

1,200

Source

199 General Fund

Budget Reference

199

Description

Office Supplies

Objective 2:

Preserve Fiscal Responsibility

Evaluation Data Source(s):
Campus data documents, Campus audit

Summative Evaluation:

Strategy/Activity 1

Implement strategies for recruiting, retaining and developing highly effective teachers.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone / Campus principal
District Administrative Staff

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Amount	1,000
Source	199 General Fund
Budget Reference	199
Description	Misc Oper/C&A

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Signature page from Ard meeting, and Parent contact log

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Community early and often with parents and stakeholders through phone calls, notices sent via US mail, and electronic communication

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020- May 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal, Beth Ross / Diagnostician , Campus Secretary

Strategy's Expected Result/Impact

High engagement with parents and staff.

Reviews

Formative
Summative

Resources

Amount

1,200

Source	199 General Fund
Budget Reference	199
Description	Office Supplies

Strategy/Activity 2

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 5 - Increase Family and Community Engagement
	CSF 6 - Improve School Climate

Timeline	August 2020 - May 2021

Person(s) Responsible/Monitor	Dwight Malone / Campus Principal Beth Ross / Diagnostician Campus Staff

Strategy's Expected Result/Impact	Informed Stakeholders

Reviews	
Formative	
Summative	

Resources	
Amount	1,200
Source	199 General Fund
Budget Reference	199

Description

Office Supplies

Texas Education Agency
2019 Accountability Ratings Overall Summary
TISD CHILD & ADOLESCENT SCHOOL (129906104) - TERRELL ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall			Not Rated
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 11.8%)			Not Rated
Closing the Gaps			Not Rated

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible

2020-21 Campus Improvement Plan

Accountability Rating: NOT RATED

School Name

Terrell Alternative Education Center

Address

103 9th St
Terrell, TX 75160

School ID

129-906-004

Principal

Dr. Renee' Jones

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Gary Cantrell	Secondary Science	Professional Staff Member
Cora Edwards	Secondary English	Professional Staff Member
LaShandra Gordon	Elementary Teacher	Professional Staff Member
Tiffaney Porter	Parent	Community Member
Doug Pritchett	Owner	Community Business Owner

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Mission Statement

The mission of Terrell Independent School District, a unique community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging out students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.

Diversity strengthens the community and enriches the fabric of our society.

It is the responsibility of the entire community to partner in the educational process.

Learning occurs best in a safe, structured, and nurturing environment.

Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

Everyone is a teacher, and everyone is a learner.

We learn with and through others.

Effort, strategy, and help improve achievement.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs	Total Expenditure
211 Title I	\$8,400.00
State Comp Ed	\$100,209.00

Subtotal of state or local funds included for this school: \$108,609.00

Total of federal, state, and/or local funds for this school: \$108,609.00

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Terrell ISD is a minority majority district with a high rate of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

Terrell Alternative Education Center is a campus comprised of 9 students with the following student demographics: Female 44.46%, Male 55.56%, African American - 33.330%, Hispanic - 55.56.00%, White - 11.11%, American Indian/Alaskan Native 0.00%, Two or More - 0.00%. Student demographics for programs include: Limited English Proficient - 0.00%, Special Education - 0.00%, Gifted and Talented - 0.00%, CTE - 66.67%. Other student demographics include: Economically Disadvantaged - 60.00%, At Risk - 100.00%.

Professional staff development offered to teachers and staff help bring multicultural awareness, preparing students after high school, gain awareness of a trauma informed school, bridge gaps, build a culture of trust and respect. Along with this, the district will continue to provide professional development opportunities for teachers and staff in order to address increased student achievement for the LEP/ESL student populations. A continued effort will be maintained striving to have staff demographics match student demographics.

The campus attendance rate is 88%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Terrell Alternative has 13 staff members, 53.84% of which are professional staff. 100% have more than 10 years' experience. The turnover rate for teachers in Terrell Alternative is 0% -well below the state average. Teacher ethnicity does not mirror student population as 11.11% are white and 50% staff members are white.

Terrell ISD seeks ways to engage parents and the community. A number of adult education courses as offered to our parents and the community including citizenship, Spanish, ESL, First Aid, Parenting, Nutrition and others. The ExCEL Center was designed to provide a multi-purpose area for the community, parents, and students to engage in extended learning opportunities and well-rounded, physical health of all. While ExCEL activities have been hindered by COVID-19 restrictions, the district looks forward to resuming activities as soon as possible.

Summary of Strengths

What were the identified strengths?

Diversity of student population.

Equitable teacher/student ratios

Highly effective teachers

Increasing student performance.

Summary of Needs

What were the identified needs?

Student attendance rates are low

Lack of diversity of teaching staff

Need for additional social and emotional supports for students

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance

Develop capacity of employees

Support social and emotional needs for students and teachers

Create a positive culture

Student Achievement

Overall Summary

State accountability testing was not conducted in the 2019-2020 school year; therefore, Terrell ISD's state rating remains in place from the 2018-2019 school year. The district's accountability rating increased from an overall score of 'C' (75) to a score of 'B' (87). Gains were made in every state accountability Domain and all campuses received passing grades in state accountability. The School Progress domain received an "A" based on the district's achievement in Relative Performance which measures the achievement of all students relative to districts with similar economically disadvantaged percentages. Due to the student population, TAEC did not receive a campus rating for the 2019-2020 school year.

The RTI task force is currently working a making a systemic Response to Intervention (RtI) process that will be implemented with consistent program monitoring for academics, behavior, and attendance. Teachers and staff will facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress.

In order to continue to increase student achievement in all areas, the district will provide ongoing staff development on specific TEKS based strategies through PLCs and provide guidance on how to utilize and disaggregate student data. Professional development will include building capacity of teachers through the use of the Terrell ISD Growth and Appraisal System and subject-specific/content development. We will continue building resource libraries and providing staff development to support instruction.

Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Summary of Strengths

What were the identified strengths?

Improved state accountability ratings

TTAGS and TPEGs

Academic enrichment opportunities

Job-embedded professional development opportunities through PLC, Region 10, and other virtual platforms

Summary of Needs

What were the identified needs?

Need to increase literacy

Need to increase digital fluency

Need to increase college & career readiness

Ensure implementation of Systemic Multi-Tiered Systems of Support (MTSS) process

Student growth in all subjects

Professional accountability to implement learning from professional development

Increase number of students attaining Meets and Masters on state assessments

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Early Literacy

Blended learning and digital fluency

Professional development to increase teacher capacity

Attain Board Goals

District Processes & Programs

Overall Summary

Terrell Alternative Education Center/DAEP has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator (TPEGs-Terrell Principal Evaluation and Growth System) and teacher evaluation system (TTAGS - Teacher Appraisal and Growth System) and is in place to ensure that teachers receive regular observations and appropriate feedback to implement effective teaching practices. The campus administrator provides annual training for teachers.

High expectations are monitored and critical thinking for high student achievement. Terrell Alternative Education Center is

incorporating three methods for enrollment: (1) Face-to-Face, (2) Synchronous online instruction with TISD teachers at a designated times, and (3) A-synchronous online instruction at-home digital experiences in core areas and face-to-face elective experiences. Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Terrell ISD provides its employees with standard technology equipment including laptops, document cameras, and projectors. This campus is equipped with Computer -on-Wheel carts (COWs), iPad systems, and Swivl. Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Odysseyware, Go Math, Woozers, Prodigy Math, Achieve 3000: Smarty Ants, KidBiz, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance.

Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services.

Summary of Strengths

What were the identified strengths?

TPEGS and TTAGS

Highly qualified teachers

One-to-one technology

Student and teacher progress monitoring

Summary of Needs

What were the identified needs?

Need for blended learning training

Need for technology integration

Need for increased early literacy growth

Need for automated systems

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended Learning & Technology

Early Literacy

Effective instruction

Culturally Responsive Teaching

Perceptions

Overall Summary

It is a priority at TAEC to be a safe campus where students and staff members are feel secure. Monthly safety drills are done and there a multiple security cameras in place at various locations around the campus. Teacher and staff surveys indicate that they feel safe and secure while on campus. Student attendance is a top priority with 100% of our students are At-Risk.

Summary of Strengths

What were the identified strengths?

Numerous parent and community events

Safe schools

Summary of Needs

What were the identified needs?

Student engagement in the classroom

Classroom management practices

Increased student attendance rate

Culturally Responsive Teaching

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Parent and Community Engagement

Classroom management training

Well-rounded student

Additional Information

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC)

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increase pass rate on state assessments

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increased teacher and student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Objective 3:

Develop a strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increased student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Analyze data and implement enhanced dropout prevention efforts to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Goal 2: Safe learning environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the

overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s) **CSF 4 - Increased Learning Time**
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Amount	100,209
Source	State Comp Ed
Description	DAEP Payroll

Strategy/Activity 3

Provide training on the duties of peace officers, school resource officers, and security officers to students in accordance with TEC 38.081.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

DAEP Police Officer
Campus Principal

Strategy's Expected Result/Impact

Safe environment; Compliance

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal/Counselors

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Amount

1200

Source

211 Title I

Budget Reference

289

Description

SEL Materials

Strategy/Activity 4

Ensure campuses provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Provide pregnancy related services to students in need.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

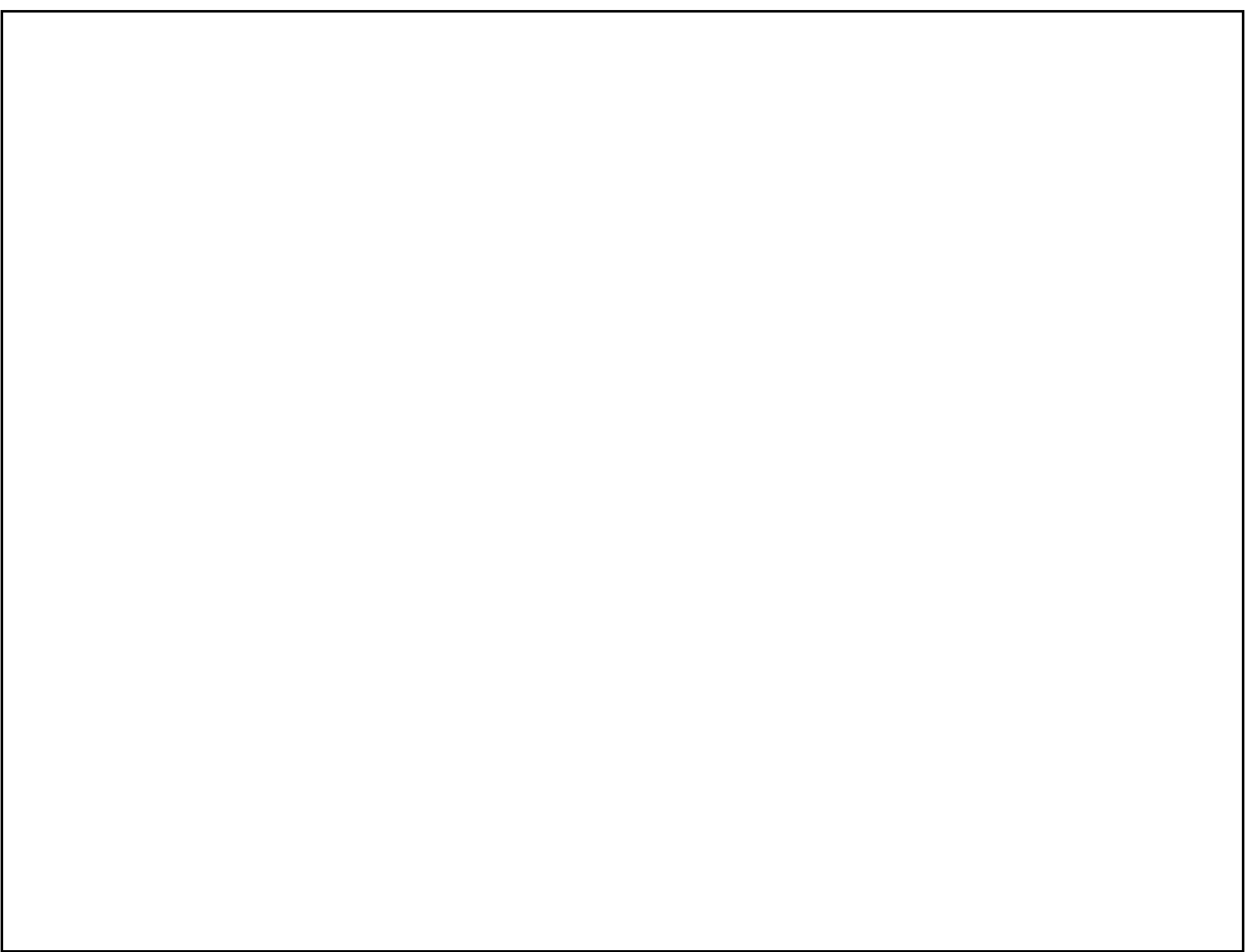
Strategy's Expected Result/Impact

Dropout Reduction

Reviews

Formative
Summative

Resources



Goal 3: Fiscal Responsibility and Transparency

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

Campus Budget Expenditures

Summative Evaluation:

Effective and efficient use of funds to support goals.

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campuses.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Prioritize Goals

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative

Summative

Resources

Strategy/Activity 3

Utilize automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Streamline processes; Data accuracy

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Participate in recruiting events such as attending/hosting job fairs,virtual interviews and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent Surveys, Event attendance

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training to all staff

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative

Summative

Resources

Strategy/Activity 2

Provide a list of community social services & resources to parents.

Critical Success Factor(s) CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s) CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus principal

Strategy's Expected Result/Impact

Enure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Communicate early and often with parents and stakeholders through website, social media, and electronic communications to keep parents informed.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications

Strategy's Expected Result/Impact

Informed parents and community

Reviews

Formative
Summative

Resources

Amount	7,200
Source	211 Title I
Budget Reference	211

Description

Remind

Strategy/Activity 5

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principals & Counselors

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative
Summative

Resources**Objective 2:**

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data and Number of partnerships

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increase opportunities for community involvement

Reviews

Formative
Summative

Resources

Texas Education Agency
2019 Accountability Ratings Overall Summary
TERRELL ALTERNATIVE EDUCATION CENT (129906004) - TERRELL ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall			Not Rated
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness	13		
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 33.3%)			Not Rated
Closing the Gaps			Not Rated

* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

	Percent	Bonus Points Earned
AEA Bonus Points		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	n/a	n/a
EOC Retest Assessments at Approaches Grade Level or Above	n/a	n/a

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible

2020-21 Campus Improvement Plan

Accountability Rating: N/A

School Name

Global Leadership Academy

Address

305 West College Street
Terrell, Tx 75160

School ID

129906-110

Principal

Tiffany Swain

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Tiffany Swain	Principal	Administrator
April Dudynski	5th grade teacher	Teacher
Molly Porter	1st grade teacher	Teacher
Celeste Harrell	Music Teacher	Teacher
Jennifer George-Smith	Parent	Parent
Rick Carmona	Community member	Community Member

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Mission Statement

The mission of the Global Leadership Academy is to develop college ready leaders through high-quality, personalized, experiential learning with the support of our parent partners.

Vision

Expect More. Achieve More.

Core Beliefs

Leaders and mindsets can be shaped.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

The GLA campus is a new magnet campus with the goal of developing leaders and academically high achieving students. To accomplish this we need a well trained staff, parent/community support, and a growth mindset. The student population and teacher staff needs more diversity. The campus would benefit from a full-time counselor.

Demographics

Overall Summary

The Global Leadership Academy is a brand new magnet type campus with approximately 190 students. The enrollment in GLA has grown from 173 in 2019-2020 to 191 in 2020-2021. The GLA is located in Terrell, Texas which is a part of Kaufman County. At GLA we are comprised of the following demographics for the 2020-2021 school year. African American- 17.8%, Hispanic- 19.8%, White- 52.4%, Two or More- 3.7% Other student demographics include: Economically Disadvantaged- 52.8%, English Learners- 4.7%, Special Education- Section 504- Gifted and Talented- 34%. The Global Leadership Academy average attendance rate is 97.98%, which is above the state average. Student attendance is a focus for our campus and for the district.

GLA has 19 staff members. Of these, 73.7% of which are professional staff and 14.3% of the teachers have less than 5 years experience. The turnover rate for our campus includes 2 teachers or 10%. A mentor teacher program addresses the needs of beginning teachers and includes a monthly Tiger Academy established to support teachers new to the profession and those in need. Professional Learning Communities provide job-embedded, data-driven, class-room focused, and collaborative learning opportunities for teachers. Our district provides professional development annually, which includes a combination of teacher selected and district mandated options. The GLA administrative team conducts weekly walkthroughs and feedback sessions to ensure that teachers implement what they learn.

GLA works closely with our Parent Teacher Organization to provide engaging activities for parents and the community. In the previous school year we had several events for students and families including a fall festival, pot-luck picnic, Daddy-Daughter/Mother-Son dance, etc. While these annual activities are on hold for this year due to Covid-19, we look forward to resuming them as soon as possible.

We are in need of increasing the diversity of our teachers to mirror the population of our campus and our district. We are also in need of expanding the diversity of students that attend our campus. GLA will benefit from campus counselor support to support SEL systems and practices. We currently have a counseling intern who is able to meet with students individually as needed and who is able to provide guidance lessons, which are abundantly needed.

Summary of Strengths

What were the identified strengths?

Student attendance rate
Variety of programs offered to students (Independent Learning Days, choir, Orff Club, LEAD Time)
Low turnover rate
Mentor teacher program

Summary of Needs

What were the identified needs?

Lack of diversity in teaching staff

Need for additional social and emotional supports for students
Diversity of student population

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Support social and emotional needs of students and teachers, create positive culture through leader in me process, project based learning opportunities, increase student performance and advertise our campus to obtain a more diverse population of students

Student Achievement

Overall Summary

Although GLA was not a campus in 2019-2020 and did not receive an accountability rating, the results of students attending GLA have been calculated as follows:

STAAR Reading: Masters- 76.92% Meets- 35.89% Approaches-23.07% Did Not Meet-0%

STAAR Math: Masters-84.61% Meets-43.58% Approaches-15.38% Did Not Meet-2.56% (This represents our current 5th grade student data)

Terrell ISD curriculum is aligned to the state standards and is accessible to all teachers. Common assessments across grade levels are regularly monitored and multiple online tools for desegregation of data are available. Leading and Learning Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development. 77% of GLA teachers are ESL certified and 70% of our teachers are GT trained. GLA is a one to one campus so all students have a device. We are currently implementing the early stages of blended learning as teachers are gaining knowledge through professional development. We are in need of more autonomy with technology in order to use programs effectively and have access to programs in a more timely manner.

GLA focuses on increasing student achievement in all areas. Specifically, we have set goals to increase our masters and meets percentages on STAAR. We expect that 80% of our students will master the assessment and 40% will meet. We will do this by building teacher capacity through job-embedded, data driven, and classroom focused Professional Learning Communities (PLCs). In addition the each new teacher in our district has been assigned a mentor from their campus. Our new first grade teacher has a mentor from first grade to support her needs. We will focus on going deeper with our students through TEKS analysis protocols and activities, using effective learning strategies in the classroom, and disaggregate student data weekly in order to meet our STAAR goals. We are aligning with our district vision of EXPECT MORE. ACHIEVE MORE. by building a plan that ALL students grow each year. We have a deep engagement with our parents that support our goals and initiatives.

Summary of Strengths

What were the identified strengths?

District improved state accountability rating
Current student STAAR data
Academic Enrichment opportunities through project based learning in every classroom
Job-embedded professional development opportunities through PLCs
One to one technology
New teacher mentor on campus
High parent engagement and support

Summary of Needs

What were the identified needs?

Lack of higher level resources, curriculum
Lack of enrichment for high achievers
Access to tech programs in timely manner, it takes days to get access to certain programs

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Research and gain insight to higher level resources and programs in order to purchase for students, sustain the project based learning model to enrich student learning experience and increase depth of knowledge

District Processes & Programs

Overall Summary

Global Leadership Academy is focusing on implementing two initiatives: (1) high quality project based learning and (2) developing leaders through the Leader in Me process. A design process rubric is used to ensure that the PBL is "high quality" due to incorporating the 7 Elements of Design. Walkthroughs are conducted regularly and feedback sessions are held weekly to implement effective teaching practices. At the heart of our project based learning initiative is the increase in student achievement, high expectations, and preparing students to be high functioning adults in the world. Therefore, intentional plans including in depth PBL training, curriculum supports and job-embedded professional development is provided to all staff.

GLA provides opportunities for all stakeholders to provide input for improving. Committees such as Site Based Decision Making (SBDM), Campus Leadership Teams, Parent Teacher Organization (PTO) allow stakeholders input for improvement. Additionally, teachers participate in department meetings, PLCs, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department.

Summary of Strengths

What were the identified strengths?

All staff PBL trained through the Buck Institute
Job-embedded PLC to sustain PBL model and Leader in Me
Decreased amount of discipline referrals

Summary of Needs

What were the identified needs?

Continued growth on engaging students in high quality project based learning experiences

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Job embedded professional development to support high-quality, engaging instruction for advanced learners, which will be supported by the PBL model

Perceptions**Overall Summary**

Our campus follows the district safety model of Standard Response Protocol. Prior to Covid we implement monthly safety drills, have access to and observe the campus through multiple security cameras, attend monthly safety meetings, and complete compliance training and continuing education training to support safety. Campus teacher and student surveys indicate our students feel safe at our school. Attendance is a strength on our campus. We have an abundant amount of support from our parents and other stakeholders who are willing to help us in any way that we ask. Our discipline referrals are very near non-existent.

Summary of Strengths

What were the identified strengths?

Safe environment due to vestibules and access points at every entry and on gates
Attendance rate for our campus is on average at 97%
Low discipline incidents and referrals
Parental involvement

Summary of Needs

What were the identified needs?

Safety film or change of doors into classrooms
Door nobs do not stay locked, when pulled up they unlock the door automatically

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Continued communication with the district on safety gaps and continue using the Leader in Me to promote a positive learning environment for students.

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Mathematics

2016-17 Mathematics STAAR Results

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Social Studies

2016-17 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1: High Achievement for All Students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve and monitor supports to positively impact student learning.

