

# **Terrell Independent School District**

## **Terrell High School**

### **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

The vision of Terrell High School is to equip students with the tools necessary to be prepared for college, trade school, military, and or a career path in which they can compete and be successful with all future endeavours.

## 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 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](http://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

## Needs Assessment Overview

The COVID-19 pandemic created unfinished learning and learning losses for the students of Terrell ISD. Students will return to face-to-face instruction for the 2021-2022 school year. The district remains conscious of the safety needs for students and staff.

# Demographics

## Demographics Summary

THS is a campus of 1,408 students comprised of the following student demographics: African American - 21.4 %, Hispanic - 53.20 %, White - 21.2 %, American Indian - 0.1 %, Asian - 0.57 %, Two or More - 3.4%, Hawaiian/Pacific Islander - 0.1 %.

Student demographics for programs include:

Limited English Proficient - 16.5 %,

Special Education - 10.4 %,

Gifted and Talented - 6.6 %.

Other student demographics include: Economically Disadvantaged - 67.6 %, At Risk - 35 %, Homeless - 0.0 %.

THS provides professional development for teachers and staff to build content and effective instruction strategies, bring multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Along with this, THS provides staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other special student populations. THS will provide opportunities for teachers and staff to obtain their ESL certification in order to retain staff and increase student achievement. THS strives to have staff demographics match student demographics. Efforts are made to provide demographically focused parent support and training at the campus level.

## Demographics Strengths

Highly Qualified Staff

Dual Credit Opportunities

Associate Degree Programs

College Awareness programs/special events for students and parents such as college fairs, FAFSA Night, and leadership series

Diversity of student population

Industry Certification Programs

Increasing student performance

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Lack of student engagement and connection to campus. **Root Cause:** Ineffective instruction and supports.

**Problem Statement 2:** Student attendance rates continue to lag. **Root Cause:** Lack of student engagement and teacher/student /parent relationships.

**Problem Statement 3:** Turn-over rate of staff. **Root Cause:** Low expectations on student discipline, attendance, and engagement and lack of teacher coaching support.

**Problem Statement 4:** Lack of diversity in teaching staff. **Root Cause:** Difficulty in finding qualified candidates for teaching positions.

# 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. TISD 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. Terrell High School is committed to attaining the challenging HB3 goals established by the Board of Trustees. Terrell High School provides materials for classroom teachers and students that follow district initiatives including but not limited to Edgenuity, Credit Recovery, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), 1:1 technology, and hardware upgrades. Continued opportunities will be provided for students to participate and obtain dual credit, AP courses, industrial certifications, and the Associate Degree program.

Terrell High School follows 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. Leading & Learning Teams set campus goals and maintain instructional focus while Professional Learning Communities through Collaborative Team Meetings provide collaborative, job-embedded, classroom-focused professional development.

Terrell High School places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EL students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training at each campus. A dual-language model is being added at the Pre-K level to enrich language acquisition.

Consistent with program monitoring for academics, behavior, and attendance is established through a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support was 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. All students not performing satisfactorily on STAAR exams receive 30 hours of tutoring per subject needed. Tiger Time is embedded at elementary campuses for accelerated instruction and supplemental supports.

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.

Terrell High School offers accelerated instruction through advanced level courses, gifted & talented programs, dual credit opportunities, career & technology pathways, and other opportunities. Additionally, student at Terrell High School have options of services by establishing satellite campuses, such as the Health Science Academy, to address specific skill sets.

Terrell High School 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. Terrell High School 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. Terrell High School provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) with 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 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.

The three year state assessment data is provided below:

	2018 - 2019 *TAPR			2020-2021		
	Approaches	Meets	Masters	Approaches	Meets	Masters
<b>EOC English 1</b>						
State of Texas	68%	50%	11%	66%	50%	12%
Region 10	69%	52%	14%	66%	51%	14%
Terrell ISD - Districtwide Scores	54%	32%	4%	54%	39%	7%
Terrell HS	55%	32%	4%	54%	39%	7%
<b>EOC English 2</b>						
State of Texas	68%	49%	8%	70%	57%	11%
Region 10	70%	52%	10%	71%	58%	13%
Terrell ISD - Districtwide Scores	62%	39%	6%	63%	44%	6%
Terrell HS	62%	39%	6%	63%	45%	6%
<b>EOC Algebra</b>						
State of Texas	85%	61%	37%	72%	41%	23%
Region 10	87%	64%	42%	73%	44%	26%
Terrell ISD - Districtwide Scores	79%	44%	22%	67%	33%	14%
Terrell HS	73%	32%	10%	58%	21%	9%
<b>EOC Biology</b>						
State of Texas	88%	62%	25%	81%	54%	22%
Region 10	89%	64%	28%	81%	56%	24%
Terrell ISD - Districtwide Scores	88%	58%	21%	78%	43%	15%
Terrell HS	88%	58%	21%	78%	43%	15%
<b>EOC US History</b>						
State of Texas	93%	73%	45%	88%	69%	43%
Region 10	93%	74%	48%	87%	69%	45%
Terrell ISD - Districtwide Scores	86%	59%	25%	79%	49%	26%
Terrell HS	86%	60%	25%	79%	49%	26%

