Terrell Independent School District

Global Leadership Academy

2021-2022 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: October 18, 2021

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.

The mission of the 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 ethical members of a changing society.

Vision

The Global Leadership Academy will successfully prepare all students with a hope for the future and a readiness for college, career, and personal success.

Value Statement

Established in 1883, Terrell Independent School District has a proud history of providing quality education to students. It is our belief that the future of our community, state, and nation hinges on the quality of the student being educated by our school system. Terrell ISD is a located east of Dallas, has an approximate enrollment of 4,961 students served by nine campuses.

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at https://tea.texas.gov. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Global Leadership Academy is an elementary campus serving 212 students. The enrollment in GLA has grown from 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: African American- 12%, Hispanic- 30%, White- 49%, Two or More-8 % Other student demographics include: Economically Disadvantaged- 49%, English Learners- 6%, Special Education- 2.7% Section 504- 3% Gifted and Talented- 26%. The Global Leadership Academy average attendance rate is 97.98%, which is above the state average. Student attendance is a focus for our campus.

GLA has 21 staff members. Of these, 73.7% are professional staff and 14.3% of the teachers have less than 5 years experience. The turnover rate for our campus is 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. GLA provides professional development annually, which includes a combination of teacher selected and district mandated options. The GLA administrative team conducts weekly walkthoughs 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.Each school year we have several events for students and families including a fall festival, pot-luck picnic, Daddy-Daughter/Mother-Son dance, etc.

GLA provides professional development for teachers and staff to build content and effective instruction strategies. Our campus utilizes a "house" system in order to bring about unity, community, embrace diversity, and build a culture of trust and respect. GLA 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 high achieving students. We encourage teachers to obtain their ESL certification in order to serve the needs of our ESL population along with GT training or certification. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills are implemented by the school counselor and teachers. A focus is made to provide parent support and training at the campus level.

Demographics Strengths

Teacher attendance average 96%
100% teaching in areas of certification
More than 80% of teachers are ESL/GT trained
Data Driven Instruction- Student facing data trackers within Google Slides

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus did not meet all performance objectives targeted for the 2020-2021 school year. The need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). The African American student group underperforms other student groups. **Root Cause:** The need to strengthen Tier one instruction using data driven decision making.

Student Learning

Student Learning Summary

State accountability for 2020-2021 is rated "Not rated: State of Disaster." STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. GLA needs to increase then number of students attaining Masters on state assessments.

GLA implements TISD's curriculum, which 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. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

GLA 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.

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. A district Director of Multi-Tiered Systems of Support has been added to further impact the individual needs of 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.

GLA is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. GLA 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. GLA provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. 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. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that 'no students go 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. There is also a need for professional accountability to implement learning from professional development.

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 equity for all, 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.

Most areas still show a double digit achievement gap between African American student group and other student groups for STAAR.

	3rd Grade Reading			3rd Grade Math		
	Approach	Meet	Master	Approach	Meet	Master
Campus	91%	63%	34%	97%	86%	46%
District	53%	25%	9%	50%	20%	8%
Black/AA (5)	60%	20%	0%	100%	80%	0%

	3rd Grade Reading			3rd Grade Math		
White (12)	100%	75%	58%	92%	92%	67%
Hispanic (15)	100%	67%	33%	100%	93%	47%
Two or More (3)	67%	67%	0%	100%	33%	33%
	4th Grade Reading			4th Grade Math		
	Approach	Meet	Master	Approach	Meet	Master
Campus	95%	75%	45%	90%	65%	45%
District	45%	19%	6%	38%	19%	9%
Black/AA (3)	67%	67%	33%	67%	0%	0%
White (11)	100%	91%	64%	91%	91%	73%
Hispanic (6)	100%	50%	17%	100%	50%	17%
	5th Grade Reading			5th Grade Math		
	Approach	Meet	Master	Approach	Meet	Master
Campus	97%	79%	48%	88%	67%	39%
District	62%	35%	21%	53%	29%	14%
Black (7)	86%	29%	14%	86%	71%	43%
White (12)	100%	92%	67%	92%	58%	17%
Hispanic (14)	100%	93%	50%	86%	71%	57%

MAP student growth data for Fall - Spring Kinder-5 Math Growth Index: 1.45, -0.31, -0.45, 1.30, -0.70, -1.15. MAP student growth data for Fall- Spring Reading Growth Index K-5: -2.07; -2.11; 0.33; -058; -1.58; -0.54. Student growth data for Fall- Spring Science Growth Index: 1.16.

