Terrell Independent School District

Dr. Bruce Wood 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.

Vision

Wood Elementary 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

Wood 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.

Wood Elementary is represented by these student demographics: African American - 19.85%, Hispanic - 49.82%, White - 24.82%, Two or More - 5.33%. Student demographics for programs include: Limited English Proficient - 26.84%, Special Education - 11.58%, Gifted and Talented - .74%, Dyslexia - 2.57%. Other student demographics include: Economically Disadvantaged - 78.49%, At Risk - 69.12%, Homeless - 0%.

Wood Elementary provides 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 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 95%
- 100% teaching in areas of certification
- Approximately 80% of teachers are ESL/GT trained
- Student goal setting
- Student data tracking
- Teacher Accountability Sheets
- Teacher to Student data talks
- Social-emotional Learning time built into master schedule
- Student recognitions such as "Time Well Spent" and Student With Academic Goals (S.W.A.G.)
- Cultural awareness using *Becoming The Educator They* Need
- TLR/NIET evaluation rubric to plan lessons
- Teach Like a Champion and Kagen strutures
- Great Expectations, Class Dojo, and Champs
- Robotics, UIL teams and GLO (Girls Leadership Organization).
- Strong PTO

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 from the 2020-2021 school year show a significant decline in student performance. 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. Wood Elementary 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. Wood Elementary is committed to attaining the challenging HB3 goals established by the Board of Trustees.

Wood Elementary implements TISD's aligned curriculum 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.

Wood Elementary 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.

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 MTSS/SEL has been added to further impact individual student needs. To provide targeted intervention, reading interventionists are assigned to 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 under perform in comparison to non-special education students and are commonly targeted for improvement.

Wood Elementary is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, and support staff. Wood Elementary 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. Wood Elementary provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaboarative 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.

Reading	2018 - 2019 *TAPR			2020-2021			Difference		
3rd Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	76%	45%	27%	68%	38%	19%	-8	-7	-8

Reading	2018 - 2019 *TAPR			2020-2021			Difference		
Region 10	78%	48%	30%	69%	41%	21%	-9	-7	-9
Terrell ISD - Districtwide Scores	69%	38%	22%	53%	24%	9%	-16	-14	-13
Wood	**71%**	**40%**	**22%**	**52%**	**22%**	**5%**	**-19**	**-18**	**-17**
4th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	75%	44%	22%	63%	36%	18%	-12	-8	-4
Region 10	75%	46%	24%	64%	39%	20%	-11	-7	-4
Terrell ISD - Districtwide Scores	46%	33%	16%	45%	19%	7%	-20	-14	-9
Wood	**56%**	**24%**	**8%**	**57%**	**26%**	**7%**	**1**	**2**	**-1**
5th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	86%	54%	29%	72%	45%	30%	-14	-9	1
Region 10	87%	57%	33%	73%	48%	33%	-14	-9	0
Terrell ISD - Districtwide Scores	70%	31%	15%	62%	35%	21%	-8	4	6
Wood	**79%**	**38%**	**21%**	**64%**	**31%**	**21%**	**-15**	**-7**	**0**
Math	2018 - 2019 *TAPR			2020-2021			Difference		
3rd Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	79%	49%	25%	61%	30%	14%	-18	-19	-11
Region 10	81%	52%	28%	63%	32%	16%	-18	-20	-12
Terrell ISD - Districtwide Scores	68%	40%	16%	49%	20%	8%	-19	-20	-8
Wood	**60%**	**33%**	**18%**	**59%**	**14%**	**6%**	**-1**	**-19**	**-12**
4th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	75%	48%	28%	58%	35%	21%	-17	-13	-7
Region 10	77%	51%	32%	61%	38%	24%	-16	-13	-8
Terrell ISD - Districtwide Scores	62%	35%	19%	38%	19%	9%	-24	-16	-10
Wood	**51%**	**25%**	**11%**	**49%**	**23%**	**13%**	**-2**	**-2**	**2**
5th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	90%	58%	36%	69%	43%	24%	-21	-15	-12
Region 10	91%	61%	40%	72%	46%	28%	-19	-15	-12
Terrell ISD - Districtwide Scores	83%	46%	25%	53%	29%	14%	-30	-17	-11
Wood	87%	48%	31%	49%	21%	13%	-38	-27	-18
SCIENCE	2018 - 2019 *TAPR			2020-2021			Difference		
5th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	75%	49%	24%	61%	30%	12%	-14	-19	-12
Region 10	75%	50%	25%	63%	32%	14%	-12	-18	-11
Terrell ISD - Districtwide Scores	66%	34%	14%	55%	24%	7%	-11	-10	-7
Wood	59%	40%	21%	44%	14%	6%	-15	-26	-15
WRITING	2018 - 2019 *TAPR			2020-2021			Difference		
4th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
State of Texas	67%	35%	11%	53%	26%	8%	-14	-9	-3
Region 10	68%	38%	13%	56%	30%	10%	-12	-8	-3

