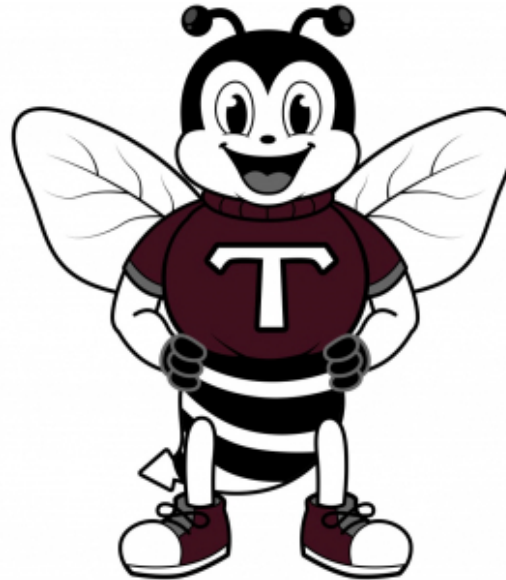


Tulia Independent School District

Tulia Elementary

2023-2024 Improvement Plan



Mission Statement

Together, we will be a family that uplifts all scholars to feel loved, respected, encouraged, and challenged to reach their full potential.

Vision

Empowering scholars to be BOLD, BRAVE citizens!

Core Beliefs

I WILL...

Be a Responsible



Outstanding



Leaders



Dedicated to NEVER giving up



Be BOLD, Be BRAVE!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Goals	14
Goal 1: Student Achievement - TES will increase the percentage of students at the meets level on the STAAR Math test by 5% for all grades 3-5.	15
Goal 2: Student Achievement - TES will increase the percentage of students at the meets level on the STAAR Reading test by 5% for all grades 3-5.	17
Goal 3: Family Engagement - TES will provide regular support services and at least 3 parent meetings by May 2024.	20
Goal 4: Safety - 100% of TES staff will know and understand the campus' compelling and aligned vision, mission, and goals that are focused on a safe environment with high expectations. (ESF 3.1) Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.	21
Goal 5: Culture - Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. (ESF 5.1)	26
Goal 6: Communication - TES will increase the number of posts (one every week) and call outs to parents and staff in English and Spanish for the 2022-2023 school year.	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Tulia Elementary is located in Swisher county and is currently serving approximately 427 students from PK - 5. According to OnData Suite in 2022-2023, our campus was made up 74% hispanic, 15% white, 8% African American, 0% Asian, 0% American Indian, and 0% native Hawaiian. 86.42% of our students are considered economically disadvantaged. We have 70 special education students, 2 gifted and talented, 37 emergent bilingual students, and 34 english as a second language students. Our average daily attendance was 91.56 .

Demographics Strengths

Tulia Elementary has a diverse population of learners - high, middle, and low socioeconomic students, limited English proficient students, exceptional education students and GT students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for all core content areas on STAAR 3-5 for all students including specific populations of Economically Disadvantaged, Special Education, and limited English proficient students. **Root Cause:** Root Cause: Identified students that lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary and comprehension as well math fluency, computation, and comprehension.

Problem Statement 2: There is a need to increase K-2 reading and math scores in order to successfully meet House Bill 3 requirements. **Root Cause:** Identified students that lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary and comprehension as well math numeracy, fluency, computation, and comprehension.

Student Achievement

Student Achievement Summary

Student Achievement Strengths

- All grade levels are doing Curriculum Based Assessments (CBA's) and data conversations.
- HB 3 Testing requirements were used in (K-2).
- Professional learning communities met weekly that focused on PD topics.
- Our special education department has moved toward an inclusion model rather than Academic adjustment.
- Progress monitoring is happening frequently at kindergarten thru 3rd grade.
- Piloted Iready Math in 3rd thru 5th grade.
- NNAT-3 all kinder and 3rd grade.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 24% of all students met the target for ELAR STAAR (goal was 44%) and only 21% of all economically disadvantaged students met the target for ELAR STAAR (goal was 33%) **Root Cause:** Due to the national pandemic and school closure, over the last couple of years teachers worked to fill gaps in student's learning that were below grade level. This persisted throughout the year with absences from both students and teachers. The district combined elementary campuses the year of school closure. Therefore, systems have not been developed.