End of year DRA results for **below approaching**: Kinder 0%; 1st 38%, 2nd 3%

Student Learning Strengths

Growth made from MOY to EOY in K-2 DRA

Growth made from MOY to EOY on MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Campus did not meet all performance objectives targeted for the 2020-2021 school year. The need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). The African American student group underperforms other student groups. **Root Cause:** The need to strengthen Tier one instruction using data driven decision making.

Problem Statement 2: Due to teacher turnover and additional effects of COVID-19 there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

School Processes & Programs

School Processes & Programs Summary

Global Leadership Academy has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. I ensure that teachers receive regular observations and appropriate feedback to implement effective leadership. The National Institute of Excellence in Teaching's TLR System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher learning rubric, calibrates results, and holds staff accountable for increasing student performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The needs for effective instruction, enhanced interventions to close academic gaps, and increased literacy are evident. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence and cultural responsiveness are but a few of the areas professional development will address. Professional Learning Communities (PLCs) lay the framework for colaboarative team meetings, job-embedded professional development, 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, a Teacher Leaders is assigned to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science also provide coaching to our teachers. Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, and utilize the Get Better Faster model to support feedback sessions.

All teachers new to GLA attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments and embed essential skills. A Literacy Director focuses on early literacy acquisition and ensure the implementation of Fontas & Pinnell's balanced literacy program including guided reading, phonics, writing, vocabulary, and other literacy elements. Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third grade teachers and principals must attend a "teacher literacy achievement academy" called the HB3 Reading Academies by the 2022-2023 school year. The district added the position of Director of MSST/SEL to focus on the needs of students needing additional academic supports as well as those with social and emotional needs. School psychologists and counselors are also readily available.

iIncentives are provided to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers and other incentives. The District has applied to participate in the state's Teacher Incentive Allotment whereby teachers, based on their effectiveness, may earn distinctions levels of Recognized, Exemplary, or Masters and receive additional compensation based on those distinctions. The district adopted a 4 1/2 day student calendar providing teachers time for learning and planning each week. At GLA teachers have at least 2 Fridays per month for uninterruped, long term planning.

We provide opportunities for all stakeholders to provide input for improving GLA. Committees such as: Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organization (PTO) 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 Teacher Leaders, 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.

At Global Leadership Academy we monitor high expectations and critical thinking for high student achievement. Development of a district curriculum is an ever-going process with a scope and sequence geared toward meeting the needs of all 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) and Collaborative Teams, vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Additionally, at GLA, teachers are provided at least 2 Fridays per month for full day planning while students are off campus.

At GLA we provide 1:1 teachnology for all of our students. K-2 students are provided ipads, while our 3-5 graders receive Chromebooks. They utilize programs such as google suite, Schoology, Seesaw, Peardeck and many more. Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Edgenuity, Go Math, Prodigy Math, Stephenson Reading, ST 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. 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. In addition, our students attend STEM and Music classes twice per week and PE daily. 6 out of 14 teachers have been trained in using Project Based Learning in the classroom and we plan to continue training our remaining staff by the end of the school year.

While our teachers use Fridays for planning, we offer an enrichment program we call Independent Learning Days (ILD). Students participate in enrichment activities associated with STEM, Art, and online programs. Most of our students learn go on field trips or participate in extension activities with their parents on Fridays. For parents who need support with students on Fridays, they attend our ILD. We usually have around 20 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. Safety plans and safety drills in place at all campuses.