Evaluation Data Source(s):

Pre and post assessments
STAAR Data
MAP
Walkthrough Observations

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of project based learning and blended learning to support and reinforce depth of essential standards to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 to May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

At least bi-weekly data discussions during collaborative team meetings. Data includes assessments and student work.
Increase the percentage of all students scoring at the Meets and Masters level to 80%/40% by 2021
Close achievement gaps for our students of color

Reviews

**Formative
Summative**

Resources

Amount	5000
Source	211 Title I
Budget Reference	211
Description	Mentoring Minds ThinkUp! 6080
Amount	6400
Source	289 Title IV
Budget Reference	289
Description	PBL 201, Leadership model with Buck Institute 5400 Peardeck 1000

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for all populations of students. [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, Woozers, Growth, Gaps, etc.]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 to May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

At least bi-weekly data discussions during collaborative team meetings. Data includes assessments and student work.
Increase the percentage of all students, including GT identified students, scoring at the Meets and Masters level to 60%/40% by 2021
Close achievement gaps for our students of color

70% of students will score in the 80th percentile or higher and 30% of students will score in the 61st percentile or higher on MAP by 2021

Reviews

Formative
Summative

Resources

Amount

5000

Source

211 Title I

Budget Reference

211

Description

NWEA Map
Pre, post, formative assessments

Amount

3000

Source

199 General Fund

Budget Reference

199

Description

Pre, post, formative assessments

Strategy/Activity 3

Support and monitor teachers in their growth and development through targeted instructional coaching, weekly feedback sessions, and mentoring.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 to May 2021

Person(s) Responsible/Monitor

Tiffany Swain, Molly Porter (mentor)

Strategy's Expected Result/Impact

Increased student engagement and achievement for all students

Increased teacher capacity and ability to deliver rigorous learning for high student achievement

Reviews

Formative
Summative

Resources

Amount

1000

Source

199 General Fund

Budget Reference

199

Description

Get Better Faster Coaching Model
District Mentoring Program and Training
TTAGS Appraisal System

Strategy/Activity 4

Use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Tiffany Swain, Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tiffany Swain, Principal

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Objective 2:

A well balanced appropriate and aligned curriculum will be provided to ALL students.

Evaluation Data Source(s):

Preassessments, post assessments, formative assessments
MAP
STAAR
Walkthrough Evaluations

Summative Evaluation:

Curriculum 100% aligned to state standards (TEKS);
Instruction aligned to curriculum;
Assessments aligned to instruction/curriculum

Strategy/Activity 1

Utilize standards clarification document with tier 2 and tier 3 teachers to ensure understanding of depth of essential standards

Critical Success Factor(s)CSF 1 - Improve Academic Performance

Timeline

August 2020 through May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

At least bi-weekly data discussions during collaborative team meetings. Data includes assessments and student work.
Increase the percentage of all students, including GT identified students, scoring at the Meets and Masters level to 60%/40% by 2021
Close achievement gaps for our students of color
70% of students will score in the 80th percentile or higher and 30% of students will score in the 61st percentile or higher on MAP by 2021

Reviews

Formative
Summative

Resources

Amount	5000
Source	199 General Fund
Budget Reference	199
Description	Instructional support supplies to support instruction Individual hands on manipulatives and bags to contain supplies

Strategy/Activity 2

Monitor and discuss data through collaborative team meetings after each unit assessment, performance assessments, and MAP test

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 2 - Increase the User of Quality Data to Drive Instruction****Timeline**

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

At least bi-weekly data discussions during collaborative team meetings. Data includes assessments and student work.
Increase the percentage of all students, including GT identified students, scoring at the Meets and Masters level to 60%/40% by 2021
Close achievement gaps for our students of color
70% of students will score in the 80th percentile or higher and 30% of students will score in the 61st percentile or higher on MAP by 2021

Reviews**Formative**
Summative**Resources****Strategy/Activity 3**

Implement TLAC strategies: Right is Right, Everybody Writes, Be Seen Looking, Strong Voice

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 2 - Increase the User of Quality Data to Drive Instruction****Timeline**

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

At least bi-weekly data discussions during collaborative team meetings. Data includes assessments and student work.

Increase the percentage of all students, including GT identified students, scoring at the Meets and Masters level to 60%/40% by 2021
Close achievement gaps for our students of color
70% of students will score in the 80th percentile or higher and 30% of students will score in the 61st percentile or higher on MAP by 2021

Reviews

Formative
Summative

Resources

Objective 3:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

STAAR Results
Student portfolios
Student goal tracking
Student engagement observation
Percentage of school wide engagement in enrichment activities

Summative Evaluation:

Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Provide enrichment through independent learning day Fridays.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 4 - Increased Learning Time

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Supports mastery of essential standards within classrooms
Builds background knowledge for upcoming classroom instruction
Students learn to track their own data and set goals based on data

Reviews

Formative
Summative

Resources

Amount

1000

Source

199 General Fund

Budget Reference

199

Description

Activity supplies

Strategy/Activity 2

Implement an effective, systematic literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Tiffany Swain; Classroom Teachers

Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024.
DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Increase rigor and cognitive demand in student tasks using Fountas and Pinnell Classroom (shared reading, guided reading, interactive read aloud, reading and writing workshop).

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Classroom Teachers/Tiffany Swain

Strategy's Expected Result/Impact

DRA, MAP growth

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Ensure language acquisition instructional strategies PK-12, implementation of ELPS, and provide support to ELs at early grades

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2021 - May 2020

Person(s) Responsible/Monitor

Classroom Teachers
Laura Espinoza, Bilingual Student Achievement Specialist

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Implement a well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 3 - Increase Leadership Effectiveness
	CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide Blended Learning professional development and instruction for early grades literacy.

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Objective 4:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Implement system for identifying GT population within the district

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Increase in GT applications to attend GLA
Services for GT students
Increased identification of GT students

Reviews

Formative
Summative

Resources

Amount	3000
Source	199 General Fund
Budget Reference	199
Description	Testing materials District policies and procedures manual

Strategy/Activity 2

Teachers and students will track data weekly and set goals to increase achievement and to reach the ultimate goal of meets or masters on the STAAR test.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline
August 2020 - May 2021

Person(s) Responsible/Monitor
Tiffany Swain

Strategy's Expected Result/Impact
All students will score in the meets or masters performance indicators on STAAR.

Reviews	
Formative	
Summative	
Resources	
Amount	17000
Source	199 General Fund
Budget Reference	199
Description	ThinkUP! (\$10,000) Instructional materials to support engagement and achievement (\$7000)

Strategy/Activity 3

All students will utilize data folders and set goals after reviewing data from assessments.

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Increased student achievement on STAAR due to intentional goal setting by TEK
College and Career Readiness
Student growth on monitored goal/essential standard

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Prepare students for college and career through leadership development and weekly student conferences to goal set and discuss data trends.

Timeline

August 2020-2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

College and career preparedness
Leadership development for students and teachers
Student created goals will be accomplished

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide early introduction to CTE/STEM/STEAM instruction and provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

STEAM Teacher/Tiffany Swain

Strategy's Expected Result/Impact

Increase the percentage of K-5 students reaching Meets on STAAR Mathematics

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Goal 2: Safe Learning Environment

Maintain a high quality safe learning environment both physical and social emotional for high student achievement.

Performance Objective 1:

Provide professional development to teachers, counselors, staff, students and parents specific to social emotional and trauma informed policies and practices.

Evaluation Data Source(s):

Pre and post surveys for all involved
Discipline referrals
Counseling referrals
ROAR packets
Stay Away Agreements

Summative Evaluation:

Strategy/Activity 1

Monthly SEL tips and researched-based practices will be shared with the staff and parents.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain, April Dudynski

Strategy's Expected Result/Impact

Increased students achievement due to use of researched based trauma informed practices.

Reviews

Formative
Summative

Resources

Amount	4000
Source	199 General Fund
Budget Reference	199
Description	Leader in Me (7 Habits of Highly Effective People) Weekly counseling with individual students, groups, classrooms Counselor lead staff development

Strategy/Activity 2

ROAR program procedures will be followed to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Decrease in prohibited conduct
Counseling sessions regarding the prevention of this conduct will ensure that students are equipped to handle prohibited conduct in an effective manner

Reviews

Formative
Summative

Resources

Source	199 General Fund
Budget Reference	199

Description

Counselor provided instruction

Strategy/Activity 3

Ensure COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources**Strategy/Activity 4**

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], and support efforts to reduce the overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources**Objective 2:**

Provide social-emotional supports and counseling services sufficient to support students' social, emotional, and academic well being and implement a comprehensive school counseling program.

Evaluation Data Source(s):

Teacher retention rate
Community perception
Discipline Data
PBIS Activities

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

Modify counselor intern schedule to allow more time for in class guidance lessons to help students with social and emotional needs.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Decreased discipline data
 Trauma informed practices become part of the daily culture
 Conflict resolution skills for students
 SEL lessons contribute to suicide prevention, violence prevention, and drop out reduction

Reviews

Formative
Summative

Resources

Amount	1000
Source	199 General Fund
Budget Reference	199
Description	SEL and CBT Activity resources Play therapy resources Counselors Corner in PLC room

Strategy/Activity 2

To build an understanding of social & emotional learning and work with student behaviors the campus will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Attend trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Goal 3: Financial Stability

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Allocate campus budget to reach campus goals and provide needed professional development.

Evaluation Data Source(s):

Performance based monitoring
Walkthrough observations
Professional Development Implementation
Classroom Engagement
Community Involvement

Summative Evaluation:

Campus Budget Priorities

Strategy/Activity 1

Use the above data sources to provide necessary professional development in order to maximize achievement of campus goals.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 3 - Increase Leadership Effectiveness
	CSF 5 - Increase Family and Community Engagement
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Leadership development within all students
Deep connections to content
College and career readiness
Citizenship

Reviews

Formative
Summative

Resources

Amount	14000
Source	199 General Fund
Budget Reference	199
Description	7 Habits Training for Leadership Team 4000 PBL Sustained visits 9400 Incentives (includes 7 Habits Ambassador tshirts) 600

Strategy/Activity 2

Maximize grant funding and outside resources to maintain and increase innovation

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 5 - Increase Family and Community Engagement
	CSF 7 - Increase Teacher Quality

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Teacher capacity increases
Student engagement maximized
Project based learning supported through grant funds which would help sustain the model

Reviews

Formative
Summative

Resources

Amount	14050
Description	hydroponic gardening and outdoor space 8900 project based learning supplies/experts 5150

Strategy/Activity 3

Support new teachers through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs,

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Goal 4: Parent and Community Engagement

Expect engagement with families and community for high student achievement

Performance Objective 1:

Parents will be full partners in the education of their children

Evaluation Data Source(s):

Family and community perceptions surveys

Number of parent conferences held and observed results from those conferences

Number of modes of communication used to inform families on how to support their student academic growth

The number of languages in which parent communication is provided

Number of community partners

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 5 - Increase Family and Community Engagement

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Improved relationships community stakeholders and families

Educational support from parents will increase student achievement in all areas

High engagement through community activities that include school personnel

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Parent conferences through Zoom during Covid pandemic.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Relationship building with parents who haven't been able to interact in person with the teacher due to Covid

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Community members will be utilized through the PBL process to visit and reflect with students about their projects.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 5 - Increase Family and Community Engagement

CSF 7 - Increase Teacher Quality

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

College and career readiness
Increased effective communications and critical thinking skills
Teacher capacity increases through this process
Authentic learning for all students

Reviews

Formative
Summative

Resources

Amount	3000
Source	Outside Funding Source
Budget Reference	199
Description	Expert visitation fees

Objective 2:

Expand diversity on our campus through promoting the Global Leadership Academy within the community.

Evaluation Data Source(s):

Applications

Summative Evaluation:

Diversity to meet needs of all student populations

Strategy/Activity 1

Promote our campus within the community by sharing flyers with local business, apartment communities, and through social media. Parents without technology could utilize the public library.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

January 2021-May 2021

Person(s) Responsible/Monitor

Tiffany Swain

Strategy's Expected Result/Impact

Increased applications from diverse populations.

Reviews

Formative
Summative

Resources

Amount	500
Source	199 General Fund
Budget Reference	199
Description	Flyers Technology Event (if possible through Covid restrictions)

2020-21 Campus Improvement Plan

Accountability Rating: C

School Name

J.W. Long Elementary School

Address

300 Creekside Drive
Terrell, Texas 75160

School ID

129906-107

Principal

Lily Dominguez

District Name

Terrell Independent School District

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Lily Dominguez	Principal	Administrator
Trey Lancaster	Assistant Principal	Administrator
Oscar Hinchey	Business Representative	Business Representative
Robert Cervantes	Community Member	Parent
Amanda Way	Kindergarten Teacher	Professional Staff Member
Alyssa Allen	1st Grade Teacher	Professional Staff Member
Jennifer Huggins	4th Grade Teacher	Professional Staff Member
Sara Stroud	Special Education Teacher	Professional Staff Member
Valerie Pardoe	Special Education Aide	Paraprofessional Staff Member
Kimberly Campbell	Counselor	Professional Staff Member
Joann Moore	Delta Kappa Gamma (Kaufman County)	Community Representative

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Mission Statement

The mission of J.W. Long Elementary, a unique and diverse community, is to provide an exceptional learning experience in a safe, nurturing environment; challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

J.W. Long Elementary: We are One Team with One Dream: We will ALL Grow Together

Core Beliefs

Diversity strengthens the community and enriches the fabric of our society.

Learning occurs best in a safe, structured, and nurturing environment.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

J.W. Long Elementary is a minority majority school with a high rate of economically disadvantaged students. The school expects all students to achieve at a high level while nurturing relationships with students, parents, and community.

Demographics

Overall Summary

J. W. Long is comprised of 668 students consisting of the following student demographics: African American - 20.06%, Hispanic - 53.50%, White - 21.12%, Two or More - 5.17%. Student demographics for programs include Limited English Proficiency - 27.36%, Special Education - 11.25%, Gifted and Talented - 2.28%. Other student demographics include: Economically Disadvantaged - 76.44% and At-Risk - 30.09%.

J. W. Long ES has 62 staff members, 44 of which are the professional staff. Currently, there is disproportionality between the percentage of students that represent minority ethnicities and the percentage of teachers that represent those ethnicities as 90% of the teachers are self-reported as White and only 10% of teachers are self-reported as either Hispanic or African American.

Long Elementary will continue its efforts to recruit and retain a more diverse group of teachers to have a proportionate ration between students' population percentage and teacher ethnicities. We provide professional development for teachers and staff to build content and effective instructional strategies and culturally informed classrooms. Our campus will implement aspects of the PBIS program to bring multicultural awareness, bridge gaps, embrace diversity, and create a culture of trust and respect. Along with this, Long Elementary will continue to provide staff development opportunities for teachers and staff to increase teacher capacity and student achievement for all students, focusing on the needs of economically disadvantaged students, EL students, students in Special Education, and other special student populations. The Professional Learning Community (PLC) will model specific strategies for teachers to provide data-driven instruction and address increased student achievement for special populations. Teachers will continue to be held accountable for obtaining their ESL certification to serve the needs of our EL population (over a fourth of our student population is EL) and increase student achievement. A continued effort will be maintained to have staff demographics match student demographics in terms of recruitment.

A focus will be made to provide focused parent support, and training's at the campus level. Long Elementary faculty will communicate regularly with campus stakeholders via messaging systems and social media platforms to share goals and needs, invite stakeholder involvement, and celebrate success. Communication will also include parent training's on school expectations (such as attendance requirements) and state standards in the grade levels served.

Summary of Strengths

What were the identified strengths?

Academic family nights hosted to bring in all families

ELPS training provided for teachers

Content Planning Sessions using data to determine targeted supports needed for small groups

Multiple communication platforms (such as Remind, newsletters, social media, etc.) communicate with all families in multiple languages

Multiple enrichment activities provided to encourage school participation connected to various interests

Summary of Needs

What were the identified needs?

Lack of diversity in teaching staff
Turn-over rate of staff
Additional social and emotional support for students
Campus did not meet all performance objectives targeted in 2018-2019.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance
Develop Teacher Capacity
Support social emotional training for students and teachers

Student Achievement

Overall Summary

The Texas State Accountability ratings for JW Long Elementary school remained the same for the 2020-2021 because the state assessment was not administered in 2019-2020. The performance percentages of all students on STAAR were as follows: Reading: Masters- 16%; Meets-32%; Approaches- 65%. Math: Math: Masters- 13%; Meets-35%; Approaches- 68%.

J. W Long Elementary focuses on increasing student achievement. The specific goals set for 20-21 primarily target increasing the percentage of student at Meets level and meeting projected growth as measured by the STAAR test. These goals are coupled with specific essential actions and focus areas included in a Targeted Improvement Plan which was developed in response to D ratings in Domain I and III of the Texas Accountability System.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, and provide engaging, grade-level appropriate, strong instruction. This includes TEKS analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, and culturally responsive teaching.

J. W. Long targets all staff development activities in order to increase student achievement in all areas. Staff development opportunities are provided on instructional practices, differentiation to meet individual learning needs, and content specific training's. Mentor Peer Teachers have been added and trained to support elementary teachers. Development of a district curriculum is ongoing in order to have access to a scope and sequence geared toward the needs of students. Unit assessments are developed, with teacher input, in order to teach with the end in mind. Administrators and Teachers participate in the Professional Learning Community (PLC) and Collaborative Team Meetings (CTMs) are held on a regular basis to ensure collaboration around the three essentials of high quality instruction and the four questions for student achievement.

High quality instruction is connected to the Multi-Tiered System of Support (MTSS). MTSS documentation is maintained as support is provided to students both academically and behaviorally; teacher commonly developed formative assessments are developed to assess students' progress.

Research-based progress monitoring and adaptive learning programs will be implemented with fidelity. These include the Northwest Education Alliance (NWEA) Measures of Academic Performance (MAP) Diagnostic program, adaptive reading program Smarty Ants for Kinder through 2nd grade, and adaptive reading program Achieve 3000-Kid Biz for 3rd through 5th grade. Additionally, research based progress monitoring systems for Math will include NWEA MAP and adaptive math program WOWZERS. Developmental Reading Assessment (DRA) Edition 2 will be administered to Kinder through Fifth grade students to

track reading levels and performance of all students.

The Language Proficiency Assessment Committee (LPAC) will meet every grading period to track the progress of all English Language Learners. District level checkpoints, unit assessments, and benchmarks will be administered and student performance will be tracked in AWARE and reported. All required state assessments will be administered with fidelity which include STAAR for third through fifth grade and TELPAS, Kinder through Fifth grade. District goals have been set for the campus for STAAR, TELPAS, and NWEA MAP performance. The campus will implement consistent progress monitoring of at-risk students through Student Success Team (SST) meetings. The Student Achievement Leadership Team (SALT) will be utilized to build leadership capacity across the campus. Students will also demonstrate ownership in their academic progress by analyzing their own data through Individual Academic Plans (IAP's).

Summary of Strengths

What were the identified strengths?

Title I Meetings
Parent engagement opportunities

Summary of Needs

What were the identified needs?

Need to increase literacy and improve percentage of students at meets level in reading as measured by STAAR
Student Achievement & Closing the Gap Domain Scores of D
Lack of a solid and systematic Multi-Tiered System of Support
Professional accountability

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Literacy Development

Targeted Professional Development

PLC required products

District Processes & Programs

Overall Summary

J. W. Long utilizes the Student Achievement Leadership Team (SALT), Parent/Teacher Organization, Site-Based-Decision-Making Committee and mentor teachers to provide input and make recommendations for improvement in academics and behavior. The master schedule is crafted for more teacher content planning through CTMs (Collaborative Team Meetings) and increased opportunities for co-teaching support and campus structures allow time for teachers to implement interventions to support accelerated instruction. Our campus implements CHAMPs (correlates to PBIS) and District's Social Emotional Learning (SEL) program to provide training for students in social, emotional, and developmental skills.

Teachers and staff will be trained and utilize a Multi-tiered System of Support - a process for streamlined implementation to address the academic, behavioral and social/emotional needs of students. This includes a Student Success Team (SST) and Response to Intervention (RtI) process for streamlined implementation and progress monitoring of interventions.

Summary of Strengths

What were the identified strengths?

- New Teachers Program
- CTMs progress (See agendas and scoreboards)

Summary of Needs

What were the identified needs?

Needs for a program that helps integrate technology, data and instruction
Early literacy development and increased teachers' capacity
Timely and effective feedback to teachers

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Literacy development.

Get Better Faster Feedback System implementation

Implementation of CHAMPS behavioral program

Perceptions

Overall Summary

J. W. Long Elementary implements consistent practice of Positive Behavior Intervention and Support (PBIS) strategies. Campus celebrations are implemented including teacher and staff recognition's, grade level competitions for attendance, academic progress, and behavior and student recognition for academic progress. Various forms of communication are used to support the improvement of the campus culture and climate including, but not limited to, social media, Remind, newsletters, and campus assemblies.

Family and community involvement is improved through communication using systems such as Remind, social media, our campus website, and newsletters. In order to initiate volunteer support, we utilize our annual Volunteer Round Up, which allows parents and community members to view our campus volunteer opportunities through the year. Planned opportunities for family and community involvement are determined using parental and community input from forums such as surveys, Site-Based-Decision-Making (SBDM) committee, and our annual Title I meeting. Campus opportunities to be hosted include PTO (parent/teacher organization) meetings, parent training's, and family nights focused on literacy, math, and multicultural celebrations. To celebrate our volunteers, we recognize volunteers through our communication systems such as social media,

campus newsletters, and campus website.

Summary of Strengths

What were the identified strengths?

Parent Communication

Numerous Family and community engagement activities.

Summary of Needs

What were the identified needs?

