

Terrell Independent School District
Terrell Alternative Education Center and DAEP
2023-2024 Improvement Plan



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

Mission Statement

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.

Our vision at TAEC is to provide each student a structured learning environment, which fosters academic growth toward excellence while encouraging self-discipline, self-respect, and good citizenship.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Terrell Alternative Education Center (TAEC) is a campus coordinated through the Student Management Department of the Terrell Independent School District. TAEC seeks to work with parents, school personnel and community resources as needed in every aspect of serving the district's at-risk youth. TAEC is comprised of two programs, Phoenix and Discipline Alternative Education Placement (DAEP). The Phoenix program currently consists of 26 students with the following student demographics: Female - 42.31%, Male - 57.69%, Hispanic -7.69%, African American 38.46%, and White - 50%. Student demographics for programs include: Economically Disadvantaged -42.31%, At Risk - 100%. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The demographics and enrollment in TAEC change regularly as we proudly graduate students throughout the school year, and allow others to enroll.

TAEC has 10 staff members, 86% of which are Professional Staff. 100% of Professional Staff have more than 10 years of experience. Professional development offered to teachers and staff help bring multicultural awareness, bridge gaps, and build a culture of trust and respect.

TAEC utilizes Edgeunity and Class Baseline Assessments as a diagnostic/progress monitoring instrument for all students. Get Better Faster (Waterfall), TLR, and the TISD Model of Instruction are currently being utilized to create a campus culture of coaching based on trust. Efficient classroom instruction is monitored by documented walk-through observations using Strive. Teacher evaluations utilize the NIET system. Ongoing professional development includes building capacity of teachers through the use of the NIET, TIL, effective teaching strategies, subject specific/content development, developing culture/climate and crisis/behavior management.

This campus also houses students from the district's Disciplinary Alternative Placement center. The number of students and demographics change regularly as students are entered and transitioned back to their home campus.

Demographics Strengths

- Diversity of student population
- Equitable teacher/student ratios
- Highly effective teachers
- Increasing student performance

Student Learning

Student Learning Summary

TAEC received a State accountability rating of "B" for 2021-2022 school year. STAAR scores include Approaches, Meets, 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. TAEC needs to increase the number of students attaining Meets and Masters on state assessments.

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

TAEC implements curriculum that is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. The Student Achievement Leadership Team sets campus goals and maintain instructional focus while Collaborative Teams utilize the PLC @ Work provide collaborative, job-embedded, and classroom-focused professional development.

TAEC places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EL students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

In need with consistent program monitoring for academics, behavior, and attendance, a systemic Multi-Tiered Systems of Support (MTSS) process will be implemented for all students. A district Director of Multi-Tiered Systems of Support has been added to further impact the individual needs of students. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

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

TAEC 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. TAEC 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. TAEC 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. It is the instructional goal that ALL students 'grow' each year and that 'no students goes backwards'. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

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

| | Component Score | Scaled Score | Rating |
|----------------------------|-----------------|--------------|----------|
| Overall | | 84 | B |
| Student Achievement | | 84 | B |
| STAAR Performance | 20 | 70 | |

| | | | |
|--|-----|-----|------------------|
| College, Career and Military Readiness | 28 | 91 | |
| Graduation Rate | 100 | 100 | |
| School Progress | | | Not Rated |
| Academic Growth | | | Not Rated |
| Relative Performance (Eco Dis: 69.2%) | | | Not Rated |
| Closing the Gaps | | | Not Rated |

Student Learning Strengths

- Improved state accountability ratings
- National Institute for Excellence In Teaching (NIET)
- Teacher Learning Rubric (TLR)
- Academic enrichment opportunities
- Professional development opportunities through PLC, Region 10, and other virtual platforms

School Processes & Programs

School Processes & Programs Summary

Terrell Alternative Education Center has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator (TPEGS-Terrell Principal Evaluation and Growth System) and teacher evaluation system (NIET-Teacher Learning Rubric) are in place to ensure that teachers receive regular observations and appropriate feedback to implement effective teaching practices. The campus administrator provides annual training for teachers. Terrell ISD provides its employees with standard technology equipment including laptops, document cameras, and projectors. This campus is equipped with Computer-on-Wheel carts (COWs). TAEC provides for the continuation of digital programs including Edgenuity and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The Terrell Alternative Education Center (TAEC) supports students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services by offering half day, self-paced program called Phoenix. Students who are behind in credits, recover their credits using the computer program Edgenuity.