Coaching and retaining our teachers with the following: Teach Like A Champion, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Math Innovation Zone (MIZ), Tiger Academy, Mentor Program, New Teacher Orientation, Teacher incentives, SALT, Site Based Decision, Reading Interventionists, At Risk Counselors, Adoption of 4 day calendar.

Growing Students: Blended Learning (BL), Math Innovation Zone (MIZ), Achieve3000, STMath, Stemscopes, Changemakers, SEL, 1:1 Technology, Title I Campus, Student Incentives, Goal setting built into schedule daily.

Campus: PTO, Safety Plan, Youth Truth Survey, House system that includes house meetings, house leaders, community based service projects.

School Processes & Programs Strengths

Teachers: Common planning, targeted professional development, campus culture tracker using google forms, K-2 coaching for Blended Learning, Project Based Learning, Collaborative Teams using PLC at Work structure

Students: Built in goal setting meetings each day, MAP Learning Continuum drives groups for intervention and enrichment, incorporating Ron Clark's House System

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to teacher turnover and additional effects of COVID-19 there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 2: Campus did not meet all performance objectives targeted for the 2020-2021 school year. The need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). The African American student group underperforms other student groups. **Root Cause:** The need to strengthen Tier one instruction using data driven decision making.

Perceptions

Perceptions Summary

Many great things are happening at GLA! We offer robotics, k-kids and have added a "house" system as options to our student to create a sense of belonging on our campus. As part of our house meetings house leaders are elected by their peers in an effort to create leadership opportunities for our students. Key communicators have been elected as well to assist house leaders as needed. For parent engagement, the opportunities are abundant, including our yearly Fall Festival, monthly PTO meetings, and SBDM team meetings. Parents volunteer frequently to help teachers with classroom needs. Friends of Public Schools will join the district in creating Ambassadors for the district. 2 of our campus teachers are part of this ambassador program and are already beginning to add positive, interactive bulletin boards around campus for students to share what is going well for them each day.

GLA places priority on safety. We complete safety drills, view multiple security cameras, attend district safety meetings, complete compliance training and continuing education training.

To address any behavior issues that may arise, GLA has 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, also known as prohibited conduct.

GLA staff participate in Site Based Decision Making meetings at least twice per year, House Committee Meetings, Leadership Team Meetings in an effort to prepare engaging oppotutnities for the students on our campus.

To communicate opportunities for parent engagement, GLA advertises district activities and events such as neighborhood Back to School Bashes, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, campus publications and Remind. 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.

GLA seeks ways to engage parents, students, staff, and the community through a variety interest surveys - from technology to communication, GLA has utilized Youth Truth to survey students, families, and staff in English and Spanish to determine specific needs. This will provide us the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives. Our Youth Truth survey showed that students sense of belonging is lower than expected. These programs will support growth in that area. Facilitation of parent involvement nights are organized according to feedback from the parental survey.

GLA hosts parent and community engagement programs such as: Project based learning "expert" visitors to support project planning, monthly PTO meetings, K-Kids, yearly service projects utilized by "house" groups

The ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. We offer a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. 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.

Communication and transparency are important to GLA. We work to provide avenues for parents and stakeholders to share new ideas and create activities that promote wide-spread student and family participation/engagement. To promote parental engagement and partnership, the district strives to maximize communication through multiple outlets, 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, 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. Superintendent provides weekly Wednesdays with Warnock to highlight campus programs and provide topic specific communication to parents.

GLA 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, (5) Kiwanis K-Kids provide an incentive program, (6) Economic Development Board, (7) Chamber of Commerce, (8) City of Terrell, (9) Share Center, (10) Community in Schools, and many other partnerships.

We implement the 7 Habits of Highly Effective People and our house system to promote community and family on our campus.

Perceptions Strengths

Honor Roll students house points

7 Habits Ambassadors receive shirts that can be worn on the day of their choice each week

SEL time built in master schedule

Parental Involvement rates are high on our campus, parents are willing participants in their childs' education

PTO support student and teacher needs as often as they are able

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to teacher turnover and additional effects of COVID-19 there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 2: Campus did not meet all performance objectives targeted for the 2020-2021 school year. The need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). The African American student group underperforms other student groups. **Root Cause:** The need to strengthen Tier one instruction using data driven decision making.

