Terrell Independent School District

Herman Furlough, Jr. Middle School

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.

Furlough Middle School's mission is to create an inclusive and engaging environment that empowers all students to seek opportunities that will influence their college or career path.

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.

To establish a safe and civil, high achieving campus.

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,161 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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our primary goals for this school year is to increase the overall academic performances of students and close achievement gaps between specific student groups.

FMS is identiified for Targeted Improvement by TEA. The underperforming student population that will be addressed is African American male students. These students will be monitored through All In Learning and Eduphoria. Accelerated instruction is provided to ensure academic growth and take measures to intervene in the event of regression.

FMS provides staff development opportunities for teachers and staff to build their capacity, engage students in high level learning, and increase student achievement for all students.

FMS focuses on the needs of economically disadvantaged students, EB students, Special education students and other underperforming student populations.

Demographics

Demographics Summary

For the 2023-2024 school year, Furlough Middle School is comprised of 1,153 students in grades six, seven and eight. The student body is very diverse and reflects the community from which the school serves. Notable demographic charcteristics of our campus include:

African American - 20.47%
Hispanic -56.20%,
White - 18.30%,
American Indian - 0.43%,
Asian - 0.26%,
Two or More - 4.34%,
Hawaiian/Pacific Islander - 0.00%

Student demographics for programs include:
Emergent Bilingual - 33.39%,
Special Education - 13.18%,
Gifted and Talented - 6.24%,
Dyslexia - 7.46%.
Economically Disadvantaged - 79.18%,
At Risk - 69.56%,
Homeless - 1.56%.

Furlough Middle School has 87 teachers, 10 administrative support staff members, and 143 educational aides.

Furlough Middle School has a rich tradition of excelling in extra-curricular activities and takes pride in the various enrichment programs in which our students are enrolled.

FMS provides professional development for teachers and staff to build content and effective instruction strategies. Furlough Middle School provides staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EB students, and other special student populations. We encourage teachers to obtain their ESL certification in order to serve the needs of our ESL population. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills are implemented by the school counselor and teachers. A focus is made to provide parent support and training at the campus level.

Demographics Strengths

Diverse student body
College & career awareness opportunities
Community in Schools partnership
Counselor & Assistant Principal per grade level
High School credit opportunities

ESL certified teachers
Opportunities to include diverse students in Advanced classes
Advanced teachers required to be GT certified
Measures to ensure that staff represents the student body
AVID Program in all grade levels

Student Learning

Student Learning Summary

State accountability "what if" rating for for 2022-2023 is a D. 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. FMS needs to increase number of students attaining Meets and Masters on state assessments.

Student data disaggregation is critical to the academic success of FMS. Since FMS has been identified for targeted supports and improvement based on the 2019 TEA Agency Report, we have taken specific steps to ensure that we grow academically as a campus. Student and campus data are consistently monitored on a weekly basis in Professional Learning Communities to identify areas in need of improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students (specifically African American, Hispanic, and White student groups as our data shows academic gaps between those groups.) Leadership teams meet regularly to identify campus goals and make changes as necessary. We are implementing strategies to ensure that more diverse students are enrolled in courses of rigor and that the needs of our ELL learners are met. Additionally, we are providing opportunities for remediation and development through processes such as double blocked classes, Rosetta Stone, Reading Plus and Read 180 software programs. We also are incorporating AVID strategies as we move towards becoming an AVID campus.

The need to increase growth in all subjects and sub-populations are all identified areas of need.