## Student Learning Strengths

Intervention & accelerated learning opportunities

Academic enrichment opportunities

Dual credit enrollment

Job-embedded professional development opportunities through PLCs

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

Rosetta Stone for ELL students

TELPAS practice sessions for ELL students

NIET Rubric teacher evaluation tool utilized to drive classroom instruction

Tiger Time: Student Intervention, Student Club Time every Friday

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2020-2021 school year. **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 student groups by ethnicity, special programs, and grade levels. **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:** 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

## School Processes & Programs Summary

Terrell High School has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective leadership. The National Institute of Excellence in Teaching's TAP System is utilized as the evaluative tool for effective classroom instruction. THS 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 collaborative 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 elementary campuses to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science also provide coaching to our teachers.

All teachers new to Terrell ISD 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.

Teacher incentive 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 are provided. The district adopted a 4 1/2 day student calendar providing teachers time for learning and planning each week.

Terrell High School 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, ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Spanish, and secondary math and science. Current personnel are required to obtain necessary certifications as needed.

Terrell High School provides opportunities for all stakeholders to provide input. Committees such as: Campus Leaderships Teams, Campus Site-Based Decision Making Committees, and CTE Advisory Board allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees.

Terrell High School monitors high expectations and critical thinking for high student achievement. 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). THS 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.

Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, StemScopes, Edgenuity, Infinity Math, Prodigy Math, Stephenson Reading, ST Math, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. Training in the use and care of

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

Terrell High School continues to expand and enhance our CTE program offerings to help prepare students for life beyond high school. We offer students multiple pathways in all five endorsement options. Continued opportunities are provided for students to participate and obtain dual credit, Advanced Placement (AP) courses, Career Technical Education (CTE) certifications, and the Associate's degree program. STEM classes are available K-12.

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 and Read 180's Newcomer System 44 and translation devices for classroom instruction.

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

Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. A credit recovery program and Graduation Team are also in place at Terrell High School to recover students at-risk of dropping out. Additional satellite campuses are established to meet the unique needs of students.

Terrell High School will use Remind, Facebook, marquee, and website announcements to encourage high turnout for events such as Open House, Parent/Teacher conferences, Summer Academy, Parent Nights, etc. Updated parent information will be maintained on the district database TxEIS. A parent survey in English and Spanish will be utilized to address specific needs. Parental involvement REMIND will be provided to assist parents with information on how to help their children with school activities, and to provide a school-parent partnership. Volunteer opportunities will be emphasized campus wide. Social media outlets, such as Facebook and Twitter, will apprise families of district and campus events. Terrell ISD website will house need-to-know information regarding the district.

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**

Adoption of a 4.5 day student calendar providing educators with learning/planning opportunities

One-to-one technology

Dual credit opportunities & Associates degree programs (embedded Dual Credit Teachers)

Industry Certification Programs CTE Agricultural, Manufacturing and Robotics programs

Credit Recovery

Professional Learning Communities (PLCs) and collaboration time built into schedules for all teachers

English Learner (EL) training for all teachers

Extended school day transportation is offered to all students needing extra support

Tuesdays, Wednesdays and Thursdays Targeted Intervention after-school in all areas as needed

ELA and Math College Prep class for students to be TSI/College Ready for College and Career/Military Ready (CCMR)

Restorative Discipline best practices

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Lack of student engagement and effective instructional practices so programs are implemented with integrity and fidelity. **Root Cause:** Ineffective program monitoring.

**Problem Statement 2:** Due to teacher turnover and additional effects of COVID-19 there is inconsistency among student groups by ethnicity, special programs, and grade levels. **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 in all student groups. **Root Cause:** The need to strengthen Tier one instruction using data driven decision making.

**Problem Statement 4:** PTO and parental involvement is minimal at the campus **Root Cause:** Lack of PTO, memberships, and offerings of parent involvement sessions on campus.