Reading	2018 - 2019 *TAPR			2020-2021			Difference		
Terrell ISD - Districtwide Scores	62%	36%	15%	38%	12%	2%	-24	-24	-13
Wood	52%	15%	3%	52%	13%	2%	0	-2	-1%

Student Learning Strengths

- Built in interventions/enrichment (Tiger Time)
- Student data tracking and goal setting
- Teachers track student learning using teacher accountablility sheets
- Built in Social-emotional learning
- Student recognitions (Time Well Spent and being a Student With Academic Goals (S.W.A.G.).
- Cultural awareness using *Becoming The Educator They Need*
- TLR/NIET, Teach Like a Champion and Kagen strutures
- Great Expectations, Class Dojo and Champs
- Robotics, UIL teams and GLO (Girls Leadership Organization)
- Established PTO

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

Wood Elementary 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 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. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group 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 Wood Elementary 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.

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 has been added to focus 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 and reading interventionist have been hired for each K-5 campus to support at-risk students. 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 wel as those with social and emotional needs. School psychologists and counselors are also readily available.

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 Wood Elementary 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). Wood Elementary 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. At

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. Bilingual Instructional Facilitators are assigned at Wood Elementary.

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, 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, 1-1 technology, 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. Principal maintains 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.

Safety plans and safety drills in place at Wood Elementary.

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

School Processes & Programs Strengths

- Daily built in common collaboration/planning time for teachers
- Targeted professional development
- Weekly coaching using Get Better Faster and TLR by NIET
- Campus culture tracker for students and teachers
- K-2 coaching for Blended Learning
- K-5 Blended Learning common language is established at Wood Elementary
- Built in interventions during the school day (Tiger Time and Reading pull-out)
- Data Driven Instruction
- Rosetta Stone
- Student data folders for goal setting and Genius Room recognition

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

Many great things are happening at Wood Elementary! Friends of Public Schools will join the district in creating Ambassadors for the district.   100% of our students receive free breakfast and lunch. An After-School Care program will be provided for many students. Parent engagement opportunities are abundant. The district's Literacy Bus is present throughout the community and at special events. Our PTO is activily engaged and continously seeks opportunities to support our students and staff.

Wood Elementary complete safety drills, view multiple security cameras, attend district safety meetings, complete compliance training and continuing education training

Wood Elementary's attendance rate was impacted by COVID and remote learning. For the 2020-2021 school year attendance dropped to 94%.

Participation in campus site-based committee and PTO allow parents and community/business leaders voice at Wood Elementary.

To communicate opportunities for parent engagement, the Wood Elementary shares the district's activities and events such as neighborhood Back to School Bashes throughout the community, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, campus publications. 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.

Wood Elementary provides the Community Resource Guide in both English and Spanish. The Wood Elementary website houses "need to know" information regarding the campus and updated parent information is maintained on the District database TxEIS.

