Terrell Independent School District

Gilbert Willie Sr. Elementary

2021-2022 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: October 18, 2021

Mission Statement

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.

Our mission at Gilbert Willie Elementary is to love, care, and serve our students, staff, and community.

Vision

Our vision at GWE is to inspire all students to be the best they can be academically and socially.

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

Gilbert Willie Elementary, a Terrell ISD campus, 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.

Gilbert Willie Elementary is represented by these student demographics: African American - 24.75%, Hispanic - 50.50%, White - 18.74%, Two or More - 5.88%. Student demographics for programs include: Limited English Proficient - 31.04%, Special Education - 12.43%, Gifted and Talented - 1%, Dyslexia - 3.29%. Other student demographics include: Economically Disadvantaged - 81.83%, At Risk - 69.67%, Homeless - 0%.

Gilbert Willie Elementary provides professional development for teachers and staff to build content and effective instruction strategies. Gilbert Willie Elementary 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. We encourage teachers to obtain their ESL certification in order to serve the needs of our ESL population. 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%
More than 80% of teachers are ESL/GT trained

Collaborative planning and data PLCs to focus on the needs of our special populations

Data Driven Instruction (Student data folders)

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. Gilbert Willie needs to increase number of students attaining Meets and Masters on state assessments.

The need to increase growth in all subjects and sub-populations, literacy, language acquisition, digital fluency, and college & career readiness are all identified areas of need. Gilbert Willie is committed to attaining the challenging HB3 goals established by the Board of Trustees.

Gilbert Willie implements curriculum that 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 utlized 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.

GWE 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. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

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 under perform in comparison to non-special education students and are commonly targeted for improvement.

Gilbert Willie 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. Gilbert Willie 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. Gilbert Willie provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collabooarative 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 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. 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.

May 2021 STAAR Mathematics, Grade 3

Total Students	Percent Score	Approaches	Meets	Masters
103	43.15%	39.81%	9.71%	1.94%

May 2021 STAAR Reading, Grade 3

Total Students	Percent Score	Approaches	Meets	Masters
102	46.96%	41.18%	14.71%	3.92%

May 2021 STAAR Mathematics, Grade 4

Total Students	Percent Score	Approaches	Meets	Masters
111	43.95%	34.23%	14.41%	5.41%

May 2021 STAAR Reading, Grade 4

Total Students	Percent Score	Approaches	Meets	Masters
112	47.85%	35.71%	10.71%	1.79%

May 2021 STAAR Reading, Grade 5

Total Students	Percent Score	Approaches	Meets	Masters
		61%	30%	17%

May 2021 STAAR Math, Grade 5

Total Students	Percent Score	Approaches	Meets	Masters
		56.36%	35.45%	11.82%

Student Learning Strengths

Growth made from MOY to EOY in K-2 DRA

Growth made from MOY to EOY MAP

Intervention & accelerated learning opportunties

Academic enrichment opportunities

Teacher supports: Mentoring, Coaching, Tiger Academy, New Teacher Orientation, Collaborative Team Meetings

Problem Statements Identifying Student Learning Needs

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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

Gilbert Willie has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator is in place to ensure that teachers receive regular observations and appropriate feedback to implement effective leadership. The National Institute of Excellence in Teaching's Teacher Learning Rubric (TLR) System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher evaluation 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 collaboarative 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, Teacher Leaders are assigned at GWE to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science also provide coaching to our K-5 teachers.   Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, utilize the Get Better Faster and Drive by Data practices.

 Incentives 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.

GWE 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.

GWE 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, and Parent Teacher Organizations (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.

Campuses monitor high expectations and critical thinking for high student achievement. Development of a district curriculum is an ever-going process. A scope and sequence geared toward meeting the needs of GWE 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). GWE 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.   Additionally Friday afternoons throughout the school year are reserved for teacher learning and planning.

GWE 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, 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.

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

Bilingual/ESL Programs are being expanded to ensure language acquisition in the areas of listening, speaking, reading and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, newcomer interventions are in place.

Data driven decision making drives the choices for materials and resources for classroom teachers, as well as campus 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 Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Stephenson Reading, Achieve 3000, Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, Computers On Wheels (COWs), technology upgrades, hardware upgrades, are but a few of the instructional tools utilized.

