

Terrell Independent School District

Global Leadership Academy

2023-2024 Improvement Plan



Board Approval Date: November 13, 2023
Public Presentation Date: November 13, 2023

Mission Statement

The mission of the Global Leadership Academy is to develop college ready leaders through high-quality, personalized, experiential learning with the support of our parent partners.

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

Vision

The vision of Terrell ISD is to cultivate an innovative learning community where students are prepared to adapt and excel in a complex and rapidly changing world.

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

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,250 students served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

S - Say what you mean; mean what you say; do what you say

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.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

TERRELL ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Learning	7
School Processes & Programs	13
Perceptions	16
Goals	18
Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.	18
Goal 2: SCHOOL CULTURE: Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.	25
Goal 3: HUMAN CAPITAL AND RESOURCES: Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.	30
Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.	34
Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.	37
Title I	39
1.1: Comprehensive Needs Assessment	39
2023-2024 Site Based Decision Making Team	40

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

House System

Differentiation for GT students - Depth and Complexity

Project Based Learning (PBL)

Bullying/Discipline consequences that do not involve recess

Communication other than Facebook

Small class sizes

Continue school wide expectations

Volunteer Opportunities

All teachers GT trained with 6 hour yearly updates

Student academic growth

Add Khaki bottoms to dress code

Eliminate the mandated dresses/ties on Mondays

More leadership role opportunities for K-2 students

Demographics

Demographics Summary

The Global Leadership Academy is an elementary campus serving 208 students. The enrollment in GLA has grown from to 191 in 2020-2021. The GLA is located in Terrell, Texas which is a part of Kaufman County. At GLA we are comprised of the following demographics: African American- 12.02%, Hispanic- 40.38%, White- 41.35%, Two or More-5.77%. Other student demographics include: Economically Disadvantaged- 53.37%, Emergent Bilingual- 8.65%, Special Education- 1.44% Section 504- 4.33% Gifted and Talented- 47.12%. The Global Leadership Academy average attendance rate is 97.00%, which is above the state average. Student attendance is a focus for our campus.

GLA has 21 staff members. Of these, 15 are professional staff. A mentor teacher program addresses the needs of beginning teachers and includes a monthly Tiger Academy established to support teachers new to the profession and those in need. Professional Learning Communities provide job-embedded, data-driven, class-room focused, and collaborative learning opportunities for teachers. GLA provides professional development annually, which includes a combination of teacher selected and district mandated options. The GLA administrative team conducts weekly walkthroughs and feedback sessions to ensure that teachers implement what they learn.

GLA works closely with our Parent Teacher Organization to provide engaging activities for parents and the community. Each school year we have several events for students and families including a fall festival, pot-luck picnic, Daddy-Daughter/Mother-Son dance, etc.

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

To address the varied schedules of parents, Title 1 meetings will be held on multiple dates and times.

Demographics Strengths

Teacher attendance average above 90%; Student attendance average above 97%
100% teaching in areas of certification
More than 95% of teachers are ESL/GT trained
Data Driven Instruction with Data trackers within Google Slides and All In Learning

Student Learning

Student Learning Summary

State accountability for 2021-2022 is rated "B." Accountability for 2022-2023 has not been released. STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. GLA needs to increase the number of students attaining Meets and Masters on state assessments.

GLA implements TISD's curriculum along with depth and complexity and Defined Learning, which is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

GLA places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, and other special student populations. Teachers obtain ESL certification and GT training/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.

Consistent program monitoring for academics, behavior, attendance, and a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support further supports impact the individual needs of students both academically and social/emotionally. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

Teachers and staff facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress through the implementation of Individual Academic Plans. Students in special education under perform in comparison to non-special education students and are commonly targeted for improvement.