Improve classroom management practices

High percentage of disciplinary referrals

Safety Concerns

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Classroom management training (CHAMPs)

Safety audit and safety systems adjustments

Additional Information

Student Performance Data

Reading

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	108	1369	47	44	61	56	22	20	11	10
	4	126	1427	70	56	56	44	24	19	10	8
	5	135	1506	60	44	75	56	46	34	15	11
2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	116	1392	48	41	68	59	35	30	26	22
	4	94	1468	34	36	60	64	27	29	11	12
	5	124	1500	53	43	71	57	36	29	12	10
2017-18 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	59	1346	26	44	33	56	7	12	3	5
	4	61	1427	38	62	23	38	13	21	6	10
	5	68	1500	32	47	36	53	22	32	9	13

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	64	1402	22	34	42	66	18	28	16	25
	4	50	1443	19	38	31	62	12	24	5	10
	5	64	1487	30	47	34	53	16	25	5	8
American Indian or Alaska Native	3	0									
	4	3									
	5	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	2									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	24	1350	14	58	10	42	3	13	1	4
	4	30	1398	18	60	12	40	2	7	1	3
	5	25	1468	16	64	9	36	7	28	2	8

2018-19 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	26	1308	18	69	8	31	2	8	1	4

	4	21	1477	8	38	13	62	6	29	2	10
	5	27	1498	14	52	13	48	9	33	2	7

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1457	5	22	18	78	12	52	7	30
	4	27	1468	9	33	18	67	8	30	2	7
	5	31	1547	8	26	23	74	13	42	3	10

2018-19 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	21	1468	5	24	16	76	13	62	7	33
	4	21	1532	5	24	16	76	9	43	4	19
	5	26	1544	6	23	20	77	9	35	5	19
Two or More Races	3	2									
	4	5	1384	3	60	2	40	0	0	0	0
	5	9	1508	3	33	6	67	3	33	0	0
Two or More Races	3	5	1384	3	60	2	40	2	40	2	40
	4	2									
	5	5	1504	1	20	4	80	2	40	0	0

2017-18 Reading STAAR Results

Student Group											

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	92	1361	41	45	51	55	15	16	9	10
	4	103	1406	65	63	38	37	12	12	4	4
	5	105	1480	55	52	50	48	27	26	9	9
2018-19 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	89	1368	42	47	47	53	20	22	15	17
	4	74	1448	30	41	44	59	19	26	7	9
	5	93	1492	41	44	52	56	24	26	8	9
2017-18 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1326	20	56	16	44	3	8	1	3
	4	32	1362	27	84	5	16	0	0	0	0
	5	20	1416	15	75	5	25	1	5	0	0
2018-19 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	40	1372	16	40	24	60	6	15	5	13
	4	30	1407	15	50	15	50	4	13	1	3

	5	28	1421	21	75	7	25	0	0	0	0
2017-18 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1236	7	100	0	0	0	0	0	0
	4	12	1353	9	75	3	25	0	0	0	0
	5	9	1406	7	78	2	22	0	0	0	0
2018-19 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1286	8	80	2	20	2	20	1	10
	4	6	1352	5	83	1	17	0	0	0	0
	5	13	1395	11	85	2	15	1	8	0	0

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

				#	%	#	%	#	%	#	%
All Students	4	125	3315	85	68	40	32	18	14	2	2
Hispanic/	4	62	3330	40	65	22	35	10	16	2	3
American Indian or	4	3									
Black or African	4	29	3284	22	76	7	24	4	14	0	0
White	4	26	3323	18	69	8	31	3	12	0	0
Two or More Races	4	5	3429	3	60	2	40	0	0	0	0
Economically	4	102	3238	75	74	27	26	10	10	0	0
Limited English	4	32	3026	29	91	3	9	0	0	0	0
Special Education	4	12	2816	11	92	1	8	1	8	0	0

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	95	3480	49	52	46	48	15	16	2	2
Hispanic/	4	51	3380	29	57	22	43	5	10	2	4
American Indian or	4	0									
Black or African	4	21	3539	10	48	11	52	3	14	0	0
White	4	21	3686	8	38	13	62	7	33	0	0
Two or More Races	4	2									
Economically	4	73	3416	41	56	32	44	9	12	2	3
Limited English	4	30	3292	19	63	11	37	3	10	1	3
Special Education	4	6	2850	6	100	0	0	0	0	0	0

Mathematics

2017-18 Mathematics STAAR Results

Student Group

All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	105	1400	40	38	65	62	22	21	13	12
	4	126	1499	48	38	78	62	40	32	18	14
	5	135	1572	39	29	96	71	58	43	22	16
2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	117	1398	43	37	74	63	33	28	8	7
	4	94	1494	45	48	49	52	25	27	12	13
	5	124	1585	39	31	85	69	52	42	22	18
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	59	1386	23	39	36	61	10	17	5	8
	4	61	1510	20	33	41	67	20	33	7	11
	5	68	1567	19	28	49	72	25	37	12	18
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	65	1403	23	35	42	65	18	28	6	9
	4	50	1485	22	44	28	56	10	20	4	8
	5	64	1607	16	25	48	75	28	44	14	22

American Indian or Alaska Native	3	0									
	4	3									
	5	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	2									
2017-18 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1352	11	50	11	50	2	9	1	5
	4	30	1458	16	53	14	47	7	23	4	13
	5	25	1535	12	48	13	52	10	40	2	8
2018-19 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	26	1319	16	62	10	38	3	12	0	0
	4	21	1485	11	52	10	48	6	29	2	10
	5	27	1536	12	44	15	56	9	33	4	15
2017-18 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1485	5	23	17	77	10	45	7	32

	4	27	1531	8	30	19	70	11	41	6	22
	5	31	1617	5	16	26	84	18	58	7	23
2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	21	1470	3	14	18	86	10	48	2	10
	4	21	1540	10	48	11	52	9	43	6	29
	5	26	1602	7	27	19	73	14	54	4	15
Two or More Races	3	2									
	4	5	1471	2	40	3	60	1	20	0	0
	5	9	1559	2	22	7	78	4	44	0	0
Two or More Races	3	5	1433	1	20	4	80	2	40	0	0
	4	2									
	5	5	1547	2	40	3	60	1	20	0	0
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	90	1396	36	40	54	60	15	17	10	11
	4	103	1478	44	43	59	57	25	24	11	11
	5	105	1553	36	34	69	66	40	38	13	12
2018-19 Mathematics STAAR Results											
Student Group											

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	90	1378	40	44	50	56	20	22	5	6
	4	74	1482	37	50	37	50	17	23	7	9
	5	93	1586	30	32	63	68	36	39	19	20
2017-18 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1368	16	44	20	56	5	14	2	6
	4	32	1441	17	53	15	47	3	9	0	0
	5	20	1494	11	55	9	45	4	20	2	10
2018-19 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	41	1382	18	44	23	56	9	22	3	7
	4	30	1466	16	53	14	47	4	13	1	3
	5	28	1545	11	39	17	61	5	18	1	4
2017-18 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1176	7	100	0	0	0	0	0	0
	4	12	1407	9	75	3	25	2	17	2	17
	5	9	1507	6	67	3	33	3	33	1	11

2018-19 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1307	6	60	4	40	0	0	0	0
	4	6	1360	5	83	1	17	0	0	0	0
	5	13	1493	8	62	5	38	2	15	1	8

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	135	3748	42	31	93	69	40	30	15	11
Hispanic/	5	68	3713	26	38	42	62	18	26	8	12
American Indian or	5	0									
Black or African	5	25	3562	10	40	15	60	3	12	0	0
White	5	32	3952	4	13	28	88	15	47	6	19
Two or More Races	5	9	3723	2	22	7	78	3	33	0	0
Economically	5	105	3691	40	38	65	62	27	26	10	10
Limited English	5	21	3401	15	71	6	29	2	10	1	5
Special Education	5	11	3505	5	45	6	55	2	18	0	0

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	123	3632	46	37	77	63	38	31	10	8
Hispanic/	5	64	3677	24	38	40	63	18	28	8	13
American Indian or	5	2									
Black or African	5	26	3404	13	50	13	50	5	19	0	0
White	5	26	3804	5	19	21	81	15	58	2	8
Two or More Races	5	5	3508	3	60	2	40	0	0	0	0
Economically	5	92	3596	38	41	54	59	27	29	7	8
Limited English	5	28	3398	17	61	11	39	2	7	0	0
Special Education	5	13	3270	8	62	5	38	2	15	1	8

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1: High Achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

NWEA Measure of Academic Progress (MAP); Locally developed unit assessments; Teacher-developed common formative assessments
Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and resources/supplies to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

Targeted Support Strategy

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level by 2021

Reviews

Formative
Summative

Resources**Amount**

44,950

Source

211 Title I

Budget Reference

211

Description

Wowzers- 4,000
Achieve 3000- 16,000
MAP Learned Strategy- 1,800
NWEA MAP assessment- 11,000
Mentoring Minds- Think-it Up Math 11,000
Mentoring Minds- Think-it Up Science 1,150

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

Critical Success Factor(s)**CSF 2 - Increase the User of Quality Data to Drive Instruction****Timeline**

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level by 2021; Blended Learning Data.

Reviews**Formative
Summative****Resources****Source**

211 Title I

Budget Reference

211

Description

NWEA/Map

Strategy/Activity 3

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal

Strategy's Expected Result/Impact

Increased teacher capacity and student performance: Coaching, observation and mentoring logs; increased percentage of teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Align the expectations for the Professional Learning Communities (PLC's) at work process on monitoring student mastery of essential standards to provide intervention and enrichment.

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Targeted Support Strategy

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

High quality of Collaborative Team (CT) products and the cycle of defined autonomy that will increase personalized instruction

Reviews

Formative
Summative

Resources

Strategy/Activity 5

JWL Administrators will use concrete models and Get Better Faster Protocols for observation and feedback to ensure high-yield instructional strategies.

Critical Success Factor(s)CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal

Strategy's Expected Result/Impact

Increased teacher capacity to enhance instructional quality and improve students' performance by tracking of teacher observations, action steps, and growth

Reviews

Formative
Summative

Resources

Amount	500
Source	199 General Fund
Budget Reference	199
Description	Education Service 10 Fees

Strategy/Activity 6

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

Increased teacher capacity to enhance instructional quality and improve students' performance by tracking Professional Development products (JWL Google Classroom) and discussion boards

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Increase student achievement in all areas including academics, extracurricular, and character; STAAR scores will be at district expected target or increase by 10% in the 2021 accountability reporting.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
Targeted Support Strategy

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Increased student achievement

Reviews

Formative
Summative

Resources

Strategy/Activity 8

State assessment scores for reading, math, writing, and science, will be at district expected target or increase by 10% in the 2021 accountability reporting.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Improved accountability

Reviews

Formative
Summative

Resources

Strategy/Activity 9

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Objective 2:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

DRA, NWEA MAP, TELPAS

Summative Evaluation:

Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Increase rigor and cognitive demand in student tasks using Fountas and Pinnell Classroom (shared reading, guided reading, interactive read aloud, reading and writing workshop)

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

Increased reading levels (DRA) and reading comprehension (STAA)

Reviews

Formative

Summative

Resources

Amount	3000
Source	199 General Fund
Budget Reference	199
Description	Phonological and Phonemic Awareness Reading Materials/ Literacy Resources

Strategy/Activity 2

Ensure language acquisition instructional strategies K-5 and provide support to ELs at early grades.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

Increased TELPAS performance; LLI progressions; DRA; MAP, STAAR; EL Exits

Reviews

Formative Summative

Resources

Amount	500
Source	199 General Fund
Budget Reference	199
Description	Student Data Folders

Strategy/Activity 3

Provide interventions to improve the academic performance of students and close literacy achievement gaps

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teachers

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP STAAR

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Streamline the campus Multi-tiered System of support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Counselor

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level by 2021; Blended Learning Data.

Reviews

Formative

Summative

Resources

Strategy/Activity 5

Utilize the district's literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 3 - Increase Leadership Effectiveness
	CSF 7 - Increase Teacher Quality
	Targeted Support Strategy

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 10% by 2024.
DRA, MAP, STAAR

Reviews

**Formative
Summative**

Resources

Amount	25000
Source	211 Title I
Budget Reference	211
Description	Literacy Materials

Objective 3:

Readily and strategically infuse technology in teaching and learning to improve outcomes for all students

Evaluation Data Source(s):

Observation Tracking, MAP, DRA

Summative Evaluation:

MAP, DRA

Strategy/Activity 1

Implement the Blended Learning Pilot program and professional development and instruction for early grades literacy

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; Teacher; BL pilot teachers

Strategy's Expected Result/Impact

Increased data culture and DDI: LLI progressions, DRA, and MAP

Reviews

Formative

Summative

Resources

Objective 4:

Readily and strategically infuse belended technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):

Teacher Walkthroughs

Summative Evaluation:

Student use of technology to enhance learning

Strategy/Activity 1

Provide one-to-one technology for all students and provide professional development and monitoring to ensure coaching and best practices for technology integration.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 4 - Increased Learning Time

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal

Strategy's Expected Result/Impact

Continuity of instruction regardless of student location; student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount	800
Source	199 General Fund
Budget Reference	199
Description	Chromebook chargers
Amount	35000
Source	211 Title I
Budget Reference	211
Description	Chromebooks

Objective 5:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as Special Education, Dyslexia, 504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

T-TAGS instrument, Strive observation forms, JWL Observation Forms

Summative Evaluation:

T-TAGS formal observations

Strategy/Activity 1

Utilize the board adopted T-TAGS instrument to evaluate teachers and campus instructional leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal

Strategy's Expected Result/Impact

Increased percentage of staff at the effective level of performance as measured by T-TAGS

Reviews

Formative

Summative

Resources**Strategy/Activity 2**

Seek out grant funding to support STEAM program

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal; STEAM teacher, Kristi Stacks

Strategy's Expected Result/Impact

Increased percentage of students at Meets and Masters Levels

Reviews

Formative
Summative

Resources

Amount	4,000
Source	Outside Funding Source
Budget Reference	None Specified
Description	TISD Excellence Foundation STEAM/Engineering Grant

Strategy/Activity 3

Provide early introduction to CTE/STEM/STEAM instruction and provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; STEAM Teacher

Strategy's Expected Result/Impact

Increase the percentage of K-5 students reaching Meets on STAAR Mathematics

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal; Trey Lancaster, Assistant Principal

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Amount	10000
Source	211 Title I
Budget Reference	211
Description	Summer Program
Amount	6000
Source	289 Title IV
Budget Reference	289
Description	Summer Program

Strategy/Activity 5

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Goal 2: Safe Learning Environment
Maintain a high quality, safe environment both physical and social emotional for high student achievement

Performance Objective 1:
Provide a safe, clean, and nurturing learning environment

Evaluation Data Source(s):
TxEIS discipline reports, ROAR data, Crisis Referrals

Summative Evaluation:
TxEIS discipline reports

Strategy/Activity 1
Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline
August 2020-June 2021

Person(s) Responsible/Monitor
Campus administrators, faculty & staff, ABM

Strategy's Expected Result/Impact
Low percent of COVID-19 related cases, decreased percentage of exclusionary discipline

Reviews

Formative
Summative

Resources	
Amount	600
Source	199 General Fund
Budget Reference	199

Description

Desk Shield for SpEd Classes

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus administrators; teachers

Strategy's Expected Result/Impact

By June 2021, the percentage of disciplinary office referrals will decrease by 50% compared to the percentage in 2019-2020. Bullying reports, staff and students climate & culture surveys

Reviews

Formative
Summative

Resources**Strategy/Activity 3**

Develop effective safety systems

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus administrators, Crisis intervention team

Strategy's Expected Result/Impact

Decrease percent of safety concerns reported

Reviews

Formative
Summative

Resources

Amount

2000

Source

199 General Fund

Budget Reference

199

Description

Gym Door Exit Alarm/Stand Alone

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Disciplinary referrals reports, student surveys

Summative Evaluation:

Bullying reports, staff and students climate & culture surveys

Strategy/Activity 1

Provide professional development to teachers, counselors, staff, students and parents specific to social/emotional (PBIS; CHAMPS; SEL's lessons, character development) and trauma informed care and practices, crisis intervention, drug education, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036].

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus administrators, counselor

Strategy's Expected Result/Impact

Decreased disciplinary referrals resulting in exclusionary discipline consequences. Bullying reports, staff and students climate & culture surveys

Reviews

Formative
Summative

Resources

Amount	300
Source	State Comp Ed

Strategy/Activity 2

Provide and support counseling services sufficient to support students' social, emotional, and academic well-being and implement a comprehensive school counseling program

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus Administrators; counselor

Strategy's Expected Result/Impact

Counselor's logs; decreased percent of Risk Assessments

Reviews

Formative
Summative

Resources

Amount	200
Source	199 General Fund
Budget Reference	199
Description	Book Study: Hacking School Discipline

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s)CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline
August 2020 - May 2021

Person(s) Responsible/Monitor
Counselor

Strategy's Expected Result/Impact
Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Timeline
August 2020 - May 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Employ district procedures in addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources**Strategy/Activity 6**

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Goal 3: Financial Responsibility and Transparency

Expect transparency and decisions that support long term financial stability for high student achievement

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

CIP formative assessment

Summative Evaluation:

CIP summative assessment

Strategy/Activity 1

Allocate resources to support instructional goals and objectives based on CIP and TIP priorities

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Principal, secretary

Strategy's Expected Result/Impact

Increased student achievement and family and community engagement

Reviews

- Formative
- Summative

Resources

Amount	1200
Source	199 General Fund
Budget Reference	199
Description	Family and Community Engagement

Strategy/Activity 2

Report and maintain accurate PEIMS data through training and follow-up supports for all staff and auxiliary staff

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 5 - Increase Family and Community Engagement

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus Administrators; PEIMS specialist, Brandi Soto

Strategy's Expected Result/Impact

Increased student achievement

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Incentivize students' attendance and communicate with families frequently and accurately regarding students' attendance

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus administrators

Strategy's Expected Result/Impact

Increased attendance and student enrollment

Reviews

Formative
Summative

Resources

Amount

1000

Source

199 General Fund

Budget Reference

199

Description

Student Incentives

Strategy/Activity 4

Decrease teacher turnover rate from 10% to 5%

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus Administrators

Strategy's Expected Result/Impact

Decreased teacher turnover

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Utilized district's automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus Administrators

Strategy's Expected Result/Impact

Clean data and time efficient procedures

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Participate in recruiting events such as attending/hosting job fairs, virtual interviews as necessary and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Administrators

Strategy's Expected Result/Impact

Quality and diverse hires

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Support beginning teacher growth through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Lily Dominguez, Principal

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Goal 4: Parent and Community Engagement
Expect engagement with families and communities for high student achievement

Performance Objective 1:
Parents will be full partners in the education of their children

Evaluation Data Source(s):
Family and community perception surveys
Family engagement events' attendance
Communication Methods Reports
Site-Based Decision Making (SBDM) Committee Agendas

Summative Evaluation:
Family and community perception surveys

Strategy/Activity 1
Communicate frequently and accurately with all stakeholders via campus designed means of communication (e.i., grade level newsletters and Remind messaging) and social media (e.i., Website, digital calendar, and Facebook)

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 5 - Increase Family and Community Engagement

Timeline
August 2020-June 2021

Person(s) Responsible/Monitor
Campus Administrators; Campus Key Communicator (Robyn Hedke)

Strategy's Expected Result/Impact
Increased family and community engagement.

Reviews

Summative

Resources

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Family engagement surveys
SBDM committee meetings agendas and minutes
Volunteer reports

Summative Evaluation:

Family engagement surveys
SBDM committee meetings agendas and minutes
Volunteer reports

Strategy/Activity 1

Increased participation of ethnically diverse members in the SBDM committee

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**
CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus administrators

Strategy's Expected Result/Impact

Increased diversity representation in decision making processes

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide opportunities for community involvement including volunteer training, special event programs, etc.

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Campus Administrators; teachers; PTO

Strategy's Expected Result/Impact

Increased family and community engagement

Reviews

Formative
Summative

Resources

Amount	1200
Source	199 General Fund
Budget Reference	199
Description	Family and Community Engagement Activities

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	PERNELL ISD	Campus Name	J.W. LONG ELEMENTARY	Superintendent	DR. GEDRIGNEANNE WARNOCK	Principal	LILY DOMINGUEZ
District Number	329906	Campus Number	000000007	District Coordinator of School Improvement (DCSI)	JULIE FISHER	ESC Number	10
Is this a Turnaround Implementation Plan?	NO	What Year was the TAP first implemented?		Was TAP implementation Ordered or Voluntary?	ORDERED	ESC Support	N/A
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					JULIE FISHER, 8/25/2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					DR. MELANIE MAGEE, 8/25/2020	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					LILY DOMINGUEZ, 8/25/2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2018-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						http://connect.ksa.k12.mo.us/taap/2021/Data.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: STAAR scores will increase by 10% or higher at the Meets level as measured by the 2021 STAAR accountability reporting. READING -The percentage of all 3rd grade students at the Meets level in Reading will increase from 33% (2018-2019) to 43% by June of 2021. -The percentage all 4th grade students at the Meets level in Reading will increase from 33% (2018-2019) to 43% by June of 2021. -The percentage all 5th grade students at the Meets level in Reading will increase from 31% (2018-2019) to 41% by June of 2021. MATH -The percentage of all 3rd grade students at the Meets level in Math will increase from 30% (2018-2019) to 40% by June of 2021. -The percentage all 4th grade students at the Meets level in Reading will increase from 31% (2018-2019) to 41% by June of 2021. -The percentage all 5th grade students at the Meets level in Reading will increase from 44% (2018-2019) to 54% by June of 2021. Domain 2: -By 2021, the percentage of EL students who meet their academic growth for one year will increase from 68% (2018-2019) to 78% as measured by the STAAR tests for all subjects. -By 2021, the percentage of African American students who meet their academic growth for one year will increase from 73% (2018-2019) to 83% as measured by the STAAR tests for all subjects. Domain 3: -By 2021, the percentage of African Americans at Meets level will increase from 23% (2018-2019) to 33% as measured by the STAAR tests for all subjects. -By 2021, the percentage of EL students at Meets level will increase from 25% (2018-2019) to 35% as measured by the STAAR tests for all subjects. Rationale: Our campus vision states that ALL of our students will grow. Our mission is to provide a safe, nurturing, rigorous, engaging environment for the success of all students. In fulfilling our vision, we have a 5-year strategic plan. The plan's goal is that by 2025-2026 100% of our students will achieve "Meets" level in reading and math			
	What changes in student group and subject performance are included in these goals?			Domain 1: 10 % Increase at Meets level Domain 2B: 10 % increase in projected growth attainment for the EL and AA populations Domain 3: 10% increase at Meets level for the EL and AA populations			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			N/A			
CAMPUS FOCUS AREAS							
Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.							
Essential Action				Implementation Level (1 - Not Yet Started - 5 - Fully implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				3 - Planning for implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Planning for implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3 - Planning for implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3 - Planning for implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial implementation			
5.3 Data-driven instruction.				2 - Beginning implementation			
PRIORITIZED FOCUS AREAS							