Problem Statement 2: Only 14% of all students met the target for Math STAAR (goal was 46%) and only 12% of all economically disadvantaged students met the target for Math STAAR (goal was 36%) **Root Cause:** Due to the national pandemic and school closure, last year teachers worked to fill gaps in student's learning that were below grade level. This persisted throughout the year with absences from both students and teacher. The district combined elementary campuses the year of school closure. Therefore, systems have not been developed.

School Culture and Climate

School Culture and Climate Summary

Staff EOY Survey

What would you like to see added for the 23-24 school year?

Add: Swarm Storm, Sensory Room, Ambassadors, TES Shirts for staff and students, Theme, Another dyslexia teacher, more team building for staff and students, community support, elevator, birthday grams for staff and students, Eureka and Reading Curriculum

More fellowship to grow our school relationships

Consistency in discipline and more consequences, training in Trauma Informed Care, Social Emotional Learning. A set discipline plan with some consequences for students so they can know their expectations. I know as a teacher I set my expectations in the classroom and ensure they are followed but them knowing there are set consequences if sent to the office may help curve some behavior issues. More in person training on strategies to handle/manage difficult behaviors.

Vertical Alignment and using RACES, more collaboration between grade levels

We need to keep building on what we have worked hard to begin this year. More ways to bridge gaps in staff.

Clearer instructions on classroom/hallway expectations with student behavior, consequences. Continue to see PBIS put into effect. Shorter school day

We need Math and Science Intervention rotations with LLI.

School Culture and Climate Strengths

Staff EOY Survey

What went well this year?

Change in Culture: feeling encouraged and heard, hallways were decorated, atmosphere, positive environment, support

Longer lunch breaks and conference periods

Families and Family gatherings, All the family nights, 6 weeks awards

The little things that were done for staff appreciation.

PBIS: Bold Board, BOLD Store, PBIS Rewards, Brag Board. I liked that we would do things as a campus. Celebrations, parties, and meetings to include all. Student motivation and visible in hallways. Routines and expectations.

Communication: News from the Nest, organization, hub, morning announcements

The six weeks planning sessions were very helpful and daily interventions.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: TES has aligned planning periods by grade level so that teachers have the opportunity to collaborate, but time still is lacking, making it hard on teachers to create complete and thorough lessons. Therefore, extra conference minutes are needed (65 minutes) **Root Cause:** Teacher's conferences are often times limited due to PLC's and other scheduled school needs, such as parent conferences and ARD meetings that tend to run the whole conference period.

Problem Statement 2: TES is working to implement PBIS (Positive Behavioral Intervention & Support). However, the current design is lacking in the intrinsic motivation for students, campus community systems and incentives that it needs to be a successful system. **Root Cause:** There is currently no established school-wide incentives, which in return makes incentives not uniform across the grade levels.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Although the campus is struggling to hire employee and retain highly qualified and certified employees. The district and campus are actively supporting and training new teachers to obtain alternative certifications. In addition, the district is offering financial incentives to recruit and retain staff.

Staff Quality, Recruitment, and Retention Strengths

District has multiple programs/staff in place to motivate, train and support new hires. The district has many new employees by working with them and supporting them to complete alternative certifications. The district is giving incentives for employees that stay as well as recruitment incentives to current employees that recruit new teachers. The district offers competitive pay for our region. We have EL teachers in Pre-K through 5th grade. We have a diversified staff in terms of experience, ethnicity and age.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not all of our staff are highly qualified. Several of the staff is going through an alternative certification program. **Root Cause:** Many find it difficult to balance time and expectations/directives of the state/district/campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TES continues to implement the TEKS Resource System. TEKS Resource System is a curriculum management system which provides a guaranteed and viable curriculum for every student. TES teachers utilize the vertical alignment documents, TEKS verification documents, and the standard scope and sequence. Teachers are working hard to provide instruction at the required rigor and complexity as dictated in the TEKS, assessments that show evidence of student attainment of identified standards, and high quality instruction that increases student performance. Grades K-5 are using the TEKS Resource System. Implementation of the curriculum is accomplished through the work of the campus and campus planning PLCs (Professional Learning Communities) that include the entire grade level in the planning process, preparation, and evaluation of instructional lessons and assessments. They are also monitored through informal walk-throughs and conversations with the principal and assistant principals. Weekly grade level meetings with the principal and assistant principals invite conversation and dialogue about teaching and learning. Balanced Literacy is being used in all classrooms. Students are being provided small group instruction in reading and Math at the students' reading level determined by the F&P Benchmark testing done three times per year – Beginning of the year, middle of the year, and end of year. Iready Reading and Math is being utilized to fill in gaps and allows the students to work at a pace geared for the student's needs. 3rd-5th grade has benchmarks twice a year.