GLA is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. GLA provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. Gilbert Willie provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

	May 2023 STAAR Reading Language Arts, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Global Leadership Academy	33	33	1539	63.11%	90.91%	69.70%	36.36%
Economic Disadvantage	19	34	1548	64.98%	94.74%	78.95%	36.84%
Black/African American	1	37	1581	71.15%	100%	100%	0%
Hispanic	13	31	1502	58.73%	92.31%	61.54%	23.08%
Two or More Races	3	31	1506	58.97%	100%	66.67%	33.33%
White	16	35	1573	66.95%	87.50%	75%	50%
Currently Emergent Bilingual	1	38	1596	73.08%	100%	100%	100%
Third Year of Monitoring	1	30	1490	57.69%	100%	100%	0%
Special Ed Indicator	1	38	1596	73.08%	100%	100%	100%
	May 2023 STAAR Reading Language Arts, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Global Leadership Academy	29	30	1584	57.10%	96.55%	65.52%	20.69%
Economic Disadvantage	15	26	1543	50.77%	93.33%	46.67%	6.67%
Black/African American	4	30	1581	57.21%	100%	75%	0%
Hispanic	15	28	1570	54.62%	93.33%	60%	13.33%
White	10	32	1606	60.77%	100%	70%	40%
Currently Emergent Bilingual	4	25	1523	47.60%	100%	50%	0%
Special Ed Indicator	1	21	1483	40.38%	100%	0%	0%
	May 2023 STAAR Reading Language Arts, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Global Leadership Academy	38	35	1653	67.61%	94.74%	76.32%	34.21%
Economic Disadvantage	25	36	1665	69.54%	100%	76%	40%
Black/African American	5	27	1543	51.54%	80%	20%	0%
Hispanic	21	37	1677	70.97%	100%	85.71%	38.10%
Two or More Races	3	31	1598	59.62%	66.67%	66.67%	33.33%
White	9	37	1679	71.37%	100%	88.89%	44.44%

	May 2023 STAAR Reading Language Arts, Grade 3						
Currently Emergent Bilingual	Total Students 4	Raw Score 37	Scale Score 1673	Percent Score 70.19%	Approaches 100%	Meets 75%	Masters 50%
	May 2023 STAAR Mathematics, Grade 3						
CAMPUS: Global Leadership Academy	Total Students 43	Raw Score 24	Scale Score 1536	Percent Score 63.73%	Approaches 88.37%	Meets 65.12%	Masters 37.21%
Economic Disadvantage	21	24	1542	65.12%	90.48%	66.67%	38.10%
Black/African American	3	21	1466	55.86%	100%	66.67%	0%
Hispanic	16	24	1538	64.53%	87.50%	62.50%	37.50%
Two or More Races	4	28	1606	75%	100%	100%	75%
White	20	23	1532	62.03%	85%	60%	35%
Currently Emergent Bilingual	1	27	1579	72.97%	100%	100%	0%
Third Year of Monitoring	2	28	1590	74.32%	100%	100%	50%
Special Ed Indicator	1	30	1649	81.08%	100%	100%	100%
	May 2023 STAAR Mathematics, Grade 4						
CAMPUS: Global Leadership Academy	Total Students 39	Raw Score 23	Scale Score 1570	Percent Score 57.56%	Approaches 87.18%	Meets 43.59%	Masters 20.51%
Economic Disadvantage	19	21	1535	52.37%	84.21%	36.84%	10.53%
Black/African American	5	22	1549	54.50%	80%	40%	20%
Hispanic	15	24	1583	59.33%	93.33%	46.67%	26.67%
Two or More Races	2	30	1668	73.75%	100%	100%	50%
White	17	22	1553	55%	82.35%	35.29%	11.76%
Currently Emergent Bilingual	5	22	1570	56%	80%	40%	20%
Special Ed Indicator	1	25	1586	62.50%	100%	100%	0%
	May 2023 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters

	May 2023 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Global Leadership Academy	38	25	1671	59.09%	81.58%	52.63%	21.05%
Economic Disadvantage	25	26	1693	62.95%	88%	60%	24%
Black/African American	5	20	1585	47.62%	60%	20%	20%
Hispanic	21	27	1698	64.74%	95.24%	66.67%	19.05%
Two or More Races	3	14	1505	34.13%	33.33%	0%	0%
White	9	25	1710	60.58%	77.78%	55.56%	33.33%
Currently Emergent Bilingual	4	31	1744	72.62%	100%	75%	25%
	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Global Leadership Academy	38	26	4104	65.79%	86.84%	57.89%	42.11%
Economic Disadvantage	25	26	4132	66.67%	92%	60%	44%
Black/African American	5	20	3704	52.31%	60%	20%	0%
Hispanic	21	26	4157	67.64%	95.24%	61.90%	47.62%
Two or More Races	3	21	3765	54.70%	100%	33.33%	0%
White	9	28	4316	72.65%	77.78%	77.78%	66.67%
Currently Emergent Bilingual	4	27	4204	69.87%	100%	75%	50%

2023 Beginning of Year MAP Math data K-5: 2% Low; 3% Low Average; 14% Average; 29% High Average; 52% High

2023 Beginning of Year MAP Reading data K-5: 2% Low; 7% Low Average; 15% Average; 30% High Average; 46% High

Previous Years' Data:

Reading	2021-2022					2020-2021				
3rd Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	75%	50%	30%	52%	83%	68%	38%	19%	42%	73%

Reading	2021-2022					2020-2021				
Region 10	75%	51%	31%	52%	83%	69%	41%	21%	44%	75%
Terrell ISD - Districtwide Scores	68%	38%	18%	41%	71%	53%	24%	9%	29%	55%
GLA	100%	95%	72%	89%	97%	91%	63%	34%	63%	91%
4th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	76%	52%	28%	52%	83%	63%	36%	18%	39%	69%
Region 10	75%	54%	30%	53%	84%	64%	39%	20%	41%	71%
Terrell ISD - Districtwide Scores	68%	37%	15%	40%	70%	45%	19%	7%	24%	50%
GLA	95%	80%	38%	71%	93%	95%	75%	45%	72%	93%
5th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	80%	56%	36%	57%	87%	72%	45%	30%	49%	81%
Region 10	80%	57%	38%	58%	88%	73%	48%	33%	51%	82%
Terrell ISD - Districtwide Scores	67%	36%	19%	41%	71%	62%	35%	21%	39%	69%
GLA	100%	91%	68%	86%	97%	97%	79%	48%	75%	94%
Math	2021-2022					2020-2021				
3rd Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	70%	41%	20%	44%	75%	61%	30%	14%	35%	60%
Region 10	77%	44%	23%	48%	80%	63%	32%	16%	37%	65%
Terrell ISD - Districtwide Scores	57%	28%	13%	33%	58%	49%	20%	8%	26%	52%
GLA	100%	85%	59%	81%	95%	97%	86%	46%	76%	94%
4th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	68%	41%	22%	44%	75%	58%	35%	21%	38%	67%
Region 10	69%	43%	25%	46%	78%	61%	38%	24%	41%	71%
Terrell ISD - Districtwide Scores	56%	26%	12%	31%	56%	38%	19%	9%	22%	49%
GLA	88%	65%	33%	62%	91%	90%	65%	45%	67%	92%
5th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	75%	45%	23%	48%	80%	69%	33%	-3%	33%	58%
Region 10	76%	48%	26%	50%	82%	72%	46%	28%	49%	81%
Terrell ISD - Districtwide Scores	57%	24%	9%	30%	56%	53%	29%	14%	32%	57%
GLA	91%	64%	32%	62%	91%	88%	67%	39%	65%	91%
SCIENCE	2021-2022					2020-2021				

Reading	2021-2022					2020-2021				
5th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled
State of Texas	65%	37%	17%	40%	70%	61%	30%	12%	34%	59%
Region 10	65%	37%	17%	40%	70%	63%	32%	14%	36%	62%
Terrell ISD - Districtwide Scores	54%	25%	11%	30%	56%	55%	24%	7%	29%	55%
GLA	95%	82%	45%	74%	94%	97%	55%	27%	60%	90%