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasest.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the DSF located here: <https://texasest.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	3.1	2.1
Rationale	5.3 Data Driven Instruction The data culture is still developing. There is a lack of common understanding of what a Professional Learning Community is and how Collaborative Team Meetings (CTM) can be more effective when disaggregating data. The data meetings lacked a focus on the assessment component and how teams can use common assessments to continue the PLC cycle.	3.1 Compelling and aligned vision There has been no revision to campus vision, mission, goals and values in several years. Teachers are not familiar with the vision of the campus. The mission, vision, goals, and values are important in creating a unified purpose for members of the learning community. The lack of common language and a road map for where we, as a team, would like to take our students contributed to high disciplinary and social-emotional issues that impede learning.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. The campus CT conducted the root cause analysis for students' performance in domains 1 and 2. Lack of teacher instructional and management capacity was identified as one of the causes. In order to support instructional leadership to enable teachers self-efficacy and autonomy the TIP will focus on area 2.1.
How will the campus build capacity in this area? Who will you partner with?	Teachers have been organized in Collaborative teams and time has been allotted for their meetings. During the meeting, teachers will: Self-assess Collaborative Team's PLC development Create norms for team effectiveness Follow PLC cycle CTM Part 1 CTM Part 2 Use a vertical alignment to identify essential skills Create products as evidence for each component of the PLC cycle	Stakeholders collaboratively develop vision, mission, goals and values to create ownership in the purpose of the school so that everyone is working together in increasing student learning, growth, and achievement. SALT Team Agendas Vision Statement Development WL Learner Outcomes RWL Educator Outcomes	Teacher capacity-building strategies that will be implemented in partnership with the TISD Department of Leading and Learning are as follows: Walkthroughs to Grow TTAGS Implementation (TISD Teacher Evaluation System) Get Better Faster Feedback Model Peer observation and Feedback System Data Obtained from Walkthroughs and peer observations will be used to guide PD sessions during Learning Meetings after school. Throughout the year there will be Professional Learning opportunities providing teacher's choice and vertical alignment (Based on individual expertise and PD needs).
Barriers to Address throughout this year	Expectation that teachers come prepared to weekly data meetings with student work. Administrator's consistency in providing feedback on products created by Collaborative Teams	Consistency in reinforcing the learner and educator outcomes and aligning them with all decisions made in the classroom and at the campus level	Time constraints
How will you communicate these priorities to your stakeholders? How will create buy-in?	Time allotted to provide training and support to teachers for the implementation of all strategies. Team leads and mentor teachers have helped in communicating expectations as well as facilitating collaboration. The concept of defined autonomy has been shared and emphasized allowing teams to understand what we hold tight and what we hold loose.	Faculty and staff were trained at the beginning of the year. Leading Our School Teams created goals based on Reading MAP (Winter 2019) Data.	Time allotted to provide training and support to teachers for the implementation TIP 1 Meeting CTT BOY, MOY and EOY Meetings
Desired Annual Outcome	70% of students will be at Meets level as measured by Unit assessments and commonly designed formative assessment.	By the end of 20-21, discipline referrals will decrease by 50% compared to the 19-20 referrals percentage. By the end of 20-21 100% of all the teams will meet their MAP growth goal as measured by the 20-21 Spring Reading Assessment	By the end of 20-21, 70% of JWL teachers will be rated as efficient in the TTAG
District Commitment Theory of Action	If teachers are able to unpack learning standards including the "know" and "shows", then students ability to think critical will be enhanced and their performance will increase.	If all stakeholders utilize a common language for vision and mission, our learner and educator outcomes will be evident in the school culture then discipline referrals will decrease by 50%.	If teachers received timely and effective feedback based on campus instructional and management priorities then teachers instructional leadership capacity and student performance will increase (See performance goals in the Data Analysis Section)

CYCLE 1 90-DAY OUTCOMES (August - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	3.1	2.1
Desired Annual Outcome	70% of students will be at Meets level as measured by Unit assessments and commonly designed Formative assessment.	-By the end of 20-21, discipline referrals will decrease by 50% compared to the 19-20 referrals percentage. By the end of 20-21 100% of all the teams will meet their MAP growth goal as measured by the 20-21 Spring Reading Assessment	By the end of 20-21, 70% of JWL teachers will be rated as efficient in the TTAGS domains 1.1 (Teacher knowledge and expertise) 2.2 (Classroom Management), and 1.6 (Monitor and Adjust)
Desired 90-day Outcome	30% of students will be at Meets level in reading and math as measured by Unit Assessments and designed Formative Assessments	30 % of district's SEL lessons will be implemented. 15 % in office referrals that result in exclusionary discipline consequences	40% of teachers will be rated as efficient will be rated as efficient in the TTAG domains 1.1. (Teacher knowledge and expertise) 2.2. (Classroom Management), and 1.6 (Monitor and Adjust)
Barriers to Address During this Cycle	Lack of teacher's capacity to design valid and accurate formative assessments to measure students' progress.	-Lack of SEL curriculum -SEL curriculum implemented with fidelity	-Mindsets -Lack of expertise to develop effective exemplars to monitor and adjust
District Actions for this Cycle	-Review formative classroom assessments and provide feedback to teachers to ensure alignment with standards.	-Implementation of the district's designed SEL curriculum including the pacing guide -SEL implementation defined autonomy: Time and expectation for lesson delivery	-Teach Like a Champion Implementation -Get Better Faster Implementation
District Commitment Theory of Action	If teachers are able to unpack learning standards including the "know" and "shows", then students ability to think critical will be enhanced and their performance will increase.	-If all stakeholders utilize a common language for vision and mission, our learner and educator outcomes will be evident in the school culture then discipline referrals will decrease by 50%.	If teachers received timely and effective feedback based on campus instructional and management priorities then teachers instructional leadership capacity and student performance will increase (See performance goals in the Data Analysis Section)

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Collaborative Team Meetings (CTMs) Training	5.3	August	Defined Autonomy Presentations CTMs Presentations	Administrators	PD Agendas PPT Presentations Sign-in sheets	August, 2020	Met	
CTM Facilitation Data CTMs, Examining Assessments	5.3	August-November	CTMs Protocols	Administrators Team Leads Teachers	CTM Calendar CTM Agendas	November, 2020	Some Progress	
Team Developed Widely Important Goals and Lead Measure Tracking Boards	5.3	August-November	4 Disciplines of Exclusion Training	Administrators Team Leads Teachers	Team Goals	November, 2020	Significant Progress	
Collaboratively developed Vision Statement, JWL Learner Outcomes and Educator Outcomes Vision and outcomes shared with the community during Morning Announcements	3.1	August-November	PBIS/CHAMPS	Administrators Counselors Teachers	SALT Agendas Posters	November, 2020	Met	

Implementation of Campus-Wide Behavior Management System and SEL curriculum	1.1	August-November	District-designed SEL curriculum CHAMPS posters	Administrators Counselors Teachers	SEL Pacing Guide Morning announcements calendar	November, 2020	Some Progress	
Teach Like a Champion training	2.1	August-November	District Training Resources	Administrators Teachers	Training WL Observation Form	November, 2020	Some Progress	
Get Better Faster (GBF) Observation and Feedback Cycle	2.1	August-November	Get Better Faster (GBF) Materials GBF Observation	Administrators Coaches	WL Observation Forms	November, 2020	Some Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Carryover Action Steps

New Action Steps

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?

2020-21 Campus Improvement Plan

Accountability Rating: B

School Name

Gilbert Willie Sr. Elementary

Address

1400 South Rockwall Street
Terrell, Texas 75160

School ID

129-906-108

Principal

Alexis Dennis

District Name

Terrell Independent School District

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Alexis Dennis	Principal	Administrator
Elenor Green	Assistant Principal	Administrator
Kelly Kilpatrick	Counselor	Counselor
Jennifer Limerick	4th grade Teacher	Classroom Teacher
Megan Inglis	Kinder Teacher	Classroom Teacher
Victoria Sumners	First Grade Teacher	Classroom Teacher
Valerie Williams	3rd Grade Teacher	Classroom Teacher
Kendi Womack	2nd Grade Teacher	Classroom Teacher
Shannan Singletary	5th Grade Teacher	Classroom Teacher
Sandra Washington	SPED Teacher	Classroom Teacher
Pat Walker	Specials Teacher	Specials Teacher
Sandra Bustos	Secretary	Paraprofessional
Lacey Jaeckle	Parent	Parent
	Community Member	Community Member

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Mission Statement

Gilbert Willie Sr. Elementary School, a Terrell ISD campus, is a unique community of unique, diverse people, whose mission is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.

Diversity strengthens the community and enriches the fabric of our society.

It is the responsibility of the entire community to partner in the educational process.

Learning occurs best in a safe, structured, and nurturing environment.

Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

Everyone is a teacher, and everyone is a learner.

We learn with and through others.

Effort, strategy, and help improve achievement.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Overall need include a continued push to increase student performance by ensuring all students grow, bring diversity to staff, increase social and emotional supports to minimize inappropriate students behaviors, and enhance the playground to provide experiences for all grade levels K-5 as well as adaptive equipment for our special populations.

Demographics

Overall Summary

Gilbert Willie Elementary is comprised of the following student demographics: African American -23.1%, Hispanic - 48.9%, White - 22.5%, American Indian - .1%, Asian - .0%, Two or More 4.9%. Student demographics for programs include: English as a Second Language - 28.8%, Special Education - 9.33%, Gifted and Talented - 4.25%. Other student demographics include: Economically Disadvantaged- 84.8% and At Risk- 50.5%.

Gilbert Willie Elementary will provide professional development for teachers and staff to build effective content specific instructional strategies focused on the needs of the students. Our campus will continue the Great Expectations character development program that focuses on highlighting life principles that students can use in the school setting and daily life. Social-emotional learning skills will be implemented by the school counselor and teachers. Staff will be trained in Bridges Out of Poverty strategies that embrace multicultural awareness and diversity. As a campus we will capture the heart of our students so that we can capture their mind. Staff development opportunities for teachers and staff will be provided in order to increase student achievement for all students in all areas. The needs of economically disadvantaged students, EL students, and other special student populations will be addressed during weekly Professional Learning Community meetings. Teachers will continue to be held accountable to obtain their ESL certification in order to serve the needs of our EL population. In terms of recruitment, a continued effort will be maintained to have staff demographics match student demographics. Several staff campus committees will be implemented to build a voice among all staff members. New to Terrell Teacher Orientation and the TIGER Academy for beginning teachers will be implemented for new staff members so they can transition to their campus and have the support needed to be successful. Student clubs and student organizations will also be implemented so students have an opportunity to build their strengths focus on their modalities of learning.

Summary of Strengths

What were the identified strengths?

Increased number of ESL certified teachers

Collaborative planning and data PLCs to focus on the needs of our special populations

Increased number of home visits for students who are experiencing attendance issues.

ELPS training

Diversity Awareness training

Summary of Needs

What were the identified needs?

Student attendance rates are low

Need for additional social and emotional support for students

High turn-over rate for staff

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Using MAP data to determine interventions and enrichment opportunities.

Increase usage of Rosetta Stone and ELPS for EL students

Student Achievement

Overall Summary

To maintain and increase student achievement, Gilbert Willie, Sr. Elementary will continue to build the capacity of their staff members by providing ongoing staff development on specific TEKS based strategies through PLCs and provide guidance on how to utilize and disaggregate student data. Student Achievement Coordinators will lead curriculum planning PLC's to guide teachers to plan effectively for the delivery of instruction. Furthermore, staff development highlighting best practices, as referenced in the T-TESS rubric for instruction, will be reinforced and refined through documented walkthroughs and follow up meeting with teachers and staff.

Research-based progress monitoring and adaptive learning programs will be implemented with fidelity. These include the Northwest Education Alliance (NWEA) Measures of Academic Performance (MAP) Diagnostic program, adaptive reading program Smarty Ants for Kinder through 2nd grade, and adaptive reading program Achieve 3000-Kid Biz for 3rd through 5th grade. Additionally, research based progress monitoring systems for Math will include NWEA MAP and adaptive math program WOWZERS. Developmental Reading Assessment (DRA) Edition 2 will be administered to Kinder through Fifth grade students to track reading levels and performance of all students.

Additionally, the Language Proficiency Assessment Committee (LPAC) will meet every grading period to track the progress of all English Language Learners. District level checkpoints, unit assessments, and benchmarks will be administered and student performance will be tracked in AWARE and reported. All required state assessments will be administered with fidelity which include-STAAR for third through fifth grade and TELPAS, Kinder through Fifth grade. District goals have been set for the campus for STAAR, TELPAS, and NWEA MAP performance. The campus will implement consistent progress monitoring of at-risk students through Student Success Team (SST) meetings. The Student Achievement Leadership Team (SALT) will be utilized to build leadership capacity across the campus. Students will also demonstrate ownership in their academic progress by analyzing their own data through Individual Academic Plans (IAP's). As a campus, we will develop a reading culture by implementing a mandatory weekly Library time for all grade levels. Additionally, we will be using an incentive-based reading program, establishing book clubs, guided reading, and participating in academic focused initiatives throughout the year, such as Family Literacy Night, Book it Pizza Hut Reading Program, Math/Science Night, Parent Teacher Organization Meetings, Title I Meetings, parent training's, and collaborating with the Hulsey Public Library for literacy events. We will continue building resource libraries and providing staff development to support instruction. The master schedule has an intentional instructional allotment requirements, including a Tiger Time intervention program within the instructional day. Before and after school tutoring will also be implemented to meet the needs of struggling learners.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction. This includes TEKS analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Summary of Strengths

What were the identified strengths?

Use of AWARE and MAP data to drive instruction

Continue emphasis on sustaining a campus culture of reading.

Number of Teachers who are ELS certified

Number of Teachers who are GT certified

Campus Walkthroughs

Three academic distinctions on STAAR 2018-2019 results- Reading, Math, and closing the gaps.

Intentional and purposeful staff development plan.

Fountas and Pinnell literacy resources.

Summary of Needs

What were the identified needs?

Writing STAAR scores are below the state average passing rate

Need to increase digital fluency amongst students

Ensure implementation of MTSS process (Tiered system)

Student growth in all subject areas

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Early literacy

Blended learning and digital fluency

Professional learning Committee to increase teacher capacity

District Processes & Programs

Overall Summary

GWE will utilize our Student Achievement Leadership Team (SALT), Parent/Teacher Organization (PTO), Site Based Decision Making Committee (SBDM) and mentor teachers to provide input and make recommendations for improvement in academics and behavior. The master schedule will be crafted to allow for more teacher content planning through Professional Learning Communities (PLC) and increased opportunities for co-teaching support; campus structures will allow time for teachers to implement interventions to support accelerated instruction during the school day. Great Expectations (GE) program will focus on strategies to help students in social, emotional, and developmental skills. The counselor continues to provide group and individual counseling sessions, as well as character training. Teachers and staff will be trained and utilize a Multi-tiered System of Support (MSST) to address the academic, behavioral and social/emotional needs of students. This includes a Student Success Team (SST) and Response to Intervention (RtI) process for streamlined implementation and progress monitoring of interventions. Campus committees will be utilized to implement goals and keep communication clear and updated.

Additionally, GWE houses the special education life-skills population and adaptive equipment is needed to address their playground needs. The overall playgrounds needs to be adapted to provide play equipment for all age groups K-5.

Summary of Strengths

What were the identified strengths?

Weekly bulletin keeps staff updated on important information and dates

Site Based Decision Making Team (SBDM)

Recognition of Students of Character monthly

Student Achievement Leadership Teams (SALT)

Elementary master schedules support consistency across campuses

Campus communications to all stakeholders

Summary of Needs

What were the identified needs?

The need to collaborate across grade levels and create a seamless entity, rather than isolated teams for all student populations (EL, GT, SPED, ECO-DIS).

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Deepen content and data understanding with teachers

Address academic needs of all student populations

Perceptions

Overall Summary

Gilbert Willie Sr. Elementary family and community involvement will be improved through communication using systems such as Remind, social media, campus website, Parent Teacher Organization (PTO) meetings, and family/community nights. In order to initiate volunteer support, we will encourage parents to become volunteers through the district volunteer program. This will allow parents and community members to view our campus volunteer opportunities through the year. Top volunteers will be recognized at the end of the year. Planned opportunities for family and community involvement will be determined using parental and community input from forums such as surveys, Site Based Decision Making (SBDM) committee, and our annual Title I meeting. Campus opportunities to be hosted include PTO meetings, parent training's, and family nights focused on literacy, math, and multicultural celebrations. To celebrate our volunteers, we will recognize volunteers through our communication systems such as social media, campus newsletters, and campus website. Staff will initiate positive, consistent parent contact and keep logs of communications with parents. A mandatory parent conference will be held in the Fall, Spring and end of year. Community partnerships will be incorporated to help with campus needs.

Summary of Strengths

What were the identified strengths?

Communication from the school sent in English and Spanish

Facebook, Remind communication and parent conferences

GWE page on TISD website

Universal breakfast program

Parent portal/Remind messenger

Annual Title 1 Meeting

Summary of Needs

What were the identified needs?

Based on 2019 campus needs assessment, 65% of parents attended school functions.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Funds will be used to supplement efforts in increasing balanced literacy, digital/technology literacy, provide social, emotional, physical supports, and increase student achievement in all areas

Additional Information

Student Performance Data

Reading

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	127	1412	37	29	90	71	41	32	23	18
	4	106	1433	61	58	45	42	24	23	11	10
	5	120	1513	49	41	71	59	38	32	17	14
2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	102	1431	21	21	81	79	42	41	22	22
	4	128	1505	38	30	90	70	47	37	28	22
	5	110	1490	54	49	56	51	24	22	14	13
2017-18 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	64	1395	19	30	45	70	17	27	9	14
	4	60	1451	31	52	29	48	14	23	7	12
	5	58	1520	23	40	35	60	17	29	10	17

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	42	1439	9	21	33	79	19	45	7	17
	4	72	1511	20	28	52	72	30	42	17	24
	5	63	1499	29	46	34	54	15	24	11	17
American Indian or Alaska Native	3	1									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	1									
	5	0									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	34	1412	11	32	23	68	12	35	6	18
	4	24	1382	17	71	7	29	3	13	1	4
	5	32	1455	19	59	13	41	6	19	1	3

2018-19 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	29	1406	6	21	23	79	9	31	7	24

	4	29	1483	10	34	19	66	7	24	6	21
	5	27	1463	17	63	10	37	4	15	2	7

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	24	1481	4	17	20	83	11	46	8	33
	4	16	1453	8	50	8	50	6	38	3	19
	5	28	1562	7	25	21	75	14	50	6	21

2018-19 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1436	5	19	22	81	12	44	7	26
	4	22	1494	8	36	14	64	7	32	3	14
	5	14	1499	6	43	8	57	4	29	1	7
Two or More Races	3	3									
	4	5	1366	5	100	0	0	0	0	0	0
	5	0									
Two or More Races	3	3									
	4	4									
	5	4									

2017-18 Reading STAAR Results

Student Group											

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	111	1405	35	32	76	68	35	32	18	16
	4	79	1409	51	65	28	35	13	16	4	5
	5	100	1499	45	45	55	55	28	28	11	11

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	82	1423	17	21	65	79	30	37	15	18
	4	109	1509	31	28	78	72	41	38	25	23
	5	92	1479	50	54	42	46	18	20	11	12

2017-18 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	38	1344	16	42	22	58	5	13	2	5
	4	31	1387	22	71	9	29	2	6	0	0
	5	24	1418	16	67	8	33	2	8	0	0

2018-19 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	25	1391	8	32	17	68	6	24	2	8
	4	41	1457	16	39	25	61	11	27	3	7

	5	33	1430	22	67	11	33	3	9	1	3
2017-18 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1264	7	70	3	30	0	0	0	0
	4	4									
	5	10	1387	9	90	1	10	0	0	0	0
2018-19 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1287	2	40	3	60	0	0	0	0
	4	11	1339	9	82	2	18	0	0	0	0
	5	3									

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

				#	%	#	%	#	%	#	%
All Students	4	107	3359	72	67	35	33	16	15	4	4
Hispanic/	4	60	3442	37	62	23	38	9	15	4	7
American Indian or	4	0									
Black or African	4	24	3186	20	83	4	17	2	8	0	0
White	4	17	3337	10	59	7	41	5	29	0	0
Two or More Races	4	5	3258	4	80	1	20	0	0	0	0
Economically	4	80	3253	60	75	20	25	7	9	1	1
Limited English	4	31	3203	24	77	7	23	1	3	0	0
Special Education	4	4									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	128	3649	53	41	75	59	35	27	13	10
Hispanic/	4	72	3694	29	40	43	60	23	32	10	14
American Indian or	4	1									
Black or African	4	29	3548	13	45	16	55	6	21	2	7
White	4	22	3588	10	45	12	55	5	23	1	5
Two or More Races	4	4									
Economically	4	109	3652	45	41	64	59	31	28	11	10
Limited English	4	41	3426	24	59	17	41	4	10	1	2
Special Education	4	11	2869	11	100	0	0	0	0	0	0

Mathematics

2017-18 Mathematics STAAR Results

Student Group

All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	127	1455	36	28	91	72	55	43	26	20
	4	104	1482	46	44	58	56	23	22	10	10
	5	120	1602	29	24	91	76	60	50	20	17
2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	102	1478	22	22	80	78	55	54	25	25
	4	128	1565	34	27	94	73	54	42	36	28
	5	111	1597	33	30	78	70	51	46	26	23
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	64	1470	13	20	51	80	30	47	15	23
	4	60	1494	25	42	35	58	16	27	8	13
	5	58	1614	13	22	45	78	29	50	12	21
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	42	1491	6	14	36	86	25	60	10	24
	4	72	1584	15	21	57	79	33	46	24	33
	5	64	1620	17	27	47	73	35	55	18	28

American Indian or Alaska Native	3	1									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	1									
	5	0									
2017-18 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	34	1416	14	41	20	59	11	32	3	9
	4	23	1423	14	61	9	39	2	9	1	4
	5	32	1556	11	34	21	66	11	34	2	6
2018-19 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	29	1443	9	31	20	69	12	41	6	21
	4	29	1519	11	38	18	62	10	34	3	10
	5	27	1516	13	48	14	52	4	15	2	7
2017-18 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	24	1497	5	21	19	79	14	58	8	33

	4	15	1500	5	33	10	67	3	20	1	7
	5	28	1628	5	18	23	82	19	68	5	18
2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1488	7	26	20	74	16	59	7	26
	4	22	1565	7	32	15	68	9	41	8	36
	5	14	1622	2	14	12	86	7	50	5	36
Two or More Races	3	3									
	4	5	1512	2	40	3	60	1	20	0	0
	5	0									
Two or More Races	3	3									
	4	4									
	5	4									
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	111	1447	33	30	78	70	45	41	21	19
	4	77	1465	36	47	41	53	13	17	5	6
	5	100	1597	26	26	74	74	50	50	15	15
2018-19 Mathematics STAAR Results											
Student Group											

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	82	1471	17	21	65	79	42	51	16	20
	4	109	1569	27	25	82	75	48	44	31	28
	5	93	1585	29	31	64	69	41	44	19	20
2017-18 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	38	1433	11	29	27	71	13	34	5	13
	4	31	1436	17	55	14	45	3	10	1	3
	5	24	1534	10	42	14	58	5	21	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	25	1444	6	24	19	76	11	44	3	12
	4	41	1529	12	29	29	71	11	27	9	22
	5	34	1557	15	44	19	56	13	38	3	9
2017-18 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1305	8	80	2	20	1	10	1	10
	4	4									
	5	10	1515	5	50	5	50	1	10	0	0

2018-19 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1334	4	80	1	20	1	20	0	0
	4	11	1400	8	73	3	27	1	9	0	0
	5	3									

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	119	3726	39	33	80	67	38	32	14	12
Hispanic/	5	58	3709	21	36	37	64	16	28	7	12
American Indian or	5	0									
Black or African	5	31	3503	15	48	16	52	5	16	0	0
White	5	28	3999	3	11	25	89	17	61	7	25
Two or More Races	5	0									
Economically	5	96	3674	34	35	62	65	27	28	9	9
Limited English	5	23	3344	16	70	7	30	1	4	0	0
Special Education	5	7	3283	5	71	2	29	0	0	0	0

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	112	3687	43	38	69	62	31	28	11	10
Hispanic/	5	64	3767	22	34	42	66	20	31	10	16
American Indian or	5	0									
Black or African	5	28	3462	15	54	13	46	4	14	0	0
White	5	14	3839	3	21	11	79	7	50	1	7
Two or More Races	5	4									
Economically	5	93	3641	39	42	54	58	23	25	8	9
Limited English	5	34	3479	18	53	16	47	3	9	0	0
Special Education	5	3									

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1: High Achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning.