Wood Elementary seeks ways to engage parents, students, staff, and the community. In addition to variety interest surveys - from technology to communication, Wood Elementary has utilized Youth Truth to survey students, families, and staff in English and Spanish is utilized to determine specific needs. Specifically, the district's engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion. This provides us the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives. The surveys report overall rating between 2 and 3 where 3 is the highest attainable rating from students. Reports also show overall rating range 3-4 from parents and staff where 5 is the highest.

Facilitation of parent involvement nights are organized according to feedback from the parental survey. Wood Elementary utilizes a Spanish language translator for campus activities. Wood Elementary uses the district provided "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.

Communication and transparency are important to Wood Elementary. The campus works 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 campus 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. Wood Elementary 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.

In order to retain teachers, Wood Elementary implements the district provided supports and are assigned a mentor teacher to provide regular and consistent support. Teacher Leadership participate in peer coaching and share in distributive leadership at the elementary campuses. The campus maintains the following core values and beliefs:

Expect More; Achieve More

*W*ork together; *E*mpower each other; *S*uccess if you can dream it you can achieve it

Being the "I" in Kind

Sustaining an environment of **S**tudents **W**ith **A**cademic **G**oals (S.W.A.G.)

Doolongers "do" whatever it takes to get the job done

We are #blessedtobe@WES

Everyone has a genius...What's Your Genius?

Wood Elementary recites daily the Great Expectations for Living: 1. We will value each other as unique and special individuals. 2. We will not laugh or make fun of a person's mistakes nor use sarcasm or put downs. 3. We will use good manners saying "please", "thank you", "excuse me" and allow others to go first. 4. We will cheer each other to success. 5. We will help one another whenever possible. 6. We will recognize every effort and applaud it. 7. We will encourage each other to do our best. 8. We will practice virtuous living using the life principles.

Wood Elementary celebrates Honor Roll students by awarding Students With Academic Goals (SWAG) shirts. Our Great Expectations is posted and observed throughout our school. Students are provided SEL time built in master schedule. Teachers and students earn time in the Genius Room (sponsored by PTO) for reaching their goals.Great

Perceptions Strengths

- Great Expectations
- Students With Academic Goals (S.W.A.G.)
- Genius Room
- Annual Title 1 Meeting
- Family Engagement Plan & Compact
- Parent-Teacher-Student Conferences

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 instructional programs, 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 - **Comprehensive Support Strategy - Targeted Support Strategy**
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, STMath, etc.]
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy - Targeted Support Strategy**
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 - **Comprehensive Support Strategy - Targeted Support Strategy**
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 - **Comprehensive Support Strategy - Targeted Support Strategy**
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 - **Comprehensive Support Strategy - Targeted Support Strategy**

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 - **Comprehensive Support Strategy - Targeted Support Strategy**

Strategy 7 Details
Strategy 7: 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

Performance Objective 1 Problem Statements:

Demographics
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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
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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 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy**

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 - **Comprehensive Support Strategy** - **Targeted Support Strategy**

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 - **Comprehensive Support Strategy** - **Targeted Support Strategy**

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 - **Comprehensive Support Strategy** - **Targeted Support Strategy**

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 - **Comprehensive Support Strategy** - **Targeted Support Strategy**

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 - **Comprehensive Support Strategy** - **Targeted Support Strategy**

Strategy 6 Details
Strategy 6: Monthly recognition for teachers
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy**

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.

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.
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
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 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 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 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 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: Balanced Budget

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 - **Comprehensive Support Strategy - Targeted Support Strategy**
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 - **Comprehensive Support Strategy - Targeted Support Strategy**
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 - **Comprehensive Support Strategy - Targeted Support Strategy**
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 - **Comprehensive Support Strategy - Targeted Support Strategy**

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

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Tracie Pritchett	Administrator
Business Representative	Ashley Hall	Business Rep
Classroom Teacher	Lisa McBride	Teacher
Community Representative	Cindy Davis	Community/non-parent
District-level Professional	Laura Espinosa	District Level
Non-classroom Professional	Raylan Baker	
Paraprofessional	Maria Groves	
Parent	Krystal Hansard	
Tech. Assistance/Inclusion	Thor Berggren	