Reading	2021-2022					2020-2021					2018 - 2019 *TAPR				
6th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	69%	42%	22%	44%	75%	61%	31%	14%	35%	60%	68%	37%	18%	41%	71%
Region 10	70%	44%	24%	46%	78%	63%	34%	16%	38%	67%	70%	41%	12%	41%	71%
Terrell ISD - Districtwide Scores	56%	30%	15%	34%	59%	51%	21%	9%	27%	53%	57%	29%	12%	33%	58%
FMS	57%	30%	15%	34%	64%	51%	21%	9%	27%	55%	57%	29%	12%	33%	62%
7th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	78%	54%	36%	56%	87%	68%	44%	25%	46%	78%	76%	49%	29%	51%	82%
Region 10	79%	56%	39%	58%	88%	70%	46%	27%	48%	80%	77%	52%	32%	54%	85%
Terrell ISD - Districtwide Scores	65%	35%	19%	40%	70%	52%	26%	13%	30%	56%	69%	41%	21%	44%	75%
FMS	67%	35%	19%	40%	72%	52%	26%	13%	30%	58%	69%	41%	21%	44%	75%

Reading	2021-2022					2020-2021					2018 - 2019 *TAPR				
8th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	82%	56%	36%	58%	88%	72%	45%	21%	46%	78%	86%	55%	28%	56%	87%
Region 10	82%	58%	39%	60%	90%	74%	47%	23%	48%	80%	87%	58%	31%	59%	89%
Terrell ISD - Districtwide Scores	69%	35%	19%	41%	71%	60%	31%	11%	34%	59%	84%	45%	19%	49%	81%
FMS	69%	35%	19%	41%	73%	60%	31%	11%	34%	64%	84%	45%	19%	49%	80%
Math	2021-2022					2020-2021					2018 - 2019 *TAPR				
6th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	75%	45%	23%	48%	71%	48%	34%	14%	32%	67%	81%	47%	21%	50%	82%
Region 10	76%	48%	26%	50%	75%	50%	28%	17%	32%	67%	83%	51%	25%	53%	84%
Terrell ISD - Districtwide Scores	53%	15%	5%	24%	50%	57%	29%	12%	33%	58%	81%	42%	20%	48%	80%
FMS	54%	16%	5%	25%	53%	57%	29%	12%	33%	62%	81%	42%	20%	48%	76%
7th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	57%	29%	12%	33%	58%	54%	25%	11%	30%	56%	75%	43%	17%	45%	76%
Region 10	60%	32%	15%	36%	62%	57%	31%	16%	35%	60%	77%	46%	20%	48%	80%
Terrell ISD - Districtwide Scores	43%	14%	6%	21%	48%	50%	21%	8%	26%	52%	66%	32%	10%	36%	62%
FMS	44%	14%	6%	21%	50%	51%	21%	8%	27%	55%	66%	32%	10%	36%	67%
8th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	69%	38%	13%	40%	70%	60%	35%	10%	35%	60%	88%	57%	17%	54%	85%
Region 10	70%	39%	14%	41%	71%	61%	35%	10%	35%	60%	90%	60%	19%	56%	87%
Terrell ISD - Districtwide Scores	48%	15%	1%	21%	48%	41%	15%	1%	19%	46%	90%	44%	4%	46%	78%
FMS	49%	15%	1%	22%	51%	41%	15%	1%	19%	48%	90%	44%	5%	46%	77%
Algebra 1	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled

Reading	2021-2022					2020-2021					2018 - 2019 *TAPR				
State of Texas	74%	46%	30%	50%	82%	72%	41%	23%	45%	76%	85%	61%	37%	61%	90%
Region 10	74%	48%	32%	51%	82%	73%	44%	26%	48%	80%	87%	64%	42%	64%	91%
Terrell ISD - Districtwide Scores	54%	22%	10%	29%	55%	67%	33%	14%	38%	67%	79%	44%	22%	48%	80%
FMS	94%	56%	33%	61%	90%	97%	72%	32%	67%	92%	100%	89%	65%	85%	96%

SOCIAL STUDIES	2021-2022					2020-2021					2018 - 2019 *TAPR				
8th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	59%	29%	17%	35%	60%	56%	27%	13%	32%	57%	69%	37%	21%	42%	73%
Region 10	61%	31%	19%	37%	65%	59%	30%	15%	35%	60%	72%	41%	25%	46%	78%
Terrell ISD - Districtwide Scores	34%	12%	4%	17%	45%	39%	16%	6%	20%	47%	58%	25%	15%	33%	58%
FMS	34%	11%	4%	16%	45%	39%	16%	6%	20%	49%	58%	25%	15%	33%	62%