Evaluation Data Source(s):

Walkthroughs, PLC, Professional development, Evaluations, coaching sessions.

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level
Close the achievement gaps for our AA student population

Reviews

Formative

Summative**Resources**

Amount	18,010.17
Source	211 Title I
Budget Reference	211
Description	NWEA - MAP 8,674.25 NWEA - MAP w/ extension 9,335.92
Amount	4,000.00
Source	211 Title I
Budget Reference	211
Description	WOWZER Math
Amount	11,670.33
Source	211 Title I
Budget Reference	211
Description	Mentoring Minds 8,689.45 Mentoring Minds - Math elect. add-on 1,830.00 Mentoring Minds - Science elect. add-on 1,150.88
Amount	15,767.40
Source	211 Title I
Budget Reference	211
Description	Smarty Ants-KID BIZ (Achieve 3000)
Amount	10000
Source	424 IMA
Budget Reference	425

Description

Social Studies Weekly, Stemscopes, HMH, Go Math

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

Beginning, Middle, End of Year

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level
Close the achievement gaps for our AA student population
% of growth increase for all students
Teachers have a deeper understanding of utilizing data

Reviews

Formative
Summative

Resources**Strategy/Activity 3**

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Increased student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) **CSF 7 - Increase Teacher Quality**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Align the expectations for the Professional Learning Communities (PLC's) at Work process to focus on monitoring student mastery of essential standards to provide intervention and enrichment.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Collaborative Team products and the cycle of defined autonomy to increase the effectiveness of classroom instruction and increase student performance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Create and monitor common language for instructional and behavioral practices school-wide

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

September 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps and growth

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 6 - Improve School Climate****Timeline**

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Response of diverse populations to instruction and interactions at school.

Reviews**Formative****Summative****Resources****Strategy/Activity 9**

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 3 - Increase Leadership Effectiveness****Timeline**

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Objective 2:
Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):
MAP, TELPAS, STAAR

Summative Evaluation:
Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1
Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Alexis Dennis, Principal
Elenor Green, Assistant Principal
Reading Interventionist

Strategy's Expected Result/Impact
Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Amount	67,000.00

Source

211 Title I

Budget Reference

211

Description

Reading Inter

Strategy/Activity 2

Ensure language acquisition instructional strategies, implementation of ELPS, and provide support to ELs at early grades.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2021 - May 2020

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative

Summative

Resources

Strategy/Activity 3

Follow the district level, Multi-Tiered system of support providing targeted interventions to struggling students in both academic and behavioral areas of needs.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Bilingual paraprofessionals will assist in serving the needs of English Learner students

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

English language acquisition.

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Follow the district's literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline
July 2020 - June 2021

Person(s) Responsible/Monitor
Alexis Dennis, Principal

Strategy's Expected Result/Impact
Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024.
DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Objective 3:
Readily and strategically infuse technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):
Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Summative Evaluation:

Strategy/Activity 6

Provide Blended Learning professional development and instruction for early grades literacy.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal
Shannon Trimble, Executive Director of Innovation and Digital Learning.

Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative
Summative

Resources

Objective 4:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG to evaluate teachers and to coach them to high levels of achievement.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - August 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide early introduction to CTE/STEM/STEAM instruction and provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Amount	10000
Source	211 Title I
Budget Reference	211
Description	Summer Camps & Outside-of-School Day Learning Opportunities

Goal 2: Safe learning environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, and orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the

overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the campus will ensure professional development to teachers, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Kelly Kilpatrick, Counselor

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Kelly Kilpatrick, Counselor
Alexis Dennis, Principal

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Kelly Kilpatrick, Counselor

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Amount

200

Source

289 Title IV

Budget Reference

289

Description

SEL Materials

Strategy/Activity 4

Campus will follow district's methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Kelly Kilpatrick, Counselor

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond.

Reviews

Formative
Summative

Resources

Goal 3: Financial Stability

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

FIRST report, District audit

Summative Evaluation:

Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy/Activity 1

Maintain campus budget that provides focus on achieving campus goals and improving academic performance.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Fiscal responsibility and achievement of campus goals

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Utilize district's automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Attend recruiting events such as attending/hosting job fairs, virtual interviews as necessary and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s)	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Decrease teacher turnover rate by increasing ability of campus leaders to coach and support teachers.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Ensure staff attends district supports provided through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Goal 4: Family & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent Surveys, Event attendance

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training to all staff

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s) CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant principal

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative
Summative

Resources

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):
Survey data, Number of partnerships,

Summative Evaluation:
Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special events, Family Nights, and campus programs.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Alexis Dennis, Principal
Kelly Kilpatrick, Counselor

Reviews

Formative
Summative

Resources

2020-21 Campus Improvement Plan

Accountability Rating: D

School Name

Dr. Bruce Wood Elementary School

Address

121 Poetry Rd.
Terrell, TX 75160

School ID

129906-109

Principal

Tracie Pritchett

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Tracie Pritchett	Principal	Administrator
Keri Marx	Teacher	Classroom Teacher
Karen Osinski	Teacher	Classroom Teacher
Ashley Hall	Parent	Parent
Pam Merino	Non-parent	Business Representative
Laura Espinoza	BIL/ESL Specialist	Pupil Services Personnel
Britnni Allen	Tech. Assistance	Tech. Assistance Inclusion

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Mission Statement

At Dr. Bruce Wood Elementary School, teachers and students will meet goals through continuous teaching and learning.

Vision

Expect More. Achieve More.

Core Beliefs

Being the "I" in Kind
Sustaining an environment of Students With Academic Goals (S.W.A.G.)
Doolongers "do" whatever it takes to get the job done
We are blessed to be at WES
Everyone has a genius...What's Your Genius?

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Wood Elementary, as part of Terrell ISD, is a minority majority campus with a high rate of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

Wood Elementary is represented by these student demographics: African American - 19.35%, Hispanic - 45.67%, White - 30.05%, Two or More - 4.58%. Student demographics for programs include: Limited English Proficient - 21.73%, Special Education - 9.51%, Gifted and Talented - 3.40%, Dyslexia - 1.87%. Other student demographics include: Economically Disadvantaged - 76.23%, At Risk - 22.58%, Homeless - 0%.

Wood Elementary will provide professional development for teachers and staff to build content and effective instruction strategies. Our campus will continue the Great Expectations program in order to bring about multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Wood Elementary will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other special student populations. We will continue encouraging teachers to obtain their ESL certification in order to serve the needs of our ESL population. A continued effort will be maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills will be implemented by the school counselor and teachers. A focus will be made to provide parent support and training at the campus level.

Summary of Strengths

What were the identified strengths?

Teacher attendance average 98%
100% teaching in areas of certification
More than 80% of teachers are ESL/GT trained
Data Driven Instruction (Student data folders)

Summary of Needs

What were the identified needs?

Campus did not meet all performance objectives targeted in 2018-2019 (last STAAR data) resulting in an overall D rating. African American and EL sub populations must perform at the growth rate of White sub population regardless of economic status.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Using MAP data to determine intervention and enrichment opportunities.

Increase usage of Rosetta Stone and ELPs.

Student Achievement

Overall Summary

Wood Elementary will implement Multi-Tiered Systems of Support to address behavior, academics, and attendance as we continue/modify our tracking system to be consistent among the elementary schools. We will emphasize teaching TEKS effectively by use of student data folders, data interpretation training for teachers (Data PLCs), and SALT meetings.

To increase student achievement, Wood will provide ongoing staff development on specific TEKS based strategies through collaborative meetings and provide guidance on how to utilize and disaggregate student data. Professional development will include building capacity of teachers through the use of the TTAGS rubric indicators and subject-specific/content development. We will continue building resource libraries and providing staff development to support instruction.

The campus will implement consistent progress monitoring of At-Risk students through Student Success Team (SST) meetings, Limited English Proficiency (LEP) students via Language Proficiency Advisory Committee (LPAC) meetings, and overall student performance through our Student Achievement Leadership Team (SALT) meetings. Students will also demonstrate ownership in their academic progress as they track their own data in student data folders.

As a campus, we will develop a reading culture using guided reading and book clubs. Student support will be provided through the use of computer reading and math programs such as Rosetta Stone (English), WOWZERS, and Achieve300. We will provide math and reading informational nights for parents (possibly virtual due to COVID). We will use the Student Study Team, Language Proficiency Assessment Committee, Student Achievement Leadership Team, Professional Learning Community collaborative meetings, the Great Expectations campus wide program, and daily social-emotional learning lessons for student support.

Summary of Strengths

What were the identified strengths?

Data Driven Instruction (Student data folders)

Goal Setting

MAP Student growth Summary reports show more than 70% of students meeting their end of year growth goal on the middle of year test for reading, math and science for the 2019-2020 school year.

AWARE Unit Test data shows campus reaching multiple target goals.

Last STAAR data: 70 out of 100 for relative student growth in reading and math; 79% 5th grade reading (2nd administration) 80% passing rate in 5th grade reading (including all three administrations); 71% passing rate in 3rd grade reading; 87% passing rate in 5th grade math

Summary of Needs

What were the identified needs?

Campus did not meet all performance objectives targeted in 2018-2019. African American and EL sub populations must perform at the growth rate of White sub population regardless of economic status.

Increase Meets and Masters test scores to close achievement gaps

Meet targets to close achievement gaps

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Using MAP data to determine intervention and enrichment opportunities.
Increase usage of Rosetta Stone and ELPs.

District Processes & Programs

Overall Summary

The TISD curriculum department offers support, education, and professional development to meet the needs of teachers and to increase student achievement. Providing Professional Learning Community opportunities, TTAGS rubric instruction, and input from Student Academic Leadership Team meetings all contribute to a rich environment of ongoing improvement. Programs and resources assisting teachers and students include: Achieve3000, WOWZERS, Fountas & Pinnell, DRA2, Social Studies Weekly, Eduphoria, Think It Up, Stemscopes, Mentoring Minds, and Rosetta Stone. The Wood Elementary Campus Leadership Team, Parent-Teacher Organization, Campus Site-Based Decision Making Committee, and Student Achievement Leadership Team (SALT) all provide input and make recommendations to provide organization and student improvement in academics and behavior. The master schedule supports targeted instruction by providing quality time for teachers to implement interventions during the regular school day. The Great Expectations program will support and continue Positive Behavior Interventions and Supports (PBIS) and RtI for all student groups.

Summary of Strengths

What were the identified strengths?

Mentor teachers and curriculum department staff
Weekly collaborative meetings for Data Driven Decisions (DDI) and planning with end in mind
Common content planning time
Guided reading library
Programs/resources such as: Achieve3000, WOWZERS, Fountas & Pinnell, DRA2, Social Studies Weekly, Eduphoria, Think It Up, Stemscopes, Mentoring Minds, and Rosetta Stone
Lead4ward continuation
Kagan Structures continuation
Updated TISD Curriculum Guides
Learning stations within classrooms (barriers provided due to COVID)
HIVE computer labs (virtual learning lab for students)
Robotics program continued

Summary of Needs

What were the identified needs?

Campus did not meet all performance objectives targeted in 2018-2019. Blended Learning (BL) training and technology support for each BL teacher. One-one technology where applicable. Timely technology support for in the moment technical issues.
Ongoing professional development for current trends in technology.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The need to deepen content and data understanding and address academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). The need to collaborate across grade levels and create a seamless entity, rather than isolated teams for all student populations (EL, GT, SPED, ECO-DIS).

Perceptions

Overall Summary

Wood Elementary will focus on Family and Community Engagement by scheduling parent content information nights, Title 1 information events, and providing monthly newsletters. Virtual PTO meetings will be scheduled and advertised via the newsletter, Remind messenger system, campus Twitter and Facebook pages, and the school message board. The Remind messenger system will be used by administration and teachers to keep communication open and current. The Terrell ISD website will house need-to-know information regarding the district. Additionally, social media outlets such as Facebook and Twitter will apprise families of campus and district events.

Pending COVID relief, schedule events such as Taste of Texas Cultural Awareness and academics, Open House evenings, and volunteers will be encouraged to be involved during the day in various capacities. Also pending COVID, the Book Buddy program will continue and training will be offered to the volunteers.

Summary of Strengths

What were the identified strengths?

PTO (virtual)
Interpreters provided for all parent events as needed
TISD Public Information department updates
Text alerts, newsletters, calendars, and TISD website will provide information
Parent newsletters in English/Spanish
Parent Portal
Remind messenger system
Campus Twitter and Facebook page

Pending COVID:
K-Kids members from 2nd -5th grade
Book Buddy program
Increase in volunteers to include 4 retired teachers
Annual parent nights//Taste of Texas/Color Run
Family health night

Summary of Needs

What were the identified needs?

Stakeholders do not readily attend all school functions.
Comprehensive Needs Assessment and Title 1 survey participation results show a lower percent of student and parent

involvement/agreement compared to TISD staff in multiple areas (welcome at school, safety, encouragement for post secondary education).

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Time barriers for working parents. Lack of motivational activities to involve family and community. Virtual meetings to increase attendance.

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	147	1394	62	42	85	58	50	34	33	22
	4	178	1465	78	44	100	56	54	30	29	16
	5	142	1495	63	44	79	56	45	32	17	12
	6	141	1542	64	45	77	55	35	25	17	12
2016-17 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	59	1371	30	51	29	49	18	31	13	22
	4	77	1470	29	38	48	62	23	30	13	17
	5	63	1495	29	46	34	54	20	32	8	13
	6	71	1543	32	45	39	55	17	24	5	7
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	1									
Asian	5	1									
	6	4									

2016-17 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	41	1378	17	41	24	59	14	34	6	15
	4	53	1406	36	68	17	32	11	21	3	6
	5	33	1466	16	48	17	52	7	21	4	12
	6	34	1504	17	50	17	50	5	15	3	9
Native Hawaiian or Other Pacific Islander	5	1									
	6	0									

2016-17 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1429	13	35	24	65	13	35	11	30
	4	41	1521	12	29	29	71	17	41	11	27
	5	34	1507	15	44	19	56	14	41	3	9
	6	28	1578	10	36	18	64	10	36	6	21

2016-17 Reading STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1450	2	22	7	78	4	44	2	22
	4	4									
	5	10	1531	3	30	7	70	2	20	1	10

	6	3									
2016-17 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	120	1375	55	46	65	54	38	32	24	20
	4	145	1448	70	48	75	52	39	27	17	12
	5	106	1485	50	47	56	53	28	26	10	9
	6	118	1533	56	47	62	53	28	24	13	11
2016-17 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	30	1300	21	70	9	30	3	10	2	7
	4	28	1381	19	68	9	32	4	14	0	0
	5	29	1435	19	66	10	34	5	17	2	7
	6	23	1440	21	91	2	9	0	0	0	0
2016-17 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	15	1295	10	67	5	33	1	7	1	7
	4	14	1285	13	93	1	7	0	0	0	0
	5	5	1351	5	100	0	0	0	0	0	0
	6	17	1410	14	82	3	18	2	12	0	0

2016-17 Reading STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	75	1441	47	63	28	37	13	17	3	4
	6	63	1467	46	73	17	27	3	5	1	2

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	181	3473	92	51	89	49	31	17	6	3
Hispanic/	4	80	3503	37	46	43	54	16	20	2	3
American Indian or	4	0									
Black or African	4	53	3295	35	66	18	34	6	11	1	2
White	4	41	3636	17	41	24	59	9	22	3	7
Two or More Races	4	4									
Economically	4	146	3418	79	54	67	46	21	14	3	2
Limited English	4	29	3210	20	69	9	31	1	3	0	0
Special Education	4	14	2786	13	93	1	7	0	0	0	0

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Mathematics

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	148	1432	52	35	96	65	54	36	27	18
	4	178	1490	88	49	90	51	47	26	26	15
	5	142	1564	48	34	94	66	44	31	11	8
	6	141	1607	39	28	102	72	52	37	13	9
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	60	1429	24	40	36	60	21	35	12	20
	4	77	1509	34	44	43	56	23	30	11	14
	5	63	1561	23	37	40	63	18	29	6	10
	6	71	1613	19	27	52	73	29	41	5	7
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	1									

Asian	5	1									
	6	4									
2016-17 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	41	1408	15	37	26	63	14	34	4	10
	4	53	1433	35	66	18	34	11	21	5	9
	5	34	1517	14	41	20	59	6	18	1	3
Native Hawaiian or Other Pacific Islander	6	34	1554	14	41	20	59	6	18	1	3
	5	1									
	6	0									
2016-17 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1452	11	30	26	70	14	38	9	24
	4	41	1521	16	39	25	61	12	29	9	22
	5	33	1603	8	24	25	76	15	45	4	12
	6	28	1646	4	14	24	86	14	50	4	14
2016-17 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1465	2	22	7	78	4	44	2	22

	4	4									
	5	10	1596	3	30	7	70	4	40	0	0
	6	3									

2016-17 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	121	1419	44	36	77	64	42	35	17	14
	4	145	1477	79	54	66	46	37	26	20	14
	5	106	1553	38	36	68	64	27	25	6	6
	6	118	1598	35	30	83	70	41	35	8	7

2016-17 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	32	1360	17	53	15	47	6	19	2	6
	4	28	1429	20	71	8	29	1	4	1	4
	5	29	1511	16	55	13	45	4	14	1	3
	6	23	1545	9	39	14	61	3	13	0	0

2016-17 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1363	9	64	5	36	3	21	2	14
	4	14	1366	13	93	1	7	1	7	0	0
	5	5	1499	3	60	2	40	0	0	0	0

	6	17	1488	12	71	5	29	0	0	0	0
2016-17 Mathematics STAAR Results											
Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	76	1509	37	49	39	51	10	13	1	1
	6	63	1545	28	44	35	56	10	16	1	2

Science

2016-17 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	139	3706	52	37	87	63	42	30	9	6
Hispanic/	5	61	3713	24	39	37	61	18	30	6	10
American Indian or	5	0									
Asian	5	1									
Black or African	5	33	3556	15	45	18	55	7	21	0	0
Native Hawaiian or Other Pacific Islander	5	1									
White	5	33	3816	9	27	24	73	12	36	3	9
Two or More Races	5	10	3734	4	40	6	60	4	40	0	0
Economically	5	105	3658	43	41	62	59	24	23	6	6
Limited English	5	28	3406	19	68	9	32	2	7	0	0
Special Education	5	6	3229	6	100	0	0	0	0	0	0
At-Risk	5	74	3511	41	55	33	45	7	9	2	3

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average	Did Not Meet		Approaches		Meets		Masters	

			Scale Score								
				#	%	#	%	#	%	#	%

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Social Studies

2016-17 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning.

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including collaborative meetings).

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Targeted Support Strategy

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Weekly collaborative meetings as checks to increase the percentage of all students scoring at the Meets' and Masters' level to meet targets in Closing Achievement Gaps.

Reviews

Formative
Summative

Resources

Amount	10000
Source	199 General Fund
Budget Reference	199
Description	Great Expectations; Student data folders; Think it Up;
Amount	75000
Source	211 Title I
Budget Reference	211
Description	Achieve3000; Wowzers; Fountas & Pinnell; MAP; Mentoring Minds; LLI Kits,
Amount	500
Source	263 Title III
Budget Reference	263
Description	Rosetta Stone;
Amount	20000
Source	424 IMA
Budget Reference	425
Description	Social Studies/Science Studies Weekly; Stemscopes, Go Math, HMH

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning goals for students. [STAAR, TELPAS, MAP, Achieve 3000, Woozers, etc.]

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

Targeted Support Strategy

Timeline

September 2020-May 2021

Person(s) Responsible/Monitor

Student Academic Leadership Team (SALT); Principal

Strategy's Expected Result/Impact

Increased student achievement

Reviews

Formative
Summative

Resources

Source

211 Title I

Budget Reference

211

Description

NWEA/MAP = 10000

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

Aug.2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increase percentage of students attaining Meets & Masters levels of achievement.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Align the expectations for the Professional Learning Communities (PLC's) at Work process to focus on monitoring student mastery of essential standards to provide intervention and enrichment.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Collaborative Team products and the cycle of defined autonomy to increase the effectiveness of classroom instruction and increase student performance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Create and monitor common language for instructional and behavioral practices campus-wide.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

Sept. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps and growth

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Response of diverse populations to instruction and interactions at school.

Reviews

Formative
Summative

Resources

Amount

1000

Source

199 General Fund

Budget Reference

199

Description

Book Study - 2 books

Strategy/Activity 9

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increased student performance

Reviews

Formative
Summative

Resources

Amount

3000

Source

199 General Fund

Budget Reference

199

Description

Printing

Objective 2:

A well-balanced, appropriate, and aligned curriculum will be provided to all students.

Evaluation Data Source(s):

TEKS & Curriculum Guides

Summative Evaluation:

Curriculum 100% aligned to state standards (TEKS); Instruction aligned to curriculum; Assessments aligned to instruction/curriculum

Strategy/Activity 1

Implement the district's evaluated written, taught, and tested curriculum.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Teacher teach appropriate grade level content knowledge and instruction

Reviews

Formative
Summative

Resources

Objective 3:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

CLI, MAP, TELPAS, OLPT, STAAR

Summative Evaluation:

Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Implement the district's effective, systematic literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 3 - Increase Leadership Effectiveness

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024. DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Increase rigor and cognitive demand in student tasks using Fountas and Pinnell Classroom (shared reading, guided reading, interactive read aloud, reading and writing workshop).

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increase in DRA levels and MAP projections

Reviews

Formative
Summative

Resources

Amount

10000

Source

424 IMA

Budget Reference

425

Description

F&P Materials

Strategy/Activity 3

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Ensure language acquisition instructional strategies PK-12, implementation of ELPS, and provide support to ELs at early grades

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Implement the district level, well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 3 - Increase Leadership Effectiveness
	CSF 7 - Increase Teacher Quality

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Amount	10,000
Source	199 General Fund
Budget Reference	199
Description	Grade level specific resources for small group and Tier 2 instruction such as but not limited to Social Studies/Science Studies Weekly

Strategy/Activity 6

Bilingual paraprofessionals will assist in serving the needs of English Learner students at the elementary levels.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

English language acquisition.