# Perceptions

## Perceptions Summary

Many great things are happening at Terrell High School! Friends of Public Schools will join the district in creating Ambassadors for the district to celebrate successes. 100% of our students receive free breakfast and lunch. Parent engagement opportunities are abundant with an urgency this coming year to maximize those opportunities and get parents and community members involved. 96.1% of our students graduate from high school - many with an Associates Degree or Industry Based Certification. Our Robotics team advanced to State competition.

Terrell High School seeks ways to engage parents, students, staff, and the community. In addition to variety interest surveys - from technology to communication, Terrell High School has utilized Youth Truth to survey students, families, and staff in English and Spanish is utilized to determine specific needs. Specifically, the campuses engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion were assessed. This provides us the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives.

Terrell High School hosts various parent and community engagement programs such as: Pep rallies, Job Fairs, CTE Showcases, Veterans' Day Program, Alumni Breakfasts, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program, College & Career Fairs, and universal breakfast program. There are additional community involvement opportunities with sports, clubs, organizations. Although tremendous efforts are made, student surveys report that their parents are not fully engaged and do not attend school functions to the extent desired.

Terrell High School places priority on safety and completes safety drills regularly. To address behavior issues, the campus 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 ROAR Packet was established to act on reports of threats or bullying. A pattern of African American males represent a higher number of disciplinary actions than other populations exist.

The campus attendance rate was impacted by COVID and remote learning. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. A perception of student apathy exists due to a low attendance rate. However, low attendance can be attributed to a number of other causes. 'Return to Learn' practices are in place as TISD returns to 100% face-to-face instruction.

The teacher turnover rate at Terrell High School is consistently higher than state average. In order to retain teachers, THS 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.

Terrell High School is committed to promoting a culture of College, Career and or Military ready for all students.

New teachers are involved in a mentor system throughout the school year to provide continuing support for new staff in order to retain high-quality teachers. Terrell High School provides staff development of the NIET TRL rubric, subject-specific content areas, classroom management, and holding all staff accountable for increasing student achievement in all areas. Staff development will be provided by various sources including the NIET and through Professional Learning Communities (PLCs) with curriculum coordinators and campus administrators. Through these efforts and other professional development activities and cross-training opportunities, Terrell High School builds the capacity of all staff. Staff members are encouraged to take ownership through a variety of campus committees.

## Perceptions Strengths

Numerous engagement opportunities for students

Pathways, Certifications, and post-secondary degrees offered within the typical school day curriculum

Tiger Time on Fridays to support student choice, involvement, volunteerism, and school spirit

Communities in Schools

Positive working relationships among teachers and administrators

TISD Excellence Foundation Grant Opportunities

Weekly Administration Meetings, Bi-Weekly Department Head Meetings to address campus needs and celebrations

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Lack of student engagement and effective instructional practices so programs are implemented with integrity and fidelity. **Root Cause:** Ineffective monitoring.

**Problem Statement 2:** Due to teacher turnover and additional effects of COVID-19 there is inconsistency among student groups by ethnicity, special programs, and grade levels. **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

# 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 for high achievement.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC), Increased percentage of students attaining Meets and Masters levels of achievement on STAAR/EOC.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide and monitor the effective use of instructional PROGRAMS to improve the academic performance of students, digital programs, supplies, materials, and RESOURCES to support and reinforce teaching and learning in all subject areas to all student groups.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide and monitor effective INTERVENTIONS and provide supplies, materials, and RESOURCES to support and reinforce teaching and learning to all student groups in core subject areas (ELAR, Math, Science, Social Studies).</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provide intensive ACCELERATED INSTRUCTION and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Develop strategies and supports for narrowing the ACHIEVEMENT GAP and provide EQUITY and access opportunities as well as professional development to address these needs.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Implement the district's strategic, ongoing, and job embedded PROFESSIONAL DEVELOPMENT plan and provide training to build leader/teacher capacity and self-efficacy. Trainings will focus on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom, support special populations including GT, ESL, Dyslexia, Economically disadvantaged, and other special populations, serve underrepresented student populations, close the achievement gap, address the impact of equity, effectively using culturally responsive/relevant instructional strategies, and restorative discipline strategies.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>

**Strategy 6 Details**

**Strategy 6:** Support TEACHERS in their growth and development through the use of targeted instructional COACHING and utilize best practices in developing distributive LEADERSHIP programs to ensure effective classrooms (such as utilizing Leading & Learning Coordinators, Teacher Leaders and Mentor Teachers).