Goals

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1: Improve supports to positively impact student learning.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including collaborative meetings). Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy 1 Details
Strategy 1: Provide and monitor the effective use of instructional programs, interventions/enrichments, supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to see growth in all student groups.
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: Monitor the intentional use of data to drive instruction by creating precise, manageable, and measurable learning targets for students. [STAAR, TELPAS, MAP, Achieve 3000, etc.]
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Strategy 3 Details
Strategy 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.
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Strategy 4 Details
Strategy 4: Support teachers in their growth and development through targeted instructional coaching and mentoring
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details
Strategy 5: 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.
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 6 Details
Strategy 6: Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 7 Details
Strategy 7: Utilize the Texas Performance Standards Project provided for free by Region 10 to support PBL implementation on campus.
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 8 Details
Strategy 8: Ensure high performance (all staff to serve) all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, SS504, EL, GT, Economically Disadvantaged, At-Risk, etc
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 9 Details
Strategy 9: Teachers and students will track data weekly and set goals to increase student achievement and to reach our ultimate goal of all students reaching "Meets" or "Masters" on STAAR.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 10 Details
Strategy 10: Teachers will follow the PLC at Work process when meeting weekly for collaborative team meetings.
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 2: Students will achieve literacy success through meaningful learning experiences, innovative pathways, and personalized learning opportunities.

HB3 Goal

Evaluation Data Sources: MAP, STAAR

Strategy 1 Details
Strategy 1: Students will achieve literacy success through meaningful learning experiences, innovative pathways and personalized learning opportunities.
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Strategy 2 Details
Strategy 2: Increase rigor and cognitive demand in student tasks using Fountas and Pinell Classroom system. (shared reading, interactive read aloud, reading and writing workshop)
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

Goal 2: Maintain a 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 Sources: SSC Survey, Clinic Referrals, Attendance Rates; Teacher turnover rates, Discipline reports, Social-Emotional Learning supports available

Strategy 1 Details
Strategy 1: 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)]
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Follow and implement all Covid procedures from the TISD Return to Learn Plan
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Provide coordinated school health services, activities and evaluations including required physical activities [TEC 11.253(d)(10)].
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

Goal 2: Maintain a high quality and safe learning environment, both physical and social-emotional, for high student achievement.

Performance Objective 2: Increase social-emotional supports

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Counselor referrals, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates; Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy 1 Details
Strategy 1: In order 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]
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 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]
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
Strategy 4 Details
Strategy 4: Monthly recognition for teachers
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture
Strategy 5 Details
Strategy 5: ROAR program procedures will be followed to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying.

Goal 3: Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1: Preserve Fiscal Responsibility

Targeted or ESF High Priority

Evaluation Data Sources: FIRST report, District audit; Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy 1 Details
Strategy 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.
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning
Strategy 2 Details
Strategy 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.
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Utilize the district's automated and digitized systems to maximize efficiency.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 4 Details
Strategy 4: Maximize grant funding and outside resources to maintain and increase innovation
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 5 Details
Strategy 5: Report and maintain accurate PEIMS data through training and follow-up supports for for support staff on appropriate coding procedures.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Goal 4: 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.

    Targeted or ESF High Priority

    HB3 Goal

    Evaluation Data Sources: Parent Surveys, Event attendance

Strategy 1 Details
Strategy 1: Monitor cultural sensitivity and customer service training for staff members   **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Provide a list of community social services & resources to parents.   **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.   **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 4: Expect engagement with parents and the community for high student achievement.

Performance Objective 2: Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students

    Targeted or ESF High Priority

    Evaluation Data Sources: Survey data

Strategy 1 Details
Strategy 1: Provide opportunities for community involvement including volunteer training, special event programs   **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Community members will be utilized through the PBL process to visit and reflect with students about their projects.   **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Addendums