Reviews

Formative
Summative

Resources**Objective 4:**

Readily and strategically infuse technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):

Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Summative Evaluation:

Strategy/Activity 1

Provide one-to-one technology for all students grades PK-12 and professional learning and coaching on best practices for technology integration. Provide apps such but not limited to Go Formative to teachers.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

Fall 2020

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal; John Chilcoat, Assistant Principal

Strategy's Expected Result/Impact

Continuity of instruction regardless of student location; student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount	2000
Source	199 General Fund
Budget Reference	199
Description	Technology Apps

Strategy/Activity 2

Provide Blended Learning professional development and instruction for early grades literacy.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount

500

Source

199 General Fund

Description

Training, tech apps needed, structures that allow for student group work

Objective 5:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Provide early introduction to CTE/STEM/STEAM instruction.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increase the percentage of K-5 students reaching Meets on STAAR Mathematics and Science

Reviews

Formative
Summative

Resources**Strategy/Activity 2**

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

Aug. 2020-July 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Amount	10000
Source	211 Title I
Budget Reference	211
Description	summer camps, out-of-school time, summer school, and at-home extension activities
Amount	10000
Source	289 Title IV
Budget Reference	289
Description	summer camps, out-of-school time, summer school, and at-home extension activities

Strategy/Activity 4

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Source	199 General Fund
Description	Resources for Tier 2 instruction

Goal 2: Safe Learning Environment

Expect high quality and safe learning environment, both physical and social-emotional, for high student achievement.

Performance Objective 1:

Maintain a safe, clean, and orderly environment.

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates, Discipline reports, Social-Emotional Learning supports available

Strategy/Activity 1

Implement COVID-19 Safety Practices and protocols

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal; John Chilcoat, Assistant Principal

Strategy's Expected Result/Impact

Maintain student and staff health & Safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including visible and/or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification and response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)]

Critical Success Factor(s) CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal; John Chilcoat, Assistant Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Source

199 General Fund

Description

Sanitation Stations

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor referrals, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal; John Chilcoat, Assistant Principal; Jackie Nelson, Counselor

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Amount	3000
Source	199 General Fund
Budget Reference	199
Description	Counseling training, travel, resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increased social & emotional health of students and teachers

Reviews

Formative
Summative

Resources

Amount	4000
Source	199 General Fund

Description

Monthly incentives

Strategy/Activity 4

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

District will employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

Aug. 2020-May 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal; John Chilcoat, Assistant Principal; Jackie Nelson, Counselor

Strategy's Expected Result/Impact

Effective responses tp student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Monthly recognition for teachers

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Tracie Pritchett

Strategy's Expected Result/Impact

Teacher empowerment and job satisfaction

Reviews

Formative
Summative

Resources

Goal 3: Fiscal Responsibility

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

FIRST report, District audit

Summative Evaluation:

Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy/Activity 1

Follow the district's resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campuses and the school district.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Healthy campus budget

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Attend job fairs, virtual interviews and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug. 2020-July 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Amount	1200
Source	199 General Fund
Description	Principal travel and fees

Strategy/Activity 3

Implement provided supports through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

Aug. 2020-July 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers; reduce teacher turnover

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Utilize the district's automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

August 2020 - June 2021

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact
August 2020 - June 2021

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Maximize grant funding and outside resources to maintain and increase innovation.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline
September 2020 - August 2021

Person(s) Responsible/Monitor
Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Outside fund sources will enhance the district's budget

Reviews

Formative
Summative

Resources

Expect engagement with parents and the community for high student achievement.

Parents will be full partners in the education of their children.

Parent Surveys, Event attendance

Opportunities provided for family & community involvement; Participation

Provide cultural sensitivity and customer service training to all staff

Timeline
Aug. 2020-July 2021

Dr. Tracie Pritchett, Principal

Higher engagement with parents and staff

Amount	100

Source

199 General Fund

Description

S'MORE newsletter subscription (yearly)

Strategy/Activity 2

Provide a list of community social services & resources to parents.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

Aug. 2020-June 2021

Person(s) Responsible/Monitor

Dr. Tracie Pritchett

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative
Summative

Resources

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students

Evaluation Data Source(s):

Survey data

Summative Evaluation:

Volunteers during Career Week

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

Fall 2020

Person(s) Responsible/Monitor

Dr. Tracie Pritchett, Principal; Jackie Nelson, Counselor

Strategy's Expected Result/Impact

Increase participation during career week

Reviews

Formative
Summative

Resources

Amount

1500

Source

199 General Fund

Budget Reference

199

Description

Counselor resources

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or F or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DCSI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
DR. BRUCE WOOD ELEMENTARY	JULIE FISHER, EXEC. DIRECTOR/CONT. IMPROVEMENT
Campus Number:	Superintendent Name:
129-906-009	DR. GEORGEANNE WARNOCK
Date:	
Tuesday, September 1, 2020	



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	TERRELL USD	Campus Name	DR. BRUCE WOOD ELEMENTARY	Superintendent	DR. GEORGEANNE WARNOCK	Principal	TRACE PRITCHETT
District Number	129906	Campus Number	00000009	District Coordinator of School Improvement (DCSI)	JULIE FISHER	ESC Number	10
Is this a Turnaround Implementation Plan?	NO	What year was the TAP first implemented?	2019	Was TAP Implementation Ordered or Voluntary?	ORDERED	ESC Support	N/A
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TAP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					JULIE FISHER, 8/25/2020	
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal supervisor can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					DR. MELANIE MAGEE, 8/25/2020	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					TRACE PRITCHETT, 8/25/2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column Q), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: 71 Rationale: An increase from 67 to 71 would help attain overall B rating. Domain 2B: 83 Rationale: An increase from 70 to 83 would help attain overall B rating. Domain 3: 72 Rationale: An increase from 56 to 72 would help attain overall B rating.			
	What changes in student group and subject performance are included in these goals?			Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			NA			
CAMPUS FOCUS AREAS							
Use information from your Reflective Prioritization Activity and CSF Diagnostic (if available) to complete the following section.							
Essential Action				Implementation Level (1: Not Yet Started - 5: Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				4 - Partial Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				4 - Partial Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3 - Planning for Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3 - Planning for Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial Implementation			
5.3 Data-driven instruction.				3 - Planning for Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://tasacad.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the CSF located here: https://tasacad.org/theoryofaction/							
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3				
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.				
Rationale	Prior to this year, lesson plans were copy/paste from district pacing guide, and one show limited teacher understanding of district curriculum when lesson planning and creating daily objectives; if DOI is going to be effective, we need to strengthen both lesson plans (with DOLs) and our feedback on them.	Have had PLCs, but they didn't focus on data analysis or effective responses (reteach/enrichment) from the data analysis until last school year. We were unable to complete due to COVID.	There has been no revision to campus vision, mission, goals and values in several years. Teachers are not familiar with the mission of the campus. The mission, vision, goals, and values are important in creating a unified purpose for members of the learning community.				
How will the campus build capacity in this area? Who will you partner with?	Campus will partner with the district curriculum team to understand essential standards and how to break down TEKS. Campus Administrators will model being prepared.	One weekly Collaborative Meeting devoted to accountability monitoring by teacher and students using electronic teacher sheets and student data folders.	Stakeholders collaboratively develop vision, mission, goals and values to create ownership in the purpose of the school so that everyone is working together in increasing student learning, growth, and achievement.				
Barriers to Address throughout this year	Teacher receptivity to practicing their plans. Time it takes to effectively practice using Get Better Faster with each teacher.	Expectation that teachers come prepared to weekly data meetings and receptive to feedback and reteach/enrichments plans. Admin adjusting protocols to narrow focus.	Systems for developing a vision, mission, goals and values. Authentic engagement by stakeholders to create quality vision, mission, goals and values.				
How will you communicate these priorities to your stakeholders? How will create buy-in?	SALT, PLCs Collaborative Meetings, SITE based meetings. Use Get Better Faster Culture Rubric and Waterfall.	SALT meeting lead to PLCs and Faculty Breakout Sessions all of which filter to the classroom. Enable each stakeholder to have a voice.	Conduct CHA using new district protocols for 2020-2021 school year.				

Desired Annual Outcome	Teachers use weekly PLC planning meetings to collaboratively plan parts of lessons completing know & show charts, creating objectives, and exit tickets.	Teachers will conduct planning meetings. Admin will continue facilitating PLCs to ensure all teachers are engaged and held accountable. By end of 40 min data PLC, teachers will leave with a reteach and enrichment plan to ensure all students learn at high levels.	Stakeholders collaboratively develop vision, mission, goals and values to create ownership in the purpose of the school so that everyone is working together in increasing student learning, growth, and achievement.
District Continuous Theory of Action	If...then, If the principal supervisor provides regular coaching to the principal on the implementation of DEI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to	If...then, If the principal supervisor provides regular coaching to the principal on the implementation of DEI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to	If...then, If the principal supervisor provides regular coaching to the principal on the implementation of DEI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Teachers use weekly PLC planning meetings to collaboratively plan parts of lessons completing know & show charts, creating objectives, and exit tickets.	Teachers will conduct planning meetings. Admin will continue facilitating PLCs to ensure all teachers are engaged and held accountable. by end of 40 min data PLC, teachers will leave with a reteach and enrichment plan to ensure all students learn at high levels.	Stakeholders collaboratively develop vision, mission, goals and values to create ownership in the purpose of the school so that everyone is working together in increasing student learning, growth, and achievement.
Desired 90-day Outcome	SALT (team leads) facilitate weekly planning PLCs using planning protocols. PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) every third meeting, w/ feedback on rigor and alignment to standards from administrator.	PLC leads' weekly data PLCs using protocols; buy in for stronger PLC protocols.	Principal leads ILT in developing/updating vision, mission, goals and values.
Barriers to Address During this Cycle	PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)	Teacher perception of loss of autonomy. Lack of teacher knowledge (need to build capacity). Teachers not prepared prior to meeting by analyzing data.	Time. Teacher buy-in.
District Actions for this Cycle	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.	PS provides protocols for developing/updating vision, mission, goals, and values.
District Commitment Theory of Action	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the campus will be able to respond.	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the campus will be able to respond.	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the campus will be able to respond.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the data evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Data	Progress toward Action Step	Necessary Adjustments / Next Steps
Monitor "I will" statements in lesson planning and provide feedback.	5.1	Sept. 9th	template (including the "I will")	Principal Pritchett	TAGS 1.1 (see WES Observation Link)	Ongoing		
DDI Cycle 2 training	5.2	Sept. 8-15	Agenda/training resources	Principal Pritchett, DCIS	attendance sign in (see link)	Sept. 18th		
Completed teacher training (through data PLCs) on component parts of DDI meeting	5.2	Sept. 22nd	PD materials (facilitator notes, slides, tools)	ILT, Principal Pritchett	Teacher work products from each training (see link)	After each PLC through Oct. 6th		
Completed teacher training (through planning PLCs) on exit ticket creation, analysis, and next steps	5.1, 5.2	Sept. 22nd	PD materials (facilitator notes, slides, tools)	ILT, Curriculum Coordinators	Teacher work products from training (see link)	After each PLC through Sept. 29th		
Finalization of data tracking tool for PLC leads and teachers	5.2	Oct. 6th	Data tracking tool	Principal Pritchett	tool	ongoing		
ILT develops vision, mission, and goals.	3.1	Aug. 8th	Feedback sheet shared for PLC leads	ILT, Principal Pritchett	data protocol vision, beliefs	Sept. 1st		
ILT meetings analyze 5 week test results.	5.2	Oct. 6th	Data tracker	ILT/Principal Pritchett	data protocol	ongoing		
Observation/feedback with coaching sessions	5.1, 5.2	Sept. 8th	WES Observation Form	Principal	tracker	Ongoing		
Campus common assessments for Tier 1 instruction and after reteach	5.2	Sept. 25th	PLC leads need data trackers, prioritized	ILT, Principal Pritchett	Copies of common assessments w/ retested	Ongoing		
Teachers and PLC leads use data tracker for all common assessments and unit tests	5.2	until the end of Oct. to become fluent due to all	Data tracker	ILT, Principal Pritchett	Data tracker	Ongoing		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Carryover Action Steps

New Action Steps

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?

CYCLE 2 90-DAY OUTCOMES (December-February)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

Model	Model	Model
Model 1	Model 2	Model 3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Teachers use weekly PLC planning meetings to collaboratively plan parts of lessons completing know & show charts, creating objectives, and exit tickets.	Teachers will conduct planning meetings. Admin will continue facilitating PLCs to ensure all teachers are engaged and held accountable. by end of 40 min data PLC, teachers will leave with a reteach and enrichment plan to ensure all students learn at high levels.	Stakeholders collaboratively develop vision, mission, goals and values to create ownership in the purpose of the school so that everyone is working together in increasing student learning, growth, and achievement.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment.	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment.	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment.

For each action step, indicate:

- At the end of each cycle:**

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Action Steps	New Action Steps

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

CYCLE 3 90-DAY OUTCOMES (March-May)

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Teachers use weekly PLC planning meetings to collaboratively plan parts of lessons completing know & show charts, creating objectives, and exit tickets.	Teachers will conduct planning meetings. Admin will continue facilitating PLCs to ensure all teachers are engaged and held accountable. by end of 40 min data PLC, teachers will leave with a reteach and enrichment plan to ensure all students learn at high levels.	Stakeholders collaboratively develop vision, mission, goals and values to create ownership in the purpose of the school so that everyone is working together in increasing student learning, growth, and achievement.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then	principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment

ACTION PLAN

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

New Action Steps

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESI diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://tea.sesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

of each action step, indicate:

- the prioritized essential action it is assigned to,
the start date/end date during this specific cycle,
the resources needed to accomplish this task,
the person(s) responsible for ensuring task is accomplished,
the evidence that will be used to determine progress toward the action step, and
the date evidence will be collected.

at the end of each cycle.

or each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

or each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

2020-21 Campus Improvement Plan

Accountability Rating: B

School Name

W. H. Burnett Elementary

Address

921 S. Rockwall Avenue
Terrell, Texas 75160

School ID

129906103

Principal

Melissa Nichols

District Name

Terrell ISD

Date of School Board Approval

October 19, 2020

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Destiny Ontiveros	PK3 Teacher	Classroom Teacher
Katelyn Jones	Head Start Teacher	Classroom Teacher
Diana Hernandez	Bilingual PK4 Teacher	Classroom Teacher
Robin Cannon	PK4 Teacher	Classroom Teacher
Patricia Crow	Head Start Teacher	Classroom Teacher
Brisa Noriega	Head Start Instructional Aide	Paraprofessional
Angela Brumbelow	PK4 Instructional Aide	Paraprofessional
Pete McNabb	First United Methodist Church Volunteer	Community Representative
Barbara Donahue	Blessings on Brin, Owner	Business Representative
Crystal Jones	Business owner	Business Representative
Amanda Miller	Parent of PK3 student	Parent Representative
Irdiana Delacruz	Parent of Head Start student	Parent Representative
Melissa Nichols	Principal	Moderator

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Mission Statement

Building the foundation of learning through exploration, investigation, and interaction: Let's play, read, & share!

Vision

Engaging early childhood experiences equitably equip the educated.

Core Beliefs

1. Child-centered learning is his/her exploration through play in a literacy-rich environment.
2. Concept development is optimized through active, explorative experiences.
3. Real-world experiences connect to cognition.
4. Joyful play helps build positive relationships, curiosity, and learning pathways.
5. An active partnership between home and school facilitates greater success.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Evaluating the quality of our early childhood program helps ensure that our youngest learners are receiving the early learning experience necessary to support optimal development and learning in early childhood.

In our self-assessment, we noted strengths in accessibility to our program, use of data driven practices, meeting the needs of our special education population, and use of outreach strategies. Areas on which we would like to improve include coaching and mentoring staff, using vertically aligned resources for students' kindergarten readiness, equipping staff and families to support student behavior, and hosting collaboration sessions with other early childcare providers/programs.

Demographics

Overall Summary

W.H. Burnett Elementary serves as an Early Childhood Education campus with pre-kindergarten three-year-old students, Head Start four-year-old students, and pre-kindergarten four-year-old students.

For our 2019-2020 school year, W.H. Burnett Elementary is comprised of the following student demographics: African American - 28.04%, Hispanic - 46.56%, White - 18%, American Indian 0.00%, Asian - 0.79%, Two or More - 6.61%, Hawaiian/Pacific Islander - 0.00%. Student demographics for programs include: Limited English Proficient - 25.4 %, Special Education - 6.8%, Economically Disadvantaged - 100%, At Risk - 25.4%, Homeless - 0.0%. Demographics of Gifted and Talented - 0.00%, CTE - 0.0%, Dyslexia - 0.0% are customary at this age as testing in these areas is not yet age appropriate.

W.H. Burnett Elementary is dedicated and committed to providing a high-quality early childhood education building a strong child-centered educational foundation. In order to continue this vision, we will implement a research-based curriculum and monitor student performance using Circle Progress Monitoring, report card data, and classroom observations. We will implement a family engagement plan that serves the needs of the families in Terrell. We will continue to evaluate our program annually using a program evaluation model/tool. Finally, we will provide professional development for teachers and staff focused on early childhood best practices to build content knowledge and supply a "toolbox" of effective instructional strategies. Our campus will continue to utilize the Conscious Discipline techniques, Fill a Bucket weekly recognition, and initiate the Bridges out of Poverty strategies in order to bring multicultural awareness, embrace diversity, and build a culture of trust and respect. W.H. Burnett Elementary will continually address the needs of economically disadvantaged students, EL students, and other special student populations. A continued effort will be maintained to have staff demographics match student demographics in terms of teacher and staff recruitment. Parent support and training will continue at the campus to increase parental involvement and knowledge to create a strong parent partnership that will enhance a child's learning experience at W.H. Burnett.

Summary of Strengths

What were the identified strengths?

More than 75% of eligible 4 year olds in our community are enrolled in our full day program. (2019-2020)

Three family outreach activities were hosted to share the value and availability of free prekindergarten enrollment and offered extended hours to accommodate families' schedules.

We maintained an enrollment of over 375 diverse students throughout the school year.

Instructional aides obtain their certification through TEA or a CDA credential; teaching staff is evaluated annually using multiple sources of data to ensure continuous improvement efforts are successful.

Community assessment is completed annually.

Summary of Needs

What were the identified needs?

Increase enrollment.

Coaching and mentoring of all staff members is requested.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Lead continuous improvement of program through staff development opportunities and innovative thinking.

Increase enrollment through outreach to the community.

Develop capacity of employees via coaching and mentoring support.

Student Achievement

Overall Summary

In order to continue to increase student achievement in all areas, W.H. Burnett Elementary will continue to provide ongoing staff development on specific Pre-Kindergarten guidelines during collaborative team meetings. Additionally, in order for the campus to address using curriculum with fidelity, classroom teachers and instructional aides must receive training on the Pre-Kindergarten guidelines. Data will be analyzed during collaborative team meetings to ensure that students are reaching their developmental area goals. Professional development will focus on building the capacity of teachers through the use of the T-TAGS rubric dimensions and subject-specific content development through the use of various resources such as, but not limited to, Frog Street materials, the literacy continuum published by Fountas and Pinnell, and the Pre-K Outcomes Framework from Region 10. We will continue building student and parent libraries and provide support for how to use the provided libraries. Using research on early childhood learning, classrooms have been transformed into experiential learning spaces where students will be immersed in a theme, such as the Jurassic period, camping grounds, the zoo, under the ocean, in a community, and at the Big Top. A focus on language and literacy layered with numeracy practice and connections to real world exposure and experiences will be evident through the child-centered intentionally planned lessons and independent practice stations.

W.H. Burnett Elementary's campus goal will be communicated to all stakeholders. Goals will be implemented and monitored during collaborative team meetings in order to build the instructional capacity of all classroom staff. Students will be assessed using CLI's progress monitoring tool at the beginning, middle, and end of the year. The student progress will also be verified and communicated via report cards and teacher observations.

The Tiger STEAM Lab will continue to bring focus on Science, Technology, Engineering, Art, and Math. Students will have the opportunity to experience content integrated projects that will also focus on literacy objectives. The campus will also continue to implement Kindermusik, a literacy and music-based approach to building skills in early childhood programs.

A systematic SST/RTI process will continue with consistency and fidelity to monitor student academics, behavior, and attendance. Teachers and staff will facilitate student awareness of academic and behavioral expectations, and teachers will work to track student data and progress using daily/weekly checklists. Data collected will also be utilized for parent conferences, ARDs, 504, and SST meetings as well. Student data will be analyzed and addressed to adjust instruction to meet the needs of all learners.

Summary of Strengths

What were the identified strengths?

Weekly PLCs/collaborative team meetings held to plan by PKG and analyze student data.

Horizontal alignment on campus resulted in common goals, routines, and analyzing data practices.

Per MOY 2020 CLI data, vocabulary improved by 19% in one semester (compared May 2019 to January 2020).

Per MOY 2020 CLI data, 5 of 7 assessed domains of math were within 12 points of the May 2019 (EOY) assessment at the January 2020 (MOY) assessment. [shapes, number discrimination, number name, shape discrimination, and operations]

Summary of Needs

What were the identified needs?

Phonological awareness [rhyming, onset/rime, alliteration & syllabication] skills need layered repetition in context within the classroom.

Need a scope and sequence that addresses all PK guidelines within the ten domains.

Vertical alignment meetings connecting PK teachers to Grade 3 teachers to understand what is taught, how it is taught, and how it is assessed.

More students to meet EOY proficiency standards. (63.1% EOY 2019)

Define and implement a systemic multi-tiered system of support (MTSS).

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Early literacy foundations

Professional development to build staff capacity [PK guidelines and alignment through grade 3]

Attain Board goals

Implement MTSS process per district guidance

District Processes & Programs

Overall Summary

W.H. Burnett Elementary serves three- and four-year-old students through state-funded pre-kindergarten (3s & 4s) and federally-funded Head Start (4s).

W.H. Burnett Elementary will continue to target specific needs during staff development activities in order to increase student achievement in all areas. High-quality classroom instruction will continue to be connected to highly effective instructional

strategies and differentiated practices to meet student needs. RTI (Response to Intervention) interventions will be identified during SST meetings and student staffing's and implemented for specific students requiring assistance. Staff development may include but is not limited to the following: collaborative team meetings/PLCs, vertical alignment activities, peer coaching sessions, classroom management support, technology integration, Region 10 Early Childhood training, and content area professional development.

In order for teachers to have access to a scope and sequence geared toward the needs of W.H. Burnett students, the state curriculum will be implemented with fidelity and planning support will be offered during planning PLCs following data PLCs. The campus will continue to provide materials for classroom teachers and students that follow district initiatives (Eduphoria Suite, Frog Street curriculum, technology upgrades, Circle Progress Monitoring, and hardware upgrades). Each student will have a portfolio of work products to be used for parent conferences and to see progress of development through the school year.