Student Learning Strengths

Growth made from MOY to EOY in K-2 DRA and MAP MOY and EOY

Projected 90 Achievement

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

Defined Learning

Campus Wide Clubs

Student Ambassadors

School Processes & Programs

School Processes & Programs Summary

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

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

GLA actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. All teachers new to GLA attend New Teacher Orientation. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is well above the state average and is addressed through incentives, training, and supports. Incentives are provided to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers, retention bonuses, extra duty stipends, and other incentives. The District has applied to participate in the state's Teacher Incentive Allotment whereby teachers, based on their effectiveness, may earn distinctions levels of Recognized, Exemplary, or Masters and receive additional compensation based on those distinctions.

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 supports the campus 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), all K-3 teachers and principals must attend Reading Academies by the 2022-2023 school year. A Director of MSST/SEL also supports GLA Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available.

We provide opportunities for all stakeholders to provide input for improving GLA. Committees such as: District Educational Improvement Council (DEIC), Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organization (PTO) allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees. The Teacher Leaders, Mentoring Program, and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Academy is available for teachers exploring administrative roles.

At Global Leadership Academy we monitor high expectations and critical thinking for high student achievement. Development of a district curriculum is an ever-going process with a scope and sequence geared toward meeting the needs of all students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). The district provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to

intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs) and Collaborative Teams, vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Additionally, at GLA, teachers are provided at least 1 Friday per month for full day of PD and planning while students are off campus.

GLA provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Students receive 1:1 technology devices.

At GLA we provide 1:1 technology for all of our students. Defined Learning implementation K-5 allows GLA students true project based learning and leadership experiences. K-1 students are provided Ipad, while our 2-5 graders receive Chromebooks. They utilize programs such as Google Suite, Schoology, Seesaw, Peardeck and many more. GLA provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Edgenuity, Go Math, Prodigy Math, STMath, Stephenson Reading, ST Math, Achieve 3000: Smarty Ants, KidBiz, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

Data driven decision making drives material and resource selection for classroom teachers, as well as campus initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and trainings are provided such as Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, technology upgrades, hardware upgrades, are but a few of the instructional tools utilized. Additionally, Blended Learning (BL), Math Innovation Zone (MIZ), Changemakers, SEL, Title I Campus, Espark, Student Incentives, Student Genius, Tiger Time, Student Data Folders, Safety Plan, TIP, master schedule, YouthTruth Survey, Teach Like A Champion, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Tiger Academy, Mentor Program, New Teacher Orientation, Teacher incentives, SALT, and Site Based Decision.

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-5 through STEM classes. Bilingual/ESL Programs have 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.

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. Students participate in enrichment activities associated with STEM, Art, and online programs. For parents who need support with students on Fridays, they attend ILDs provided by the district. We usually have around 8-10 students in attendance.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to district calendar start/end times and local certification. Safety plans and safety drills in place at all campuses.

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

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

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

School Processes & Programs Strengths

Teachers:

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

Students:

- Built in interventions during the school day (Tiger Time and Reading pull-out)
- MAP Learning Continuum drives groups for intervention during Tiger Time
- Ron Clark's House System
- Data folders for goal setting
- Campus Wide Clubs
- Defined Learning

Perceptions

Perceptions Summary

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

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

To address any behavior issues that may arise, GLA has implemented a step system code of conduct, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and ROAR. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A ROAR Packet was established to act on reports of threats or bullying, also known as prohibited conduct.

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

To communicate opportunities for parent engagement, GLA advertises district activities and events such as neighborhood Back to School Bashes, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, campus publications and Remind. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership.

A variety of interest surveys are solicited and GLA utilizes the Youth Truth Survey to collect students, families, and staff input and determine specific needs in the areas of engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion. This provides the campus the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives. Our Youth Truth survey showed that students sense of belonging has increased from last year. These programs will support growth in that area. Facilitation of parent involvement nights are organized according to feedback from the parental survey.