**TEA Priorities:** Recruit, support, retain teachers and principals

**Strategy 7 Details**

**Strategy 7:** Analyze data and implement enhanced DROP OUT PREVENTION efforts (such as THS Graduation Team, TAEC), to decrease the student DROP OUT RATE from 1.2% to <1.0%. [TEC11.255]

**Results Driven Accountability**

**Strategy 8 Details**

**Strategy 8:** Create and monitor common language for instructional and behavioral practices campus-wide.

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** Student attendance rates continue to lag. **Root Cause:** Lack of student engagement and teacher/student /parent relationships.

**Student Learning**

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2020-2021 school year. **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 student groups by ethnicity, special programs, and grade levels. **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).

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

**Performance Objective 1:** Maintain a safe, clean, orderly environment

**Evaluation Data Sources:** SSC Survey, Clinic Referrals, Attendance Rates, Teacher turnover rates, Discipline reports, Social-Emotional Learning supports available

Strategy 1 Details
<b>Strategy 1:</b> Follow DISCIPLINE MANAGEMENT including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying .

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Student attendance rates continue to lag. <b>Root Cause:</b> Lack of student engagement and teacher/student /parent relationships.
Student Learning
<b>Problem Statement 2:</b> Due to teacher turnover and additional effects of COVID-19 there is inconsistency among student groups by ethnicity, special programs, and grade levels. <b>Root Cause:</b> 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).

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

**Performance Objective 2:** Increase social-emotional supports

**Evaluation Data Sources:** Teacher Retention Rate, Discipline Rates, Attendance Rates

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> 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]
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Provide and support COUNSELING and SOCIAL SERVICES sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005] including AT-RISK COUNSELORS and PSYCHOLOGISTS to address student SEL needs.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS will be provided by the Counseling department to help students with social and emotional needs.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> 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.
<b>Strategy 6 Details</b>
<b>Strategy 6:</b> Monthly recognition for teachers

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Student attendance rates continue to lag. <b>Root Cause:</b> Lack of student engagement and teacher/student /parent relationships.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2020-2021 school year. <b>Root Cause:</b> The need to strengthen Tier one instruction using data driven decision making.
<b>Problem Statement 2:</b> Due to teacher turnover and additional effects of COVID-19 there is inconsistency among student groups by ethnicity, special programs, and grade levels. <b>Root Cause:</b> 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).

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

**Performance Objective 1:** Preserve Fiscal Responsibility

**Evaluation Data Sources:** Superior FIRST Rating; Healthy fund balance; Long Range Plan

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> 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.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> 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.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> 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.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Utilize the district's automated and digitized systems to maximize efficiency.
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
<b>Strategy 6 Details</b>
<b>Strategy 6:</b> Maximize grant funding and outside resources to maintain and increase innovation.

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Student attendance rates continue to lag. <b>Root Cause:</b> Lack of student engagement and teacher/student /parent relationships.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2020-2021 school year. <b>Root Cause:</b> The need to strengthen Tier one instruction using data driven decision making.
<b>Problem Statement 2:</b> Due to teacher turnover and additional effects of COVID-19 there is inconsistency among student groups by ethnicity, special programs, and grade levels. <b>Root Cause:</b> 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).

**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.

**Evaluation Data Sources:** Opportunities provided for family & community involvement; Participation

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide cultural sensitivity and customer service training to all staff <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Provide opportunities for parents to let the district know how they view their child's education through SURVEYS, ADVISORY PANELS, and COMMITTEES.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Provide a list of community social services & resources to parents. <b>ESF Levers:</b> Lever 3: Positive School Culture
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed. <b>ESF Levers:</b> Lever 3: Positive School Culture
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> EDUCATE PARENTS and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.
<b>Strategy 6 Details</b>
<b>Strategy 6:</b> Provide EDUCATION AND OUTREACH to all PARENTS, including bilingual supports and adult education.
<b>Strategy 7 Details</b>
<b>Strategy 7:</b> Increase PARENTAL INVOLVEMENT, decrease DROPOUT RATES, and increase students enrolling in higher ed., technical schools, military, or receiving career (CCMR) licenses. <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

**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.

**Evaluation Data Sources:** Number of partnerships and involvement opportunities provided

Strategy 1 Details
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<b>Strategy 1:</b> Provide opportunities for community involvement including volunteer training, special event programs
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<b>ESF Levers:</b> Lever 3: Positive School Culture
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# Addendums