School Processes & Programs Strengths

- TPEGS and TLR
- Highly qualified teachers
- One-to-one technology
- Student and teacher progress monitoring

Perceptions

Perceptions Summary

Our campus mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for all students. We want to build capacity in our students and teachers to believe that they can do the work and be successful. As a campus, our priority is to ensure that everyone believes in the work and believes they can accomplish the work. We want our students to take ownership want to be successful. We will be develop our teachers through the PLC process, timely feedback, coaching and teacher observations. This process will allow us to impact the adults, who has the greatest impact to influence student achievement. We have a great campus and have seen some success, but we still have work to do. We must reach every student.

It is a priority at TAEC to be a safe campus where students and staff members are feel secure. Monthly safety drills are completed and there are multiple security cameras in place at various locations around the campus. Teacher and staff surveys indicate that they feel safe and secure while on campus.

Perceptions Strengths

- Numerous parent and community events
- Safe schools
- Highly Effective Teachers
- Systems created for success of all stakeholders

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 Meets performance level or above will increase from 34 percent to 60 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. |
| Strategy 2 Details |
| Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. |
| 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. |
| Results Driven Accountability |

| |
|---|
| 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. |
| Results Driven Accountability |

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 30 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 |
|---|
| Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards. |
| Strategy 2 Details |
| Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. |
| 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. |
| 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. |

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

Performance Objective 3: GRADE 9: Student achievement on the ninth-grade state assessments at the Meets performance level or above will increase from 27 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 |
|---|
| Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards. |
| Strategy 2 Details |
| Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. |
| 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. |
| Strategy 4 Details |
| Strategy 4: RESEARCH-BASED BEST PRACTICES |

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

Performance Objective 4: COLLEGE, CAREER & MILITARY READY (CCMR)

By May 2024, the percent of students designated COLLEGE & CAREER READY will increase from 62 percent to 70 percent.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR 2025
CCMR Tracker

| Strategy 1 Details |
|---|
| Strategy 1: COLLEGE & CAREER READY: Students that have not attained CCMR designation status by their Senior year will complete the Texas College Bridge curriculum in English & Math for College Prep credit, as needed OR successfully complete a dual credit course in English or Math. |
| Strategy 2 Details |
| Strategy 2: PROGRAMS OF STUDY: Programs of study will be re-aligned and implemented to meet TEA recommendation, workforce needs, and student interest. |
| Strategy 3 Details |
| Strategy 3: COLLEGE READINESS: District will pay tuition for students to enroll in approved dual credit courses AND will provide SAT, ACT, and TSI on the high school campus. |
| Strategy 4 Details |
| Strategy 4: COLLEGE READINESS: To promote a college going culture, the district will partner with outside sources such as Greenlight and NTN for college acceptance, financial aid, and scholarship opportunities. |

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

Performance Objective 5: 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 - Results Driven Accountability</p> |
| 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>Results Driven Accountability</p> |
| Strategy 3 Details |
| <p>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.</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p> |

| |
|---|
| 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 ____% to 96%.

Evaluation Data Sources: Ascender Attendance
TAPR

| Strategy 1 Details |
|---|
| Strategy 1: Monitor daily attendance utilizing all resources, including the district dashboard and tracker. |
| Strategy 2 Details |
| Strategy 2: Conduct home visits to chronically absent students (10 or more absences). |

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 |
|---|
| 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. |
| Strategy 2 Details |
| Strategy 2: DISCIPLINE MANAGEMENT PLAN: Utilize a discipline management plan that is effective and equitable. |

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 will improve from beginning of year to end of year.

Evaluation Data Sources: Surveys

| Strategy 1 Details |
|---|
| 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. |
| Strategy 2 Details |
| Strategy 2: SECONDARY 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. Secondary counselors will create guidance lessons based on Panorama data. |
| Strategy 3 Details |
| Strategy 3: 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 Momentum/Change Makers guidance lessons will be provided to elementary students. |
| Strategy 4 Details |
| Strategy 4: 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. |
| Strategy 5 Details |
| Strategy 5: ALTERNATIVE EDUCATION / AT-RISK: Provide an alternative choice high schools to meet the needs of at-risk students. |

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 |
|--|
| Strategy 1: ADVANCED STUDIES: Develop system for identification of GT students, training of GT teachers, and providing services to support Gifted & Talented Programs throughout the district. |

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 |
|--|
| Strategy 1: RECRUIT & TRAIN Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff |

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 district will utilize multiple mediums to ensure effective communication to all stakeholders.

| Strategy 1 Details |
|--|
| 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. |
| Strategy 2 Details |
| 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. |

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 |
|---|
| Strategy 1: OUTREACH: Provide campus-wide outreach program for parents to help build connections and capacity |
| Strategy 2 Details |
| 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.) . |
| Strategy 3 Details |
| 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. |

2023-2024 Site Based Decision Making Team

| Committee Role | Name | Position |
|----------------|---------------|-----------|
| Administrator | John Chilcoat | Principal |

Addendums