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

The ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. We offer a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. The Excellence Center for Enhanced Learning (ExCEL) Center is utilized to support year-round student engaging academic and enrichment activities. ExCEL also hosts adult education courses such as ESL, citizenship, CPR, cooking, GED, and financial literacy.

Communication and transparency are important to GLA. We work to provide avenues for parents and stakeholders to share new ideas and create activities that promote wide-spread student and family participation/engagement. To promote parental engagement and partnership, the district strives to maximize communication through multiple outlets, including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, Twitter, hosting campus nights (Read-a-Thon, Math Night, etc.), and holding adult education classes. GLA provides the Community Resource Guide in both English and Spanish and houses "need to know" information regarding the campus on its website. The district superintendent provides weekly 'Wednesdays with Warnock' to highlight campus programs and provide topic specific communication to parents. GLA

implements the '7 Habits of Highly Effective People' the house system, Strong Father's, Depth and Complexity Framework, and Defined Learning to promote community and family on our campus.

Perceptions Strengths

2023 School Transforming Learning recognition

Honor Roll students house points and parties

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

SEL time built in master schedule

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

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

Weekly Campus Clubs during Wellness Wednesday

Goals

Revised/Approved: October 2, 2023

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 1: GRADE 3: Student achievement on the third-grade state assessments at the Masters performance level or above will increase from 27.91 percent to 30 percent by June 2027.

2024: 45

2025: 50

2026: 55

2027: 60

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
TAPR Report

Strategy 1 Details

Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards.

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Defined Learning, PLC At Work Process PD, Get Better Faster PD - 199 General Fund - \$10,000, Training Materials - 199 General Fund: SCE - \$2,000

Strategy 2 Details

Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers.

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Courageous Principal Training - Principals - 255 ESSA Title II, Part A TPTR - 255, Courageous Principal Training - APs - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting - 255 ESSA Title II, Part A TPTR - 255

Strategy 3 Details

Strategy 3: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT - Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Funding Sources: Summer School - 211 ESSA Title I, Part A - 211, Salaries - Focus on Early Literacy - 211 ESSA Title I, Part A - 211, Class-size Reduction Teacher Salaries - 199 General Fund: SCE - ESSER

Strategy 4 Details

Strategy 4: RESEARCH-BASED BEST PRACTICES- Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.

Title I:

2.4, 2.5, 2.6

- Results Driven Accountability

Funding Sources: NWEA MAP - 211 ESSA Title I, Part A - 211, NWEA MAP - Outside Funding Source - GRANT, Eduphoria Lead4Ward Add On - 211 ESSA Title I, Part A - 211

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 2: GRADE 6: Student achievement on the sixth-grade state assessments at the Meets performance level or above will increase from 52 percent to 60 percent by June 2027.

2024: 45
2025: 50
2026: 55
2027: 60

High Priority
Evaluation Data Sources: STAAR Data
TAPR Report

Strategy 1 Details
<p>Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Defined Learning - 199 General Fund</p>

Strategy 2 Details

Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers.

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Courageous Principals Training - Principals - Previously Noted - 255 ESSA Title II, Part A TPTR - 255, Courageous Principals Training - APs - Previously Noted - 255 ESSA Title II, Part A TPTR - 255, N2Learning AP Leadership Academy - Previously Noted - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting - Previously Noted - 255 ESSA Title II, Part A TPTR - 255

Strategy 3 Details

Strategy 3: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT - Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

Title I:

2.4, 2.5, 2.6

- Results Driven Accountability

Funding Sources: Summer School Extra Duty Pay - Previously Noted - 211 ESSA Title I, Part A - 211, Part-Time Interventionist - Previously Noted - 199 General Fund: SCE - ESSER, Full-Time Interventionist - Previously Noted - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - Previously Noted - 211 ESSA Title I, Part A - 211, Instructional Curriculum Coaches - Previously Noted - 199 General Fund: SCE - ESSER

Strategy 4 Details

Strategy 4: RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in every classroom and students are engaged in learning every day.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

- Results Driven Accountability

Funding Sources: Eduphoria Lead4Ward Add On - Previously Noted - 211 ESSA Title I, Part A - 211

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 3: CAREER EDUCATION - Career education will be provided to expose students to knowledge, skills, and competencies necessary for a broad range of career opportunities.