SCIENCE	2021-2022					2020-2021					2018 - 2019 *TAPR				
8th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Domain 1	Scaled
State of Texas	73%	43%	22%	46%	78%	67%	42%	23%	44%	75%	81%	51%	25%	52%	83%
Region 10	74%	46%	25%	48%	80%	69%	44%	25%	46%	59%	83%	55%	29%	56%	87%
Terrell ISD - Districtwide Scores	35%	11%	4%	17%	45%	57%	31%	15%	34%	59%	71%	39%	19%	43%	74%
FMS	36%	11%	4%	17%	46%	57%	31%	15%	34%	64%	71%	40%	19%	43%	75%

FMS will implement 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 utlized 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.

FMS 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 certification as needed in order to address the needs of students and increase student achievement.   The AVID - Achievement via Individual Determination - is available grade 6, 7, and 8 to assist students in overcoming obstacles and achieving success in rigorous courses. This will allow students to be better prepared for high school success as well as college & career opportunities post graduation.

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.

Students in special education under perform in comparison to non-special education students and are commonly targeted for improvement. Additionally, African American and EB students underperform when compared to their peers.

Furlough Middle School is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. FMS 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. FMS provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's), collaboarative team meetings, and AVID Site 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.

FMS recognizes the impact of poor attendance and behavior on student achievement. Therefore, attendance is emphasized daily. Measures are in place to improve our student attendance rates and an attendance committee monitors weekly attenendance reports. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom and ensure that our staff are consistent in the discipline practices.

Student Learning Strengths

ALL in Learning allows teachers to track trends and student data
TELPAS practice sessions for EB students
NIET Rubric teacher evaluation tool utilized to drive classroom instruction
Coaching sessions for teachers based on evaluation and walk through data to ensure high quality instruction
PLC periods for collaborative groups
AVID Program at all grade levels

Enrichment opportunities

Intervention opportunities for students daily through Tiger Time.

School Processes & Programs

School Processes & Programs Summary

At FMS there is a high standard for best instructional practices as well as building social character. As a Title 1 campus, we are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved with student success.

FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs. The use of technology became even more important due to the recent Covid-19 pandemic. Hence, many of our programs hinge on ensuring that students effectively use their 1:1 campus issued device to support their learning.

Monthly professional learning sessions are scheduled to ensure campus systems are executed and for staff development. FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time. We are implementing the PBIS - Positive Behavior & Instructional Supports Program. Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent/Teacher Organizations (PTO), campus mentors, Student Leadership Teams and student/parent/staff surveys.

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.

FMS has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A campus administrator ensures that teachers receive regular observations and appropriate feedback to implement effective instruction. The National Institute of Excellence in Teaching's Teacher Learning Rubric (TLR) System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance.

Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

FMS actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. All teachers new to GWE 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, Math and Science. 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. Additionally a Mentoring Program and Tiger Academy allow new teachers to hone their skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Cadres are available for teachers exploring administrative roles.

FMS 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. FMS provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus,

StemScopes, Edgenuity, Go Math, Prodigy Math, Stephenson Reading, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login.

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 through the Robotics programs and other CTE courses.   mergent Bilingual Students are identified to ensure English acquisition in the areas of listening, speaking, reading and writing and newcomer interventions are in place.

Data driven decision making drives material and resource selection for classroom teachers and campus initiatives. A wide array of instructional resources and trainings are provided such as MAPS, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, Stemscopes, Stevenson Reading as but a few of the resources used.

Community in Schools program provides additional support and socio-emotional guidance to students.

School Processes & Programs Strengths

Committees to provide input and collaboration
Student organizations
Procedures to ensure students have access to advanced courses
Beginning Teacher Mentor Program
Student Advisory Board
On Campus Counseling Services
Teacher developed discipline intervention plans
Character Education Sessions
Monthly Staff, Leadership, and Administrative meetings
Additional PLC period for Core tested areas
Implementation of PBIS System

Perceptions

Perceptions Summary

Furlough Middle Schools goal is to provide an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students.