This year the campus is implementing Eureka and Amplify for math and reading. Teachers are attending show and tell sessions at the region to plan for the upcoming units. Region 16 is routinely coming to the campus to provide coaching in each of the subject areas.

Curriculum, Instruction, and Assessment Strengths

Grade Levels vertically align instruction with the use of the Vertical Alignment Document in the TEKS Resource System.

All grade levels are implementing Balanced Literacy.

Students will be tracking their data and are aware of what they need to score to reach a goal to stretch students.

Curriculum-based assessments are given throughout the year to track growth of students.

PBIS is implemented across campus. Students know the expectations for behavior. All kinder and first grade students were screened with DIBELS to determine which students may need dyslexia services.

TES purchased a guided reading program through Fountas and Pinnell. This will improve the quality of reading lessons and lesson cycles. We purchased guided reading curriculum and LLI curriculum to improve student literacy and aide in teacher planning.

TES has purchased a variety of paper and online resources for ELAR, Math and Science 2-5. Teachers will use these resources to improve STAAR preparation. HB 45-45 small groups are beginning in September.

The campus is implementing Eureka (math) and Amplify (reading) in kindergarten-5th grade.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus struggled to align curriculum for grades K-5 in reading and math at a rigorous pace for students that closely aligned with the Texas STAAR assessment. **Root Cause:** Root Cause: Misalignment of curriculum

Parent and Community Engagement

Parent and Community Engagement Summary

Parents have the opportunity to be involved in PTO, parent conferences, volunteer opportunities, and communication with parents on a daily basis through the folder system established on campus.

Parents are kept up to date on activities by several ways: parent newsletters, school facebook page, DOJO, Google Classroom and the call out messenger system. All parents are contacted at the end of the first six weeks for a parent conference concerning their student.

Throughout the year, other parent/teacher conferences are scheduled on an as needed basis. Parents are also given opportunities to join in on Thanksgiving luncheon and invited to eat lunch with their children as often as they would like. We host a book fair, STAAR night, Math Night, Reading Night, Science fair as well as fall festival. Parents are also able to participate in 101 informational nights. A parent involvement survey is given to parents each year at registration and Meet the Teacher.

From these surveys, we make changes based on recommendations. Other opportunities for involvement include Father/Daughter dance and Mother/Son activity night.

Parent and Community Engagement Strengths

A strength of our campus is that we offer multiple opportunities for parental involvement throughout the year.

The various tools we use to communicate with our families include dojo, facebook, callouts, emails, and notes home in the student folders.

Communication is given to parents in English and in Spanish.

Another strength is that parents are welcome to eat with their students throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Some parents are unable to attend activities. **Root Cause:** Due to lack of transportation, availability due to work, or other priorities parents are unable to attend.

School Context and Organization

School Context and Organization Summary

TES provides specific information to all staff that would create a prime learning environment for students.

Daily operation procedures and expectations are well established such as PBIS, morning announcements, school routines, and classroom management tools and systems.

A portion of PLC time as well as staff and committee meetings is occasionally utilized for staff to discuss items that would help create a better learning environment for all students.

Grade level and vertical teams are also formed to promote student success.

School Context and Organization Strengths

School-wide systems are growing as well as classroom systems, but each are still in need of support.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: As school-wide systems are growing we are finding that some classroom systems are not in alignment with campus initiatives. **Root Cause:** Lack of training and teacher capacity may hinder the alignment between school-wide and classroom systems.

Technology

Technology Summary

TES teachers are very fortunate to have received clear touch interactive boards in each classroom as well as teacher computers, and classroom sets of chromebooks to provide access to all district purchased online programs and Google Applications.

Technology Strengths

TES teachers are very fortunate to have received clear-touch interactive boards in each classroom as well as teacher computers, and classroom sets of Chromebooks to provide access to all district-purchased online programs and Google Applications. This allows students to access the following programs: IXL, I-ready Reading and Math, online assessments, Stemscores, TEKS Resource systems, and Summitt K-12.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not proficient enough in Google Applications, Cleartouch Interactive Boards, and District-provided programs to fully take advantage of the variety of academic tools for teachers and students. **Root Cause:** Teachers who are new to the campus and/or have insufficient intentional training.