High Priority

HB3 Goal

Evaluation Data Sources: Student PBL projects from Defined Learning

Strategy 1 Details
<p>Strategy 1: COLLEGE & CAREER READINESS: Career education will be embedded to expose students to knowledge, skills, and competencies necessary for a broad range of career opportunities and create a college/career going culture.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Defined Learning - 199 General Fund</p>

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 4: EQUITY - By May 2024, the achievement gap among student populations will shrink by 5 percent.
[CTE, Special Education, Dyslexia, SS504, EL, GT, Economically Disadvantaged, At-Risk, and all ethnic/racial groups, etc.]

Evaluation Data Sources: STAAR Data
MAP data
CLI data

Strategy 1 Details
<p>Strategy 1: EMERGENT BILINGUAL - EB students will achieve proficiency in the TELPAS domains of listening, speaking, reading and writing.</p> <p>Title I: 2.4, 2.6</p> <ul style="list-style-type: none">- TEA Priorities: Recruit, support, retain teachers and principals- ESF Levers: Lever 2: Strategic Staffing- Results Driven Accountability
Strategy 2 Details
<p>Strategy 2: SPECIAL EDUCATION: Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.</p> <p>Title I: 2.4, 2.6</p> <ul style="list-style-type: none">- Results Driven Accountability

Strategy 3 Details

Strategy 3: SPECIAL EDUCATION :

By 2024, RDA Domain III indicators will decrease by one designation level in the areas of STAAR pass rates, SpEd participation, representation, instructional settings, placement, and disciplinary removals.

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

- Results Driven Accountability

Strategy 4 Details

Strategy 4: PROGRESS MONITORING:

Utilize progress tracking, monitoring and intervention system on every campus.

Title I:

2.4, 2.6

Strategy 5 Details

Strategy 5: TEACHER QUALITY:

Identify and address any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Title I:

2.4, 2.6

Goal 2: SCHOOL CULTURE:
Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 1: ATTENDANCE:
By May 2024, Student attendance will increase from 96% to 97%.

High Priority
Evaluation Data Sources: Ascender Attendance
TAPR

Strategy 1 Details
<p>Strategy 1: Monitor daily attendance utilizing all resources, including the district dashboard and tracker.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Campus Store - 199 General Fund - \$5,000</p>
Strategy 2 Details
<p>Strategy 2: Conduct home visits to chronically absent students (10 or more absences).</p> <p>Title I: 2.4, 2.6</p>

Goal 2: SCHOOL CULTURE:
Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 2: DISCIPLINE & BEHAVIOR:
By 2024, the percent of student referrals and student behaviors warranting suspension or alternate settings will decrease by 10%

Evaluation Data Sources: Ascender & On Data Suite Discipline Data

Strategy 1 Details
<p>Strategy 1: STUDENT PLACEMENTS: By May 2024, African American student suspensions (In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be less than 20% of the total TISD disciplinary removals/out-of-placements.</p> <p>Funding Sources: E-Hall Pass - 289 TITLE IV - 289, Restorative Discipline - 289 TITLE IV - 289</p>
Strategy 2 Details
<p>Strategy 2: DISCIPLINE MANAGEMENT PLAN: Utilize a discipline management plan that is effective and equitable.</p> <p>Funding Sources: ASCENDER Student Information System - 199 General Fund - 199</p>

Goal 2: SCHOOL CULTURE:

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 3: SOCIAL, EMOTIONAL LEARNING:

By May 2024, student self-efficacy rating will improve from 2.1 to 2.5 on a 3.0 scale.