W.H. Burnett Elementary will provide opportunities for staff, students, parents, and the community to provide input for improving the school context. These committees include, but are not limited to: teacher representation on the District Educational Improvement Council (DEIC), Student Achievement Leadership Team (SALT), WHB Parent-Teacher Organization (PTO), Campus Site-Based Decision Making Committee (SBDM), math and literacy night committees, Red Ribbon Week Committee, Sunshine Committee, Black History Month Committee, and Field Day Committee. A staff weekly newsletter/calendar will be provided for the upcoming week so that all staff members are knowledgeable of expectations and meetings that will be held. The master schedule was developed to support uninterrupted instructional time and include RTI support to students. The campus has established a framework that addresses consistent support for behavior expectations and character development (Conscious Discipline and RTI).

W.H. Burnett Elementary will provide a systematic, ongoing needs assessment for technology resources including hardware and software. Students will be trained in the use and care of technological equipment. Implementation of basic student technology skills (i.e., keyboarding, technology projects, etc.) will be provided dependent upon availability of hardware/devices. Teacher programs such as Eduphoria suite will be used to maintain student and teacher growth data. Head Start classrooms have 5 iPads in each room in addition to technology resources already in place. PK4 classrooms have 2 iPads in each room. We are seeking additional funding opportunities to support the PK 3 & 4 classrooms with additional devices to ensure that all WHB classrooms have equitable resources.

Summary of Strengths

What were the identified strengths?

Supports and resources are used daily to ensure hands-on activities meet developmental needs of students

Multiple forms of formative assessments are used at least three times per year

The Head Start program offers many supports to the children served

Summary of Needs

What were the identified needs?

Vertical alignment of the PK guidelines through grade 3

Time distribution in classroom for more small group instruction and supports

Communication of formative assessment data to families (format, timelines, and purpose/explanation of results)

Increased family input (CLI parent checklist, ASQSE, conferences, and parent committees)

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Professional development to build staff capacity

Increased family engagement & input

Perceptions

Overall Summary

W.H. Burnett Elementary will continue implementation of the Conscious Discipline model to focus on building relationships with all school stakeholders: students, staff, parents, and community. This model focuses on self-regulation strategies that can be implemented campus-wide. The campus will strive to strengthen communication with parents and the community by continuing to utilize multiple forms of communication including the use of social media, Remind, principal newsletters, and weekly teacher newsletters to parents. Head Start staff will continue to make home visits to build relationships and make connections with parents and students, as per compliance of Head Start performance standards. Parent conferences will be held at the beginning of the year in order to communicate grade level and campus expectations and goals, including increased attendance rates. Campus-wide continuation of the ROAR procedures will be utilized to address bullying concerns. The district will continue to upgrade safety features and training. Drills will be practiced to teach early learners what to do in case of an actual emergency. Students will be recognized for their attendance, excellence in academics and citizenship, and special recognitions. The campus has grading period awards assemblies to recognize students for their successes and efforts applied in the classroom.

W.H. Burnett will increase family and community involvement by implementing a variety of activities that focus on the needs of the campus. The campus will provide a volunteer orientation program for the school community to provide clarity in the areas of need. Parent communication for all events such as Meet the Teacher, family math/science nights, literacy nights, parent and teacher conferences, Donuts for Dad, Muffins for Mom, book fairs, Summer Academy, etc., will be sent home to increase parent participation. The Remind application will be used by all classroom teachers and the campus to increase the effectiveness of parent communication systems. The campus will work diligently to ensure that all parents have set up a Parent Portal to gain access to their students' progress. Updated parent information will be maintained on TxEIS. A parent survey in English and Spanish will be utilized to identify specific needs. Facilitation of parent involvement nights will be organized according to feedback from the parental survey. A principal newsletter will be sent home quarterly, as well as, teacher newsletters sent weekly. The newsletter/calendar for parents will focus on how parents can assist their children with school activities and provide a school-parent partnership. Our key communicator will coordinate with the district communicator to communicate all events at the campus so that social media updates are made, as well as, the campus website is updated with this information. All information sent to parents will be available in English and Spanish. W. H. Burnett will host parent classes to ensure parents are knowledgeable of programs available to students. Through this training, parents can build their knowledge of how to best help their children at home.

Summary of Strengths

What were the identified strengths?

Family outreach is offered in various formats: home visits, parent library access, family nights of interest (reading, math, etc), and parent trainings (per interest survey)

Almost 75% of students' families were present for at least one family event

Summary of Needs

What were the identified needs?

Materials that represent diversity (books, pictures, etc) are needed in all classrooms

Continuous staff development on behavioral milestones and effective strategies to overcome misbehavior needed.

More family participation/engagement at each family event

Increased student attendance (to at least 96%)

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Classroom management strategies

Parent and community engagement

Additional Information

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher walkthroughs and evaluations; Professional development sign-in sheets and agendas (including collaborative teams/PLCs)

Summative Evaluation:

Increase percentage of students meeting EOY proficiency from 63% to 70%.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase percentage of students scoring at EOY proficiency from 63% to 70% by EOY 2021
Minimize achievement gaps by no more than 5% between ethnicity groups

Reviews

Formative
Summative

Resources

Amount	2057
Source	199 General Fund
Budget Reference	199
Description	Square Panda (\$1693, Head Start funds--205); (\$1057, PK4 funds-199)
Amount	1280
Source	199 General Fund
Budget Reference	199
Description	Heggerty (\$640, Head Start funds--205); (\$640, PK4 funds-199)
Amount	8320
Source	199 General Fund
Budget Reference	199
Description	Learning Dynamics (\$4160, Head Start funds--205); (\$4160, PK4 funds-199)
Amount	1890
Source	199 General Fund
Budget Reference	199
Description	Reading A to Z licenses
Amount	11500
Source	Outside Funding Source
Budget Reference	None Specified
Description	Thematic resources (grants awarded from TISD Excellence Foundation (\$10,000) and Tanger Outlets (\$1500))

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating student portfolios.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

Update quarterly (each grading period)

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Increase percentage of students scoring at EOY proficiency from 63% to 70% by EOY 2021
Minimize achievement gaps by no more than 5% between ethnicity groups

Reviews

Formative
Summative

Resources

Amount	1000
Source	199 General Fund
Budget Reference	199
Description	Supplies used to create portfolios (folders, paper, dividers, etc.)

Strategy/Activity 3

Develop a strategic, ongoing, and job embedded professional development plan to build teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations (ie, EL, SPED, 504, etc).

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal

Strategy's Expected Result/Impact

Increased student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring.

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Peer Teacher Coaches

Strategy's Expected Result/Impact

Increased teacher capacity and student achievement; teacher retention (evidence: coaching/mentoring observation and meeting logs)

Reviews

Formative
Summative

Resources

Amount	6400
Source	Outside Funding Source

Budget Reference

None Specified

Description

Region 10 Coaching for Head Start Teachers (TTA money from Head Start grant-205)

Strategy/Activity 5

Align the expectations for the Professional Learning Communities (PLC)'s at Work process to focus on monitoring student mastery of essential standards to provide intervention and enrichment.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal

Strategy's Expected Result/Impact

Collaborative team products and the cycle of defined autonomy to increase the effectiveness of classroom instruction and increase student performance.

Reviews

Formative
Summative

Resources**Strategy/Activity 6**

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

More effective classroom instruction; increased student performance; tracking of teacher observations, action steps & growth

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Response of diverse populations to instruction and interactions at school

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Provide developmentally appropriate at-home learning experiences due to COVID-19.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Increased student enrollment and achievement

Reviews

Formative
Summative

Resources

Objective 2:

A developmentally appropriate and aligned curriculum will be provided to all students.

Evaluation Data Source(s):

Pre-kindergarten Guidelines; Pre-K Outcomes Framework

Summative Evaluation:

Resources 100% aligned to state standards (PK guidelines)
Instruction aligned to PK guidelines
Assessments aligned to instruction and standards

Strategy/Activity 1

Align instructional resources to the written, taught, and tested curriculum

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Classroom teachers

Strategy's Expected Result/Impact

Lesson plans for each theme room that ensure aligned (horizontal & vertical) resources & activities are listed

Reviews

Formative
Summative

Resources

Amount	100
Source	199 General Fund
Budget Reference	199
Description	ASCD membership
Amount	1524
Source	199 General Fund
Budget Reference	199
Description	Region 10 Outcomes Framework (scope & sequence)

Strategy/Activity 2

Host vertical teaming sessions with PK - grade 3 teachers

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Vertical team members

Strategy's Expected Result/Impact

Staff understands what is taught, how it is taught, and how it is assessed PK - grade 3

Reviews

Formative
Summative

Resources

Objective 3:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

CLI, OLPT

Summative Evaluation:

Number of students reaching EOY proficiency standards will increase.

Strategy/Activity 1

Follow the Outcomes Framework scope & sequence that scaffolds and spirals phonological awareness skills in a strategic order utilizing student skills checklists to verify mastery

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Classroom Teachers
Melissa Nichols, Principal

Strategy's Expected Result/Impact

Mastery of early literacy skills as evidenced on report cards (2+) each quarter
EOY proficiency increase from 63% to 70%

Reviews

Formative
Summative

Resources

Amount

1524

Source

199 General Fund

Budget Reference

199

Description

Region 10 Outcomes Framework

Strategy/Activity 2

Increase rigor and cognitive demand in student tasks using play-based, literacy-rich "super seven" stations

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Classroom teachers
Melissa Nichols, Principal

Strategy's Expected Result/Impact

All students will master assessed skills on CLI with 70% mastery or higher

Reviews

Formative
Summative

Resources

Amount	4000
Source	199 General Fund
Budget Reference	199
Description	Station resources and manipulatives (\$2000 from Head Start-205; \$2000 from PK199)

Strategy/Activity 3

Provide intervention support to improve the academic performance of students and minimize the literacy achievement gap/increase kindergarten readiness.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal

Strategy's Expected Result/Impact

All students will master assessed skills on CLI with 70% mastery or higher

Reviews

Formative
Summative

Resources

Amount	1600
Source	199 General Fund

Budget Reference

199

Description

Phonological Awareness small group kits (Lakeshore--\$200 each for PK4 & 3 teachers)

Strategy/Activity 4

Ensure language acquisition instructional strategies are provided to support ELs and provide paraprofessionals to assist in serving the needs of English Learner students.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****Timeline**

August 2020 - May 2021

Person(s) Responsible/MonitorLya Alvarado de Poveda, ESL peer teacher coach
Dr. Andrew Barbee, Asst. Principal (LPAC chair)**Strategy's Expected Result/Impact**

EL students meet EOY proficiency on CLI (70% mastery or higher)

Reviews**Formative**
Summative**Resources****Strategy/Activity 5**

Implement the district-developed Multi-Tiered System of Support to provide targeted interventions to struggling students (academic & behavioral needs).

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 3 - Increase Leadership Effectiveness****CSF 7 - Increase Teacher Quality****Timeline**

August 2020 - May 2021

Person(s) Responsible/Monitor

Alicia Polk, Counselor (SST/RTI campus coordinator)
Melissa Nichols, Principal

Strategy's Expected Result/Impact

Targeted instructional supports increase student success/achievement.

Reviews

Formative
Summative

Resources

Objective 4:

Strategically infuse technology to improve outcomes for all students and increase student awareness of continuing education (colleges) and careers.

Evaluation Data Source(s):

Square Panda data; signed contracts for technology use; Level Up badges earned (by staff)

Summative Evaluation:

Strategy/Activity 1

Provide technology for all at-home students and 4-year-old students.

	CSF 1 - Improve Academic Performance
Critical Success Factor(s)	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline

Fall 2020

Person(s) Responsible/Monitor

Melissa Nichols, Principal

Strategy's Expected Result/Impact

Continuity of instruction regardless of student location; student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount

53480

Source

199 General Fund

Budget Reference

199

Description

Head Start-205 CARES Funding for COVID (149 iPads for families/students to stay connected to campus)

Amount

18000

Source

199 General Fund

Budget Reference

199

Description

75 Hotspots (Connectivity funding)

Strategy/Activity 2

Celebrate college and career opportunities by hosting a career day and monthly college days.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alicia Polk, Counselor
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Increase student curiosity about career pathways and community/parent engagement in hosted events.

Reviews

Formative
Summative

Resources

Amount	6300
Source	Outside Funding Source
Budget Reference	None Specified
Description	Career Photography at career day (\$3000-Head Start-205; \$3000-PTO); If able to host in person, breakfast/lunch for guest speakers (\$300 from PTO)

Strategy/Activity 3

Provide early introduction to STEAM instruction.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

October 2020 - May 2021

Person(s) Responsible/Monitor

Classroom teachers

Strategy's Expected Result/Impact

Increase EOY proficiency on Science domain of CLI assessment

Reviews

Formative
Summative

Resources

Amount	1000
Source	199 General Fund
Budget Reference	199

Description

Instructional supplies for the STEAM lab (\$500-Head Start-205; \$500-PK-199)

Objective 5:

Ensure high performance of all staff to serve all student groups (such as, SPED, 504, Economically Disadvantaged, At-risk, etc) and demographics.

Evaluation Data Source(s):

Teacher evaluations; student data

Summative Evaluation:

Teacher evaluations & student achievement

Strategy/Activity 1

Use the T-TAGS instrument to evaluate teachers and coach them to high levels of achievement.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal

Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Increased teacher quality and leadership effectiveness

Reviews

Formative
Summative

Resources

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional needs & high student achievement.

Performance Objective 1:

Maintain a safe, clean, & orderly environment

Evaluation Data Source(s):

ABM surveys; Clinic referrals; Attendance data

Summative Evaluation:

Disciplinary data, Teacher turnover rates

Strategy/Activity 1

Follow Return to Learn safety practices & protocols (to include enhanced cleaning and sanitizing by the custodial staff

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

ABM personnel
Melissa Nichols, Principal
Classroom teachers & instructional aides

Strategy's Expected Result/Impact

Maintain student & staff health and safety

Reviews

Formative
Summative

Resources

Amount 2500

Source	199 General Fund
Budget Reference	199
Description	Thermometers & PPE (Head Start-205)

Strategy/Activity 2

Follow discipline management plan and all ROAR procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying (TEC 37.083(a)/TEC11.252(a)(3)(D)) to reduce discipline practices that remove students from the classroom.

Critical Success Factor(s)CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Dr. Andrew Barbee, Asst. Principal
Melissa Nichols, Principal

Strategy's Expected Result/Impact
Appropriate response to prohibited conduct; maintain student & staff health & safety
Increased teacher retention

Reviews	
Formative	
Summative	
Resources	
Amount	250
Source	199 General Fund
Budget Reference	199
Description	Conscious Discipline training and resources (\$125 Head Start-205; \$125 PK-199)

Strategy/Activity 3

Provide training on age appropriate expectations for behavior at least 3 times within the school year.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Andrew Barbee, Asst. Principal
Alicia Polk, Counselor

Strategy's Expected Result/Impact

Increased staff capacity of de-escalation techniques and how to address misbehavior and the root of said behaviors

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], and support efforts to reduce the overuse of discipline practices.

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Shuck Weiland, Director of Student Services

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor log, Family participation/sign-in sheets & home visit logs, Teacher retention, Attendance & discipline data

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors we will attend professional development and offer parent training & student lessons specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, and other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

CSF 1 - Improve Academic Performance

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Elaine Thomas, Head Start Family & Health Services Manager
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Staff & parent capacity to assist students in need increases

Reviews

Formative
Summative

Resources

Amount

2000

Source

199 General Fund

Budget Reference

199

Description

Family Counselor (\$1800-Head Start Quality Improvement funds; \$200-PK Parent Involvement money for handouts)

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program including consistent guidance lessons. (TEC 11.252, 33.005)

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alicia Polk, Counselor

Strategy's Expected Result/Impact

Decreased misbehavior; increased student attendance

Reviews

Formative
Summative

Resources

Amount	500
Source	199 General Fund
Budget Reference	199
Description	Counselor resources for guidance lessons (\$500 PK-199)

Strategy/Activity 3

Ensure campus/Head Start provides school health services and activities including required physical activities (TEC 11.252(d)(10)) and provide components of meals to staff to facilitate classroom family-style eating practices.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Elaine Thomas, Head Start Family & Health Services Manager
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Address whole child needs (social, emotional, physical)

Reviews

Formative
Summative

Resources

Amount	11200
Source	199 General Fund
Budget Reference	199

Description

\$11,200 Head Start-205 for staff meal components

Strategy/Activity 4

Campus will follow district's methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andre Barbee, Asst. Principal
Alicia Polk, Counselor

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Bonnie Dockery, TISD Social Worker

Dr. Elaine Thomas, Head Start Family & Health Services Manager
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Awareness of student needs and knowledge/ability to respond

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Add at least 4 multicultural reading selections to each thematic learning space to reflect and show diversity of students.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Classroom Teachers
Melissa Nichols, Principal

Strategy's Expected Result/Impact

Reflect student population's diversity in reading selections; students make connections with texts read

Reviews

Formative
Summative

Resources

Amount

2000

Source	199 General Fund
Budget Reference	199
Description	Books for classrooms and library (\$1000 Head Start-205; \$1000 PK-199)

Goal 3: Fiscal Responsibility

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve fiscal responsibility

Evaluation Data Source(s):

Enrollment numbers; budget audit

Summative Evaluation:

Maintain enrollment of 375+ students and balanced budget

Strategy/Activity 1

Communicate within community and recruit families to generate and maintain enrollment at full capacity

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal
Dr. Elaine Thomas, Head Start Family & Health Services Manager

Strategy's Expected Result/Impact

Increased enrollment

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Utilizedistrict automated and digitized systems to maximize efficiency.

Critical Success Factor(s)CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nicholas, Principal

Strategy's Expected Result/Impact

Streamline processes; Data accuracy

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Goal 4: Parent and Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent surveys and event attendance

Summative Evaluation:

Opportunities provided for family and community involvement/participation

Strategy/Activity 1

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed. (Teachers to send newsletters 2 to 4 times per month with specific information for families.)

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melissa Nichols, Principal
Natalie Sanchez, Key Communicator
Maria Barrientos, Secretary

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are informed of latest campus news (Increase from 30% of families participating to at least 45% of families participating)

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide a list of community social services & resources to parents.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alicia Polk, Counselor
Dr. Elaine Thomas, Head Start Family & Health Services Manager
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Parent access to community support resources

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Implement use of the CLI Parent Observation tool within the first 45 days of instruction to facilitate positive interactions and constructive conversations during home visits and parent-teacher conferences.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 7 - Increase Teacher Quality

Timeline

September - October 2020

Person(s) Responsible/Monitor

Classroom teachers
Melissa Nichols, Principal

Strategy's Expected Result/Impact

Positive interactions and constructive conversations during home visits and parent-teacher conferences.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Implement home visits across the campus to connect with families and offer support/resources needed/requested.

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Elaine Thomas, Head Start Family & Health Services Manager
Alicia Polk, Counselor

Strategy's Expected Result/Impact

Able to offer support/resources needed/requested to families

Reviews

Formative

Summative

Resources

Objective 2:

Establish, embrace, and support community & business partnerships and involvement for success of students.

Evaluation Data Source(s):

Survey data; number of partnerships

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer events and special programs.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Head Start Case Managers
Melissa Nichols, Principal
Dr. Andrew Barbee, Asst. Principal

Strategy's Expected Result/Impact

Increased participation from community and business partners

Reviews

Formative

Summative

Resources

CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Rapid Letter Naming
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

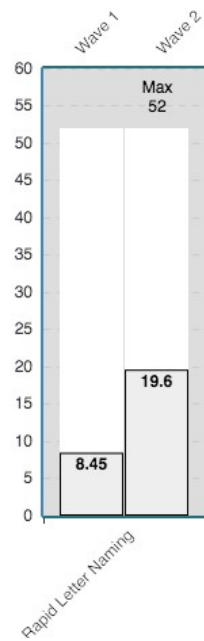
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Rapid Letter Naming



CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Rapid Vocabulary
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

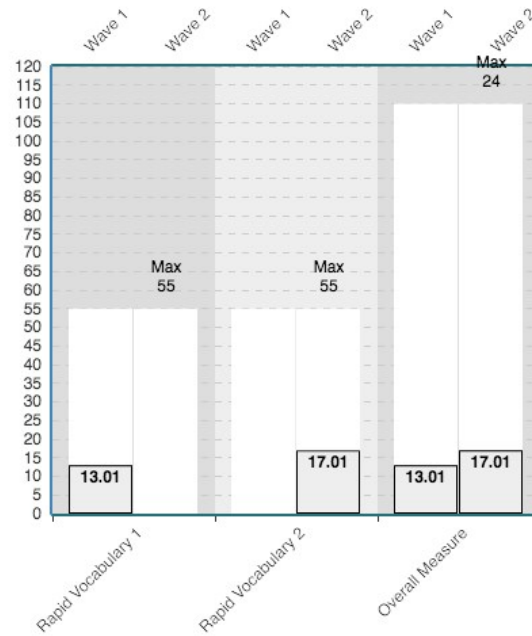
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Rapid Vocabulary



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Phonological Awareness
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

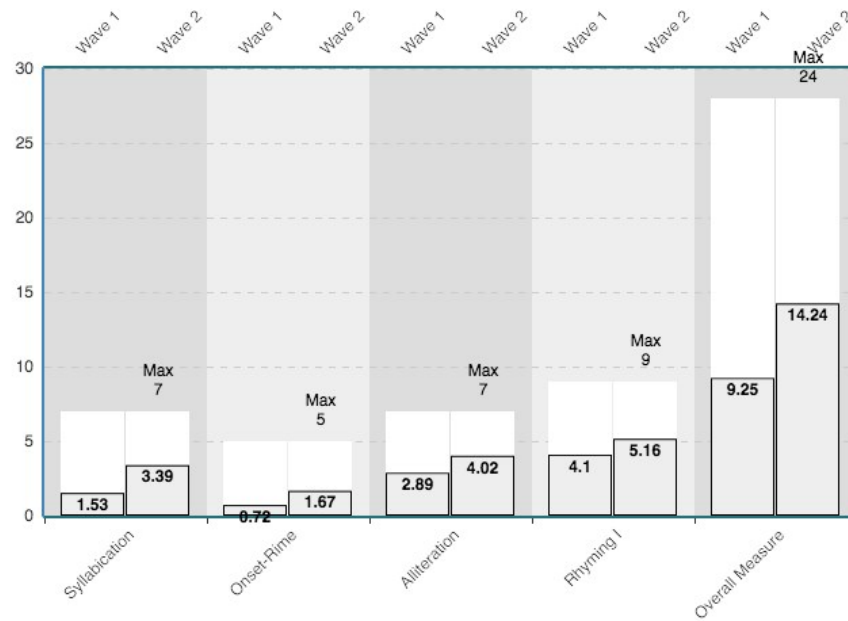
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Phonological Awareness