We are intentional in our focus to provide a campus that is safe, civil, and high achieving campus. We will implement systems to ensure students are safe and are learning at grade level. This includes ensuring that we have locked classroom doors, utilizing security cameras, and monitoring of activity in restrooms/hallways and throughout the campus. Compliance and safety training will be completed by all staff members.

Family and community involvement will be improved through communication using systems such as Remind, social media, campus website, Parent Teacher Organization (PTO) meetings, and family/community nights. In order to initiate volunteer support, we will encourage parents to become volunteers through the district volunteer program. This will allow parents and community members to view our campus volunteer opportunities through the year. 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 new parent app is available through the district's enhanced website. The district website also provides the Community Resource Guide in both English and Spanish.

Challenges of low attendance, high discipline and failure rates are being addressed. Attendance (and its impact on student achievement) is emphasized daily, and we will put measures in place to improve our student attendance rates. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom and ensure that our staff are consistent in the discipline practices. Failure intervention plans are required for teachers with high student failure rates each six weeks.

Perceptions Strengths

Community in Schools program provides additional support and socio-emotional guidance to students

Daily Professional Learning Communities for all tested areas.

TISD Excellence Foundation offers Grant Opportunities

Campus Leadership Team members meet regularly to address concerns and and provide suggestions.

Weekly recognition of Teacher and Support staff help boost morale throughout the campus.

Student/Parent & Staff Surveys by Youth Truth. Based survey data:

- Staff identified academic challenge, belonging, peer collaboration, and positive working releationship among teachers and administrators as strengths.
- Students identified a sense of belonging and peer collaboration strengths.

Goals

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 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. **Title I:** 2.4, 2.6

Strategy 2 Details
Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. **Title I:** 2.4, 2.6 **Funding Sources:** Courageous Principals Training - Principals - 255 ESSA Title II, Part A TPTR - 255, Courageous Principals Training - APs - 255 ESSA Title II, Part A TPTR - 255, N2Learning AP Leadership Academy - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting - 255 ESSA Title II, Part A TPTR - 255, Instructional Coaches - District Assigned - 211 ESSA Title I, Part A - 211 - $90,000, Instructional Coaches - District Assigned - 199 General Fund: SCE - ESSER - $90,000

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: Part-Time Interventionist - 199 General Fund: SCE - ESSER - $107,120, Full-Time Interventionist - 199 General Fund: SCE - ESSER - $186,000, Instructional Curriculum Coaches - Previously Noted - 211 ESSA Title I, Part A - 211, Instructional Curriculum Coaches - Previously Noted - 199 General Fund: SCE - ESSER, Summer School Extra Duty Pay - 211 ESSA Title I, Part A - 211 - $15,000, Intervention Fridays - 199 General Fund: SCE - $45,902

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
 - Results Driven Accountability
Funding Sources: 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: 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: PROGRAMS OF STUDY: Courses that support CTE Programs of Study will implemented to meet TEA recommendation, workforce needs, and student interest. **Title I:** 2.5 **Funding Sources:** iCEV - 244 Carl D. Perkins (CTE) - 244, Adobe - Certiport - 244 Carl D. Perkins (CTE) - 244, Prin of Law Textbooks - 410 IMA Funds - 410, Instructional Materials and Supplies - 199 General Fund CTE - 199 CTE

Strategy 2 Details
Strategy 2: COLLEGE READINESS: District will pay tuition for students to enroll in approved dual credit courses AND will provide TSIA to 8th grade students. **Title I:** 2.5 **Funding Sources:** TSIAExams - 199 General Fund CTE - 199 CTE

Strategy 3 Details
Strategy 3: CAREER EDUCATION: 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.

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

Performance Objective 3: 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

Strategy 1: EMERGENT BILINGUAL -
 EB students will achieve proficiency in the TELPAS domains of listening, speaking, reading and writing.
 	
     Title I:
     2.4, 2.6
     - Results Driven Accountability

Strategy 2 Details

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.
 	