Evaluation Data Sources: Surveys

Strategy 1 Details
<p>Strategy 1: TARGETED SUPPORT - Provide and support COUNSELING and SOCIAL SERVICES to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs. This may include targeted supports and personnel (psychologist, behavior specialists, mental health programs, specialized instructional support services, etc.) to meet student needs.</p> <p>Funding Sources: Social Worker - 199 General Fund: SCE - ESSER</p>
Strategy 2 Details
<p>Strategy 2: ELEMENTARY GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS: Panorama surveys will be provided beginning, middle and end of school to measure social & emotional wellness of all students. Weekly Momentus/Change Makers guidance lessons will be provided to elementary students.</p> <p>Funding Sources: Momentus - 289 TITLE IV - 289</p>
Strategy 3 Details
<p>Strategy 3: PROFESSIONAL DEVELOPMENT: By May 2024, Counselors and all appropriate staff will receive training to ensure high performance in addressing address the needs of students, increasing staff, student and parent awareness specific to: (a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services in accordance with TEC.</p> <p>Funding Sources: R10 Compliance Package - 199 General Fund - 199</p>
Strategy 4 Details
<p>Strategy 4: MENTAL HEALTH PROVIDER: Contract with local mental health provider to assist troubled children and staff members in distress.</p>

Goal 2: SCHOOL CULTURE:
Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 4: WELL-ROUNDED EDUCATION:
Increase participation in extracurricular activities and opportunities for student enrichment.

Evaluation Data Sources: Ascender Course Enrollment Report
Fine Arts Participation Tracker
Athletic Participation
Enrichment Opportunities Provided

Strategy 1 Details
<p>Strategy 1: EXTRA-CURRICULAR ACTIVITIES: By 2024, the number of participants in Academic UIL academic activities will increase from <u>0</u> % to <u>25</u> %.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: UIL Coaches and Materials - 199 General Fund - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: FINE ARTS: By 2024, the number of participants in UIL fine-arts extracurricular activities will increase from <u>10</u> % to <u>25</u> %.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>

Strategy 3 Details

Strategy 3: STEM, ROBOTICS, COMPUTER SCIENCE:

By 2024, STEM , Robotic, and Computer Science opportunities will be made available to students at all grade levels.

Title I:

2.5

Funding Sources: STEM Teacher Salaries - 211 ESSA Title I, Part A - 211, Robotics After School Supplies - 289 TITLE IV - 289, After School Extra Duty Pay - 199 General Fund - 199

Strategy 4 Details

Strategy 4: ENRICHMENT:

By 2024, an enrichment and outside-of-school learning opportunity will be made available to each grade level.

Title I:

2.5

Strategy 5 Details

Strategy 5: ADVANCED STUDIES:

Develop system for identification of GT students, training of GT teachers, and providing services to support Gifted & Talented Programs throughout the district.

Title I:

2.4, 2.5

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 1: RECRUITMENT

Utilize recruiting strategies to hire the more effective educator in every classroom.

High Priority

Evaluation Data Sources: Decreased turnover rates
Stability in employee roster

Strategy 1 Details
<p>Strategy 1: RECRUIT & TRAIN Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff</p> <p>Funding Sources: Recruitment Fairs - 255 ESSA Title II, Part A TPTR - 255, NIET Trainings - 255 ESSA Title II, Part A TPTR - 255</p>

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 2: RETENTION & TRAINING

Ensure employees: (1) feel valued (2) are well supported, and (3) are well trained.

Strategy 1 Details
Strategy 1: COMPLIANCE: Provide annual compliance training for teachers and other appropriate personnel
Strategy 2 Details
Strategy 2: ONBOARDING PROGRAM: Provide meaningful orientation, and specialized supports and resources for new employees, including but not limited to a new teacher Mentor Program.

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 3: SAFETY

Strategy 1 Details
Strategy 1: DRILLS & COORDINATED EMERGENCY RESPONSE Conduct fire drills, evacuation drills, and reinification drills to prepare for emergencies and coordinate with district personnel.
Strategy 2 Details
Strategy 2: BULLYING PREVENTION: Campus administration and staff will use anti-bullying training and protocol
Strategy 3 Details
Strategy 3: BARK SYSTEM: By May of 2024, implement and utilize the Bark sysytem to assist with communication and emergency management campuswide and will run a minimum of two drills through the application to practice use.