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Optional PA
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

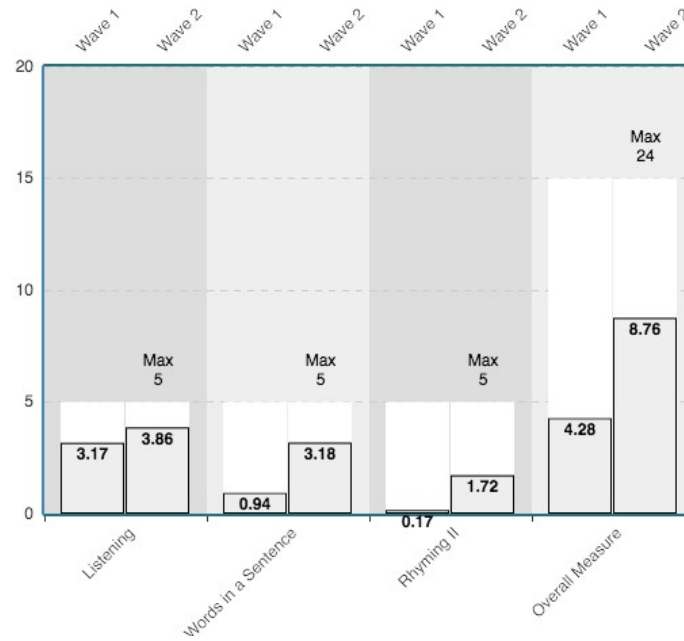
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Optional PA



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Math
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

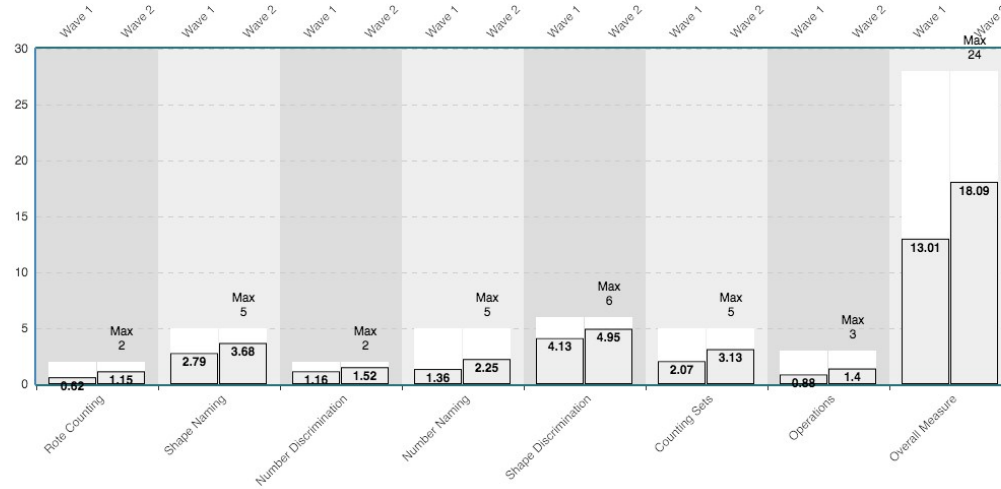
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Math



CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Optional Math
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

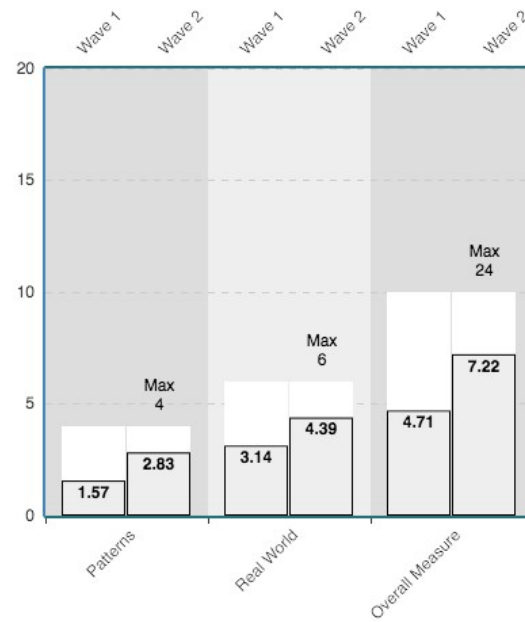
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Optional Math



CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Letter-Sound Correspondence
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

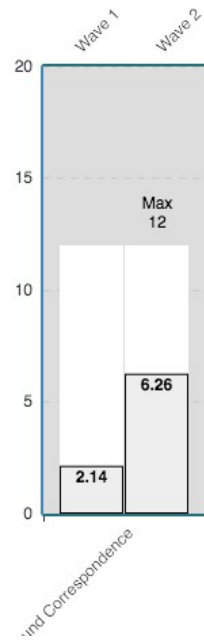
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Letter-Sound Correspondence



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Story Retell and Comprehension
Average Scores

Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

Assessment Language: English

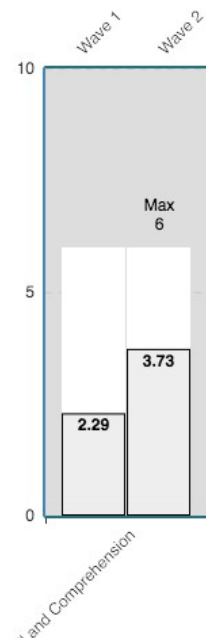
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Story Retell and Comprehension



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Book and Print Knowledge
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

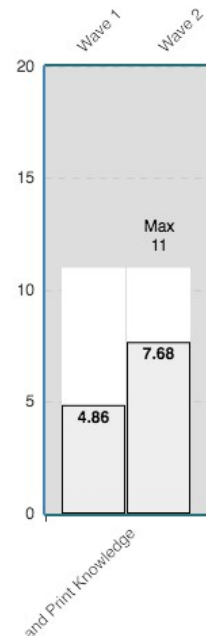
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Book and Print Knowledge



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Science
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

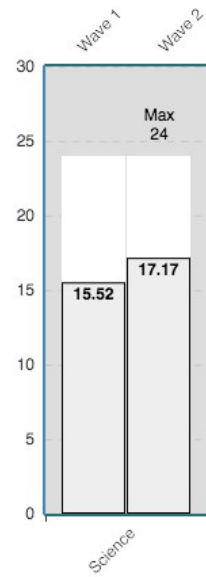
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Science



CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Social Studies
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

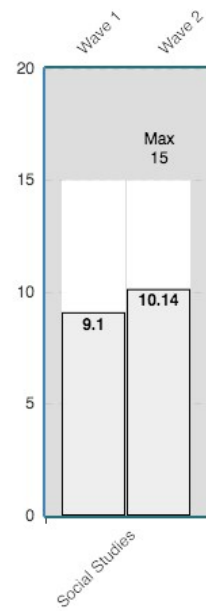
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Social Studies



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Social Emotional Behaviors
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

Assessment Language: English

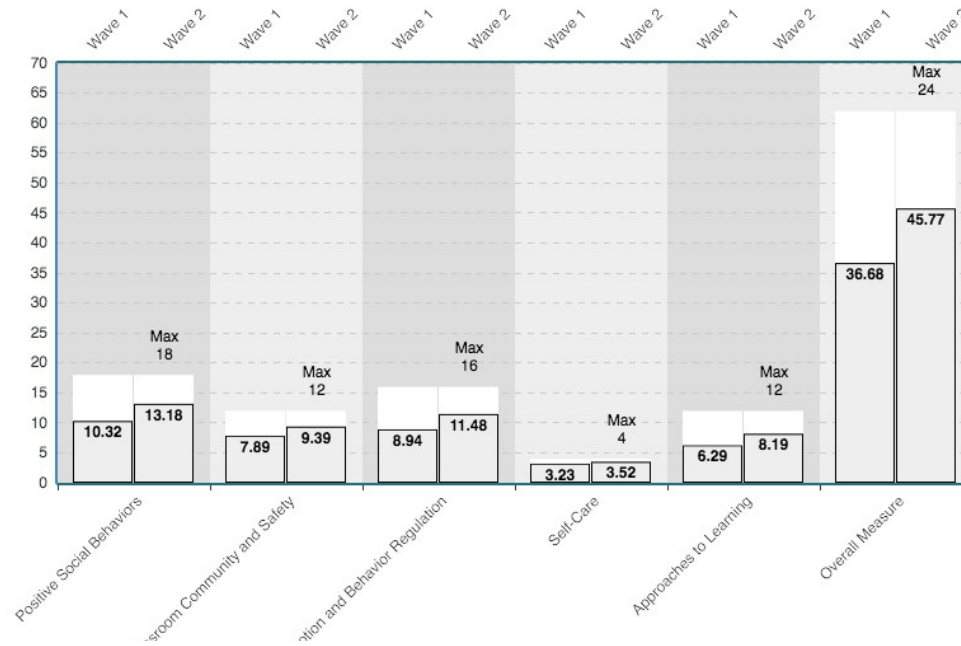
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Social Emotional Behaviors



CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Early Writing Skills
Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

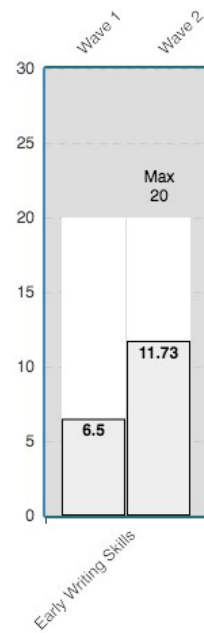
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Early Writing Skills



CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Approaches to Learning Expanded
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

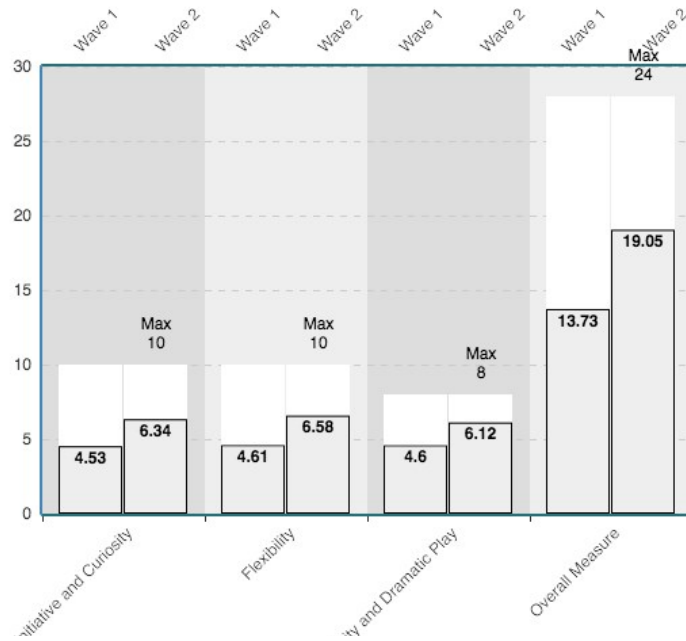
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Approaches to Learning Expanded



Community/District: TERRELL ISD

School: W H BURNETT EL

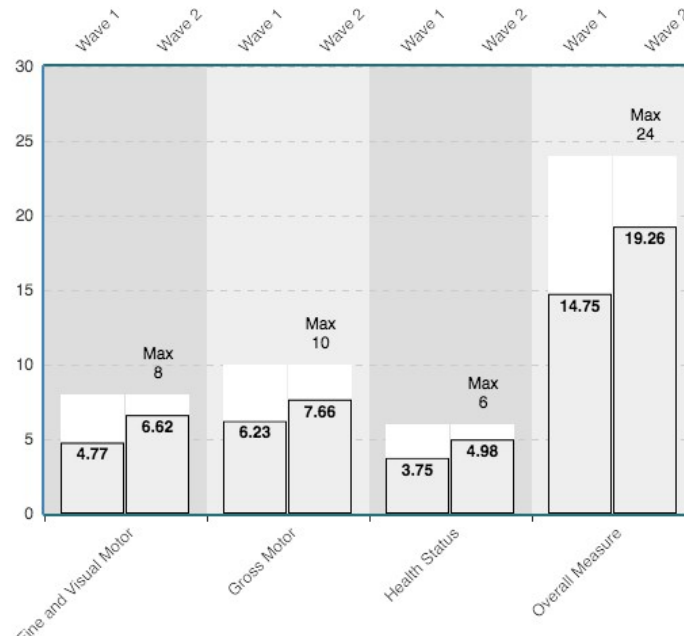
School Year: 2019-2020

Ethnicity: All

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

School Average Growth Report

W H BURNETT EL: Physical Development and Health



CIRCLE Progress Monitoring Pre-K School Average Growth Report Physical Development and Health Average Scores



Assessment Language: English

Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

CIRCLE Progress Monitoring Pre-K
 School Average Growth Report
 Speech Production and Sentence Skills
 Average Scores



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Assessment Language: English

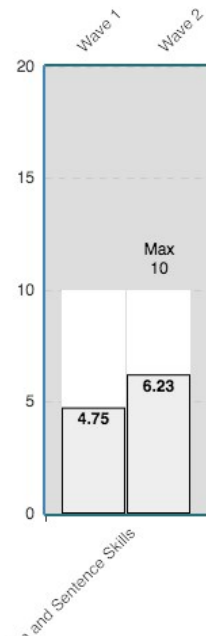
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Speech Production and Sentence Skills



Community/District: TERRELL ISD

School: W H BURNETT EL

School Year: 2019-2020

Ethnicity: All

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

Speech Production

CIRCLE Progress Monitoring Pre-K
School Average Growth Report
Motivation to Read - En
Average Scores



Assessment Language: English

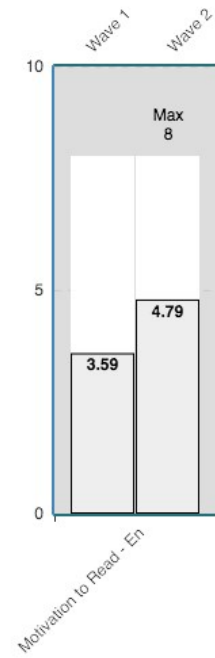
Classes: 22

Wave 1: 09/23/2019

Wave 2: 01/08/2020

School Average Growth Report

W H BURNETT EL: Motivation to Read - En



**CIRCLE Progress Monitoring Pre-K
School Benchmark Report**



Assessment Language: English
Class: ALL
Teacher: ALL

Community: TERRELL ISD
School: W H BURNETT EL
School year: 2019-2020
Wave 2

Ethnicity: All

☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		71%	17%	6%	7%
Rapid Vocabulary	Rapid Vocabulary 2	63%	26%	10%	0%
	Overall Measure	63%	26%	10%	0%
Phonological Awareness	Syllabication	27%	47%	11%	14%
	Onset-Rime	29%	43%	13%	15%
	Alliteration	18%	51%	16%	15%
	Rhyming I	19%	52%	14%	15%
	Overall Measure	74%	23%	3%	0%
Optional PA	Listening	63%	30%	3%	3%
	Words in a Sentence	53%	40%	3%	3%
	Rhyming II	33%	67%	0%	0%
	Overall Measure	81%	14%	5%	0%
Math	Rote Counting	32%	39%	15%	14%
	Shape Naming	64%	19%	8%	9%
	Number Discrimination	66%	15%	9%	11%
	Number Naming	50%	27%	11%	12%
	Shape Discrimination	71%	15%	5%	8%
	Counting Sets	47%	30%	11%	12%
	Operations	23%	46%	16%	15%
	Overall Measure	81%	12%	6%	0%
Optional Math	Patterns	*	*	*	*
	Real World	*	*	*	*
	Overall Measure	88%	9%	2%	2%
Letter-Sound Correspondence		*	*	*	*
Story Retell and Comprehension		78%	10%	11%	0%
Book and Print Knowledge		87%	9%	4%	0%
Science		78%	14%	9%	0%
Social Studies		80%	13%	8%	0%
	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*

CIRCLE Progress Monitoring Pre-K School Benchmark Report



Community: TERRELL ISD
School: W H BURNETT EL
School year: 2019-2020
Wave 2

Assessment Language: English
Class: ALL
Teacher: ALL

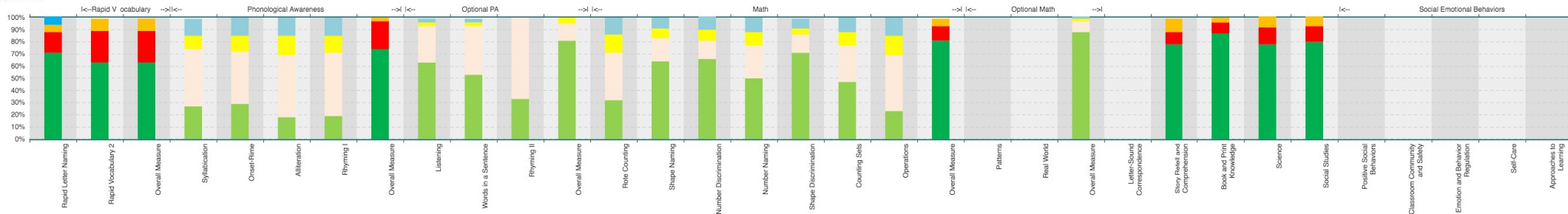
Ethnicity: All
Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

Social Emotional Behaviors	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	95%	4%	1%	0%
Early Writing Skills		86%	8%	6%	0%
Approaches to Learning Expanded	Initiative and Curiosity	*	*	*	*
	Flexibility	*	*	*	*
	Art/Creativity and Dramatic Play	*	*	*	*
	Overall Measure	94%	4%	2%	0%
Physical Development and Health	Fine and Visual Motor	*	*	*	*
	Gross Motor	*	*	*	*
	Health Status	*	*	*	*
	Overall Measure	88%	10%	1%	0%
Speech Production and Sentence Skills		84%	11%	5%	0%
Motivation to Read - En		92%	8%	1%	0%
* Measure has no benchmarks.					

■ % of Students Meeting On Track
 ■ % of Students Meeting Needs Support
 ■ % of Students Meeting Monitor
 ■ % of Students Meeting Out of Range
 ■ % of Students Meeting On Track
 ■ % of Students Meeting Needs Support
 ■ % of Students Meeting Monitor
 ■ % of Students Meeting Out of Range

School Benchmark Report

W H BURNETT EL



Quality Components & Strategies

Access Enrollment				Assessment			
	Developing	Proficient	Exemplary		Developing	Proficient	Exemplary
Eligible 4-year-olds			X	Formative Assessment			X
Eligible 3-year-olds	X			Use of Assessment Instrument			X
Half-day and/or Full day			X	Data-Driven Practices			X
Outreach Strategies			X	Family Input			X
Enrollment Plan			X	Referrals/Intervention			X
Enrollment Process			X				
Administrative & Teaching Staff				Learning Environments			
	Developing	Proficient	Exemplary		Developing	Proficient	Exemplary
Educator Aide Qualifications			X	Physical Arrangement		X	
Teacher Qualifications		X		Link to Classroom Instruction		X	
Teacher Evaluations			X	Procedures and Routines		X	
Teacher Professional Development		X		Supporting Student Behavior	X		
Coaching and Mentoring	X			Daily Schedule		X	
Administrator Professional Development			X	Classroom Displays		X	
Leading Continuous Improvement		X		Outdoor Environment			X
Curriculum				Family Engagement			
	Developing	Proficient	Exemplary		Developing	Proficient	Exemplary
Curriculum		X		Family Engagement Plan		X	
Scope & Sequence	X			Communication Practices		X	
Curricular Integration		X		Inclusive Family Engagement Policy		X	
Vertical Alignment	X			Family Conferences &/or Home Visits			X
Horizontal Alignment			X	Reporting Student Progress		X	
Instruction				Transitions			
	Developing	Proficient	Exemplary		Developing	Proficient	Exemplary
Instructional Activities		X		Shared Professional Development		X	
Instructional Settings		X		Collaborative Meetings with Early Care and Education Providers	X		
Supporting Special Populations		X		Sharing Student Data		X	
Children with Special Needs			X	Family Transition Strategies		X	
Teacher Interactions with Students		X		Transition Plan		X	
Supporting the Whole Child			X				
Student to Teacher Ratio	X						

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Public Hearing to Discuss the Terrell ISD District Improvement Plan & Targeted Improvement Plans

Summary:

The Board of Trustees will conduct a Public Hearing for comment on the Terrell ISD District Improvement Plan and Targeted Improvement Plans.

Attachments:

N/A

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees conducts a public hearing regarding the District Improvement Plan and Targeted Improvement Plans.

Budget/Funding

N/A

. Terrell Independent School District
Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect transparency and decisions that support long-term financial stability for high student achievement	

Agenda Item: Consider Approval of Terrell ISD District Improvement Plan and Targeted Improvement Plans for 2020-2021

Summary:

Following a report and public hearing on the District Improvement Plan and the Targeted Improvement Plans for 2020-21, the Board will consider approval.

Attachments:

Plans attached under previous item

Administrative Recommendation:

It is the recommendation of the Superintendent that the Board of Trustees approves the Terrell ISD District Improvement Plan and Targeted Improvement Plans.

Budget/Funding

N/A

Terrell Independent School District

Executive Summary Report

Date	District Objective	Agenda Item #
October 19, 2020	Expect engagement with the families and the community for high student achievement	
Agenda Item: Consider Approval of Change of November 9, 2020 Board Work Study to December 3, 2020 and to Consider Team of Eight Training on November 9, 2020		
Summary: The Board and Superintendent annually participate in Team of Eight Training as required by Texas Administrative Code 61.1 and Texas Government Code sections 551.005 and 552.012 The Board will consider moving the November 9, 2020 Board Work Study to December 3, 2020. The Board will also consider reserving November 9, 2020 as a Team of Eight training.		
Attachments:		
Possible Date change/addition for Team of Eight Training and Board Work/Study Session.		
Administrative Recommendation:		
Administration recommends that the Board of Trustees approve changing the November 9, 2020 Board Work Study to December 3, 2020 and reserving November 9, 2020 as a Team of Eight training.		
Budget/Funding		
N/A		

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	Agenda Item #
October 19, 2020	Expect More, Achieve More	

Agenda Item: Executive Session: Consider Superintendent Evaluation Instrument

Summary:

Pursuant to Texas Government Code, Section 551.074, certain deliberations about officers and employees of the governmental body may be held in executive session in order to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

The Board and Superintendent will meet in Executive Session to discuss the Superintendent Evaluation Instrument in preparation for future Superintendent Evaluation.

Attachments:

Provided under separate cover

Administrative Recommendation:

N/A

Budget/Funding

N/A