Priority Problem Statements

Goals

Goal 1: Student Achievement - TES will increase the percentage of students at the meets level on the STAAR Math test by 5% for all grades 3-5.





Performance Objective 1: During PLCs, teachers analyze student work, identify trends in student misconceptions, and analyze why students may not have learned the concept, and create plans for instructional adjustments.

High Priority

HB3 Goal

Evaluation Data Sources: Progress monitoring through curriculum based assessments, benchmarks (released STAAR tests), and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional leaders and teachers will meet after assigned assessments to disaggregate and review data in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: More students will be performing on grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coaching and support of teachers will be an option for instructional support. Leaders and teachers will determine the high leverage TEKS that need improvement. CFA will be given and in PLCs, leader and teachers will review the results.</p> <p>Strategy's Expected Result/Impact: Data shows that students are improving.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide teachers with uninterrupted planning times for math.</p> <p>Strategy's Expected Result/Impact: Lesson that have been planned based on the depth and rigor of the specific TEK and afterwards lessons will be based on student data and needs.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Purchase supplemental instructional materials to be used for CFAs within the classroom based on TEKS need.</p> <p>Strategy's Expected Result/Impact: CFAs, CBAs, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Focus on growth with our Economically Disadvantaged, SPED, EL and 504 students in PLC meetings. Subgroup chart will be completed after CBAs to monitor the targeted goals within domain 3.</p> <p>Strategy's Expected Result/Impact: Subgroup Domain 3 Chart</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: Student Achievement - TES will increase the percentage of students at the meets level on the STAAR Math test by 5% for all grades 3-5.

Performance Objective 2: The campus will implement Eureka in grades k-5 as a systemic and rigorous curriculum for the students. Teachers will attend Show and Tells at Region 16 to further their knowledge of the curriculum.

Goal 2: Student Achievement - TES will increase the percentage of students at the meets level on the STAAR Reading test by 5% for all grades 3-5.





Performance Objective 1: Campus Instructional Leaders will review disaggregated data to track and monitor the progress of all students and provide opportunities for conversation with teachers.

High Priority

HB3 Goal

Evaluation Data Sources: Progress monitoring through curriculum based assessments, benchmarks (released STAAR tests), and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional leaders will meet to review relevant assessment data in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: More students will be performing on grade level</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional support will be offered to teachers. Leaders and teachers will determine the high leverage TEKS that need improvement. CFAs will be given and in PLCs, campus leaders and teachers will review student outcomes.</p> <p>Strategy's Expected Result/Impact: Data shows that students are improving.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide uninterrupted planning times for literacy.</p> <p>Strategy's Expected Result/Impact: Lesson that have been planned based on the depth and rigor of the specific TEKS.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>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</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus leaders will purchase TEKS-based instructional materials for CFA use.</p> <p>Strategy's Expected Result/Impact: Student growth on BM, CBA's, STAAR and Benchmark</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>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</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Focus on growth with our Economically Disadvantaged, SPED, EL and 504 students in PLC meetings. Subgroup chart will be completed after CBAs to monitor the targeted goals within domain 3.</p> <p>Strategy's Expected Result/Impact: Subgroup Domain 3 Chart</p> <p>Staff Responsible for Monitoring: Admin Classroom Teachers</p> <p>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</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
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Goal 2: Student Achievement - TES will increase the percentage of students at the meets level on the STAAR Reading test by 5% for all grades 3-5.

Performance Objective 2: The campus will implement Amplify in grades k-5 as a systemic and rigorous curriculum for the students. Teachers will attend Show and Tells at Region 16 to further their knowledge of the curriculum.





Goal 3: Family Engagement - TES will provide regular support services and at least 3 parent meetings by May 2024.

Performance Objective 1: TES will create and/or refine the mission and vision by increasing the involvement with admin, teachers, parents, and students by increasing the number of parent/student academic activities by one event.

High Priority

HB3 Goal

Evaluation Data Sources: list of academic events for parents and students, agenda of activities, and sign in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage parents to participate in their child's school activities and parent conferences; including 3rd grade orientation, pre-k and kindergarten 101, family reading and math nights.</p> <p>Strategy's Expected Result/Impact: increase parent partnerships and academic success</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom teachers</p> <p>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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Safety - 100% of TES staff will know and understand the campus' compelling and aligned vision, mission, and goals that are focused on a safe environment with high expectations. (ESF 3.1)





Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Performance Objective 1: The campus leadership team will meet to continue to refine their school-wide expectations and routines/procedures aligned to specific campus settings.