     Title I:
     2.4, 2.6
     - 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
     - Results Driven Accountability

Strategy 4 Details

Strategy 4: AVID:
In an effort to develop college ready students, the AVID program will serve traditionally underrepresented populations and ensure that beginning the grade 6 students will successfully complete at least one advanced course.

> **Title I:**
> 2.4, 2.5, 2.6
> **Funding Sources:** Teacher /Student/Admin Travel - 211 ESSA Title I, Part A - 211, AVID Subscription - 211 ESSA Title I, Part A - 211, College Visits - 211 ESSA Title I, Part A - 211, Instructional Supplies & Materials - 211 ESSA Title I, Part A - 211, AVID Campus Director - 199 General Fund: SCE - $73,000

Strategy 5 Details

Strategy 5: PROGRESS MONITORING:
Utilize progress tracking, monitoring and intervention system on every campus.

> **Title I:**
> 2.4, 2.6

Strategy 6 Details

Strategy 6: 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 93% 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.
 	
    Title I:
    2.4, 2.6

Strategy 2 Details

Strategy 2: Conduct home visits to chronically absent students (10 or more absences).
 	
    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 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.
 	
   Title I:
   2.4, 2.6
   Funding Sources: E-Hall Pass - 289 TITLE IV - 289

Strategy 2 Details

Strategy 2: DISCIPLINE MANAGEMENT PLAN:
Utilize a discipline management plan that is effective and equitable.
 	
   Title I:
   2.4, 2.6
   Funding Sources: ASCENDER Student Information System - 199 General Fund - 199

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 37% to 45%.

    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.
 	
    Title I:
    2.4, 2.6

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 secondary students.
 	
    Title I:
    2.4, 2.6
    Funding Sources: Panorama - 289 TITLE IV - 289, Panorama Training - 289 TITLE IV - 289

Strategy 3 Details

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.
 	
    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 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 Opportunties Provided

Strategy 1 Details
Strategy 1: EXTRA-CURRICULAR ACTIVITIES: By 2024, the number of participants in UIL athletic extra-curricular activities will increase from ___% to ___%. **Title I:** 2.5

Strategy 2 Details
Strategy 2: FINE ARTS: By 2024, the number of participants in UIL fine-arts extracurricular activities will increase from 16% to 21%. **Title I:** 2.5

Strategy 3 Details
Strategy 3: STEM & ROBOTICS and CTE: By 2024, STEM, Robotic, and CTE opportunties will be made available to students at all grade levels. **Title I:** 2.5

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: COLLEGE EXPOSURE:
By 2024, student exposure to college visits will be provided at middle and high school levels

Title I:
2.5

Strategy 6 Details

Strategy 6: 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
Strategy 1: RECRUIT & TRAIN Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff   **Funding Sources:** Recruitment Fairs - 255 ESSA Title II, Part A TPTR - 255, NIET Trainings - 255 ESSA Title II, Part A TPTR - 255

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 utlilize 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 **Funding Sources:** Technology Conference Training - 289 TITLE IV - 289

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
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.   **Funding Sources:** REMIND - 211 ESSA Title I, Part A - 211

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.   **Funding Sources:** Youth Truth Parent Survey - 211 ESSA Title I, Part A - 211, Panorama Student & Staff Survey - 199 General Fund - 199

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   **Funding Sources:** Lectura Latino Family Literacy - 263 ESSA Title III, LEP - 263

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.) .
 	
    Title I:
4.2
    Funding Sources: Strong Fathers - Parent Engagement - 211 ESSA Title I, Part A - 211

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.   **Title I:** 4.1

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Alexis Dennis	
Administrator	Cherise Nichols	
Administrator	Olympia Uhegbu	
Administrator	Vadym Belyayev	
Parent	Lacey Jaeckle	Parent
Classroom Teacher	Danielle Jasmine	
Classroom Teacher	Merridythe Averitt	
Classroom Teacher	Lakondra Batts	
Classroom Teacher	Valatisha Jacinto	
Classroom Teacher	Robert Morrow	
Business Representative	Todd Slayton	