The district adopted a 4 1/2 day student calendar and has established a framework that addresses consistent support for academic performance, behavior expectations, and character development. 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.

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. The renewal of the District of Innovation Plan for 2022-2027 was adopted by the TISD Board of Trustees June 2021 and the 1st Amended District of Innovation was adopted in August 2021 and may be found on the district's website.

Safety plans and safety drills in place at GWE.

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 4.5 day student calendar

Growing Students: Blended Learning (BL), Math Innovation Zone (MIZ), Achieve3000, STMath, Stemscopes, Changemakers, SEL, , 1:1 Technology, Title I Campus, Stevenson Reading, Espark, Student Incentives, Student Genius, Tiger Time, Student Data Folder.

Campus: PTO, Safety Plan, TIP, Being the "I" in Kind, Adoption of 4.5 day student calendar, YouthTruth Survey

School Processes & Programs Strengths

Teachers:

- Common planning
- Targeted professional development
- Campus culture tracker using Get Better Faster
- K-2 coaching for Blended Learning
- K-5 Blended Learning common language

Students:

- Built in interventions during the school day (Tiger Time and Reading pull-out)
- MAP Learning Continuum drives groups for intervention during Tiger Time
- Rosetta Stone pull-out
- Data folders for goal setting

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: Stakeholders do not readily attend all school functions. **Root Cause:** Due to COVID-19 protocols the campus was limited to hold events nor allow parents and community participation in school related functions.

Problem Statement 3: 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

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. Friends of Public Schools will join the district in creating Ambassadors for the district and Gilbert Willie will have two ambassadors. 100% of our students receive free breakfast and lunch. An After-School Care program will be provided for many students.

Gilbert Willie complets safety drills, views multiple security cameras, attend district safety meetings, complete compliance training and continuing education training.   Teacher and student surveys indicate school is a safe environment.

Perceptions Strengths

Communication from the school sent in English and Spanish

GWE page on TISD website

Parent portal/Remind messenger

"Way to Go Wednesday" student recognition

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).

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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 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.
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 personalized learning goals for students. [STAAR, TELPAS, MAP, Achieve 3000, data binders 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: 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.
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: Create and monitor common language for instructional and behavioral practices campus-wide. **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: Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 9 Details
Strategy 9: Develop strategies and supports for narrowing the ACHIEVEMENT GAP and provide EQUITY and access opportunities as well as professional development to address these needs.

Performance Objective 1 Problem Statements:

Demographics
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
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School Processes & Programs
Problem Statement 3: 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
Problem Statement 3: 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.

Goal 2: 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 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Establish RE-ENTRY/POST-PANDEMIC PLAN addressing safety practices and protocols.

Goal 2: Expect 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: 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: Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
Strategy 5 Details
Strategy 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.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
Strategy 6 Details
Strategy 6: Monthly recognition for teachers
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture

Performance Objective 2 Problem Statements:

Demographics
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.

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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
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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: Budget reports

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: 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.
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 4 Details
Strategy 4: 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 5 Details
Strategy 5: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning
Strategy 6 Details
Strategy 6: 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, Connect high school to career and college, 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

Performance Objective 1 Problem Statements:

Demographics
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
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.

School Processes & Programs
Problem Statement 2: Stakeholders do not readily attend all school functions. **Root Cause**: Due to COVID-19 protocols the campus was limited to hold events nor allow parents and community participation in school related functions.
Problem Statement 3: 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
Problem Statement 2: Stakeholders do not readily attend all school functions. **Root Cause**: Due to COVID-19 protocols the campus was limited to hold events nor allow parents and community participation in school related functions.
Problem Statement 3: 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.

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: Provide cultural sensitivity and customer service training to all staff   **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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Stakeholders do not readily attend all school functions. **Root Cause**: Due to COVID-19 protocols the campus was limited to hold events nor allow parents and community participation in school related functions.

Perceptions
Problem Statement 2: Stakeholders do not readily attend all school functions. **Root Cause**: Due to COVID-19 protocols the campus was limited to hold events nor allow parents and community participation in school related functions.

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

Addendums