High Priority

HB3 Goal

Evaluation Data Sources: Campus PBIS committee meetings to develop and build activities that reflect the mission and vision as the year progresses.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PBIS systems and incentives that revolve around the campus mission and vision. Administrators, teachers and staff are knowledgeable of our BOLD expectations.</p> <p>Strategy's Expected Result/Impact: Monitor School-wide discipline data using the big 5</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Counselors</p> <p>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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.





Performance Objective 2: The campus leadership team will further define and refine effective procedures for dealing with campus behavior while focusing on the discipline data.

High Priority

HB3 Goal

Evaluation Data Sources: Monitor School-wide discipline data using the big 5

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators and teachers demonstrate high expectations for all students and artifacts in the classroom and hallways reference practices and policies.</p> <p>Strategy's Expected Result/Impact: Student and Staff mental health; student discipline referrals</p> <p>Staff Responsible for Monitoring: Administrators Counselor Classroom Teachers</p> <p>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</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PBIS systems and incentives are developed, understood, and practiced by all campus staff. Including: PBIS Rewards for attendance and discipline; BOLD Board for students exhibiting BOLD expectations, Student Spotlights weekly for students demonstrating BOLD, School Families with a focus on the 6 pillars of character.</p> <p>Strategy's Expected Result/Impact: Well rounded students</p> <p>Staff Responsible for Monitoring: Administration Counselor Classroom Teachers</p> <p>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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Safety - 100% of TES staff will know and understand the campus' compelling and aligned vision, mission, and goals that are focused on a safe environment with high expectations. (ESF 3.1)





Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Performance Objective 3: Counseling services will be used to address the need of students to improve student skill outside of the academic areas.

High Priority

HB3 Goal

Evaluation Data Sources: Counselor data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The counselor will use second-step curriculum during weekly guidance lessons during scheduled block times as well as in additional planning opportunities.</p> <p>Strategy's Expected Result/Impact: Well-rounded students</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
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Goal 4: Safety - 100% of TES staff will know and understand the campus' compelling and aligned vision, mission, and goals that are focused on a safe environment with high expectations. (ESF 3.1)

Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Performance Objective 4: The campus leadership team and Step-up Texas will continue to plan and deliver PD for all campus staff on the campus-wide expectations for behavior and processes associated with each.

Evaluation Data Sources: Training schedule; PD Plan; Written expectations; Campus visuals

Goal 5: Culture - Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
(ESF 5.1)





Performance Objective 1: Plan for and set date for Amplify/Eureka roll-out with an internalization framework with time for internalization that supports effective instruction. Teachers attend content show and tell trainings throughout the year at Region 16.

High Priority

HB3 Goal

Evaluation Data Sources: Sign in sheets, agenda, internalized lesson plans, Person(s) Responsible: teachers and admin

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson plans include aligned objectives, activities, and exit tickets; lesson plans are aligned to the scope and sequence, and the objective is aligned to the standard(s).</p> <p>Strategy's Expected Result/Impact: Improvement of student scores on CFAs, CBAs, Benchmark, and STAAR</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>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</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After CBAs are given, data is disaggregated to determine next steps in instruction. In PLC data will be discussed and a plan for reteach will be determined.</p> <p>Strategy's Expected Result/Impact: Improvement of student scores on CFAs, CBAs, Benchmark, and STAAR</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>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</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Culture - Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

(ESF 5.1)

Performance Objective 2: Plan for and set date for a lesson plan framework with time for internalization for other content areas.

Evaluation Data Sources: internalized lesson plans

Goal 5: Culture - Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

(ESF 5.1)

Performance Objective 3: Campus leadership and TIL lead work to develop a PD schedule and roll-out for August PD and PD throughout the year.

Evaluation Data Sources: TIL PD Session Schedule and Plan, Agenda, Sign-in Sheet





Goal 6: Communication - TES will increase the number of posts (one every week) and call outs to parents and staff in English and Spanish for the 2022-2023 school year.

Performance Objective 1: The campus will use communication sources to reach parents in a variety of modalities.

High Priority

HB3 Goal

Evaluation Data Sources: Facebook post, call-out communication log, class dojo log, campus text log

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will ensure that parents are aware of schedule changes, parent engagement reminders, student celebrations, and other campus activities.</p> <p>Strategy's Expected Result/Impact: Students Parents Community</p> <p>Staff Responsible for Monitoring: Administration</p> <p>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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			