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 4: STUDENT SERVICES

Strategy 1 Details
Strategy 1: COORDINATED SCHOOL HEALTH SERVICES: Provide coordinated school health services, activities, and evaluations including required physical activities and nutritional feeding programs.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 1: FINANCIAL STABILITY

Propose a budget that promotes fiscal responsibility and supports instructional growth.

Strategy 1 Details
Strategy 1: MONITOR PROGRAMS Monitor federal and special programs to ensure compliance, measurable Performance Objectives, and meaningful consultation occur.
Strategy 2 Details
Strategy 2: PEIMS: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
Strategy 3 Details
Strategy 3: MEANINGFUL CONSULTATION: Establish a Campus Site Based Committee and consult with them in a timely and meaningful ways.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 2: BUILDING OPERATIONS -
Maintain a safe, clean, and orderly environment

Strategy 1 Details
Strategy 1: SUPPORTS: Perform monthly walkthroughs of campuses to evaluate conditions and make recommendations as needed.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 3: TECHNOLOGY -
Technology will be integrated throughout the district and infused in teaching & learning.

Evaluation Data Sources: More efficient systems. Greater learning opportunities.

Strategy 1 Details
Strategy 1: CLASSROOM DEVICES: Campus staff will ensure classroom devices are available for instructional use and procedures are in place to ensure devices. remain in the classrooms and are operational in order to deliver daily instruction

Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 1: COMMUNICATION MEDIUMS -

The campus will utilize multiple mediums to ensure effective communication to all stakeholders.

Strategy 1 Details
<p>Strategy 1: COMMUNICATION MEDIUMS: Campus will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.</p> <p>Funding Sources: REMIND - 211 ESSA Title I, Part A - 211</p>
Strategy 2 Details
<p>Strategy 2: SURVEYS, ADVISORY PANELS, and COMMITTEES: Provide opportunities for parents and students to let the campus know how they view their work experiences through surveys, advisory panels, and committees.</p> <p>Title I: 4.2</p> <p>Funding Sources: Youth Truth Parent Survey - 211 ESSA Title I, Part A - 211, Panorama Student & Staff Survey - 199 General Fund - 199</p>

Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT

Strategy 1 Details
<p>Strategy 1: OUTREACH: Provide campus-wide outreach program for parents to help build connections and capacity</p> <p>Funding Sources: Lectura Latino Family Literacy - 263 ESSA Title III, LEP - 263</p>
Strategy 2 Details
<p>Strategy 2: ACCESS: Campus will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Dudes at Doors, Boys to Men, Strong Fathers, Veteran's Day, Cultural Days, Hall of Fame, etc.) .</p> <p>Title I: 4.2</p> <p>Funding Sources: Strong Fathers - Parent Engagement - 211 ESSA Title I, Part A - 211</p>
Strategy 3 Details
<p>Strategy 3: PARENT & FAMILY ENGAGEMENT POLICY: The campus will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.</p> <p>Title I: 4.1</p>

Title I

1.1: Comprehensive Needs Assessment

House System

Differentiation for GT students - Depth and Complexity

Project Based Learning (PBL)

Bullying/Discipline consequences that do not involve recess

Communication other than Facebook

Small class sizes

Continue school wide expectations

Volunteer Opportunities

All teachers GT trained with 6 hour yearly updates

Student academic growth

Add Khaki bottoms to dress code

Eliminate the mandated dresses/ties on Mondays

More leadership role opportunities for K-2 students

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Tracie Pritchett	Administrator
Classroom Teacher	Nichole Miller	Teacher
Non-classroom Professional	Christina Fauber	Non-Classroom Professional
Community Representative	Lynn Vaughn	Community/non-parent
Parent	Jennifer Smith	Parent
Business Representative	Pam Marino	Business
District-level Professional	Kenya Loya	District Level