Terrell Independent School District

J. W. Long Elementary

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 students are provided high quality educational opportunities while building positive relationships with mutual respect among students, staff, and families. Learning experiences focus on higher-order thinking to generate original ideas, evaluate information, and communicate thoughts effectively.

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollmentt of 5,250 sstudents 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

Needs Assessment Overview

Needs Assessment Overview Summary

- Continued professional development in phonemic awareness in kinder and first grade reading classrooms.
- Continue full and part time interventionist.
- Smaller class sizes
- Professional development around differentiation with exemplars.
- Internet safety classes for students in grades 3-5.
- Continue school wide common area expectations and begin to bring them into the classroom.
- Communication with parents. Not everyone reads the monthly newsletter.
- Determine volunteer opportunitites for parents
- Implement bilingual program at grades K-1
- Focus on high need sub-populations: All, Eco Dis, EB, SpEd
- Close the gap with African American students
- Targeted Improvement and Needs

Demographics

Demographics Summary

Long Elementary, a Terrell ISD campus, is a minority majority campus with a high rate of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Long Elementary is represented by these student demographics (based on end of year data from the 2023-2024 school year: African American - 14.90%, Hispanic - 64.16%, White - 15.17%, Two or More - 5.23%. Student demographics for programs include: Emerging Bilingual - 39.60%, Special Education - 14.50%, Gifted and Talented - 5.91%, Dyslexia - 7.25%. Other student demographics include: Economically Disadvantaged - 82.55%, At Risk - 68.99%, Homeless - 1.21%.

Long Elementary will provide professional development for teachers and staff to build content and effective instruction strategies. Long Elementary 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 other special student populations. We will continue encouraging teachers to obtain their ESL certification in order to serve the needs of our ESL population. A continued effort will be maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills will be implemented by the school counselor and teachers. A focus will be 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 96%

Data Driven Instruction (Student data folders)

Collaborative planning and data PLCs to focus on the needs of our special populations

Student Learning

Student Learning Summary

State accountability for 2022-2023 is not available as of November 2023. State accountability for 2021-2022 was rated a "Not Rated" with a score of 69". 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. Long Elementary needs to increase number of students attaining Meets and Masters on state assessments.

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

J.W. Long 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 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.

J.W. Long 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. Furthermore, efforts are made to provide parent support and training. A dual-language model has been added at the Kinder level at J.W. Long to enrich language acquisition.

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 continue to under perform in comparison to non-special education students and are commonly targeted for improvement.

J.W. Long 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. The district 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. The district provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaboarative 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 student regresses. 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.

Reading	2020-2021			2021-2022			2022-2023		
3rd Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Terrell ISD - Districtwide Scores	53%	24%	9%	53%	24%	9%	30%	19%	8%
Long	54%	24%	7%	54%	24%	7%	30%	16%	4%
4th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Terrell ISD - Districtwide Scores	46%	33%	16%	68%	37%	15%	32%	19%	7%
Long	65%	33%	16%	53%	23%	11%	32%	16%	4%
5th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Terrell ISD - Districtwide Scores	70%	31%	15%	62%	35%	21%	32%	25%	12%
Long	69%	31%	9%	52%	29%	17%	35%	20%	7%

Student Learning Strengths

Students in grade 3-5 math and reading made growth in STAAR

Intervention & accelerated learning opportunties

Academic enrichment opportunities

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

School Processes & Programs

School Processes & Programs Summary

JW Long 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. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The needs for effective instruction, enhanced interventions to close academic gaps, and increased literacy are evident. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence and cultural responsiveness are but a few of the areas professional development will address. Professional Learning Communities (PLCs) lay the framework for collaboarative team meetings, job-embedded professional development, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Additionally, Teacher Leaders are assigned at elementary campuses to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science also provide coaching to our K-5 and 6-12 teachers. Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, utilize the Get Better Faster and Drive by Data practices.

JW Long actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary 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.

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 MTSS/SEL also supports J.W. Long Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily

J.W. Long monitors high expectations and critical thinking for high student achievement. A scope and sequence geared toward meeting the needs of J.W. Long 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). JW Long provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development.

J.W. Long 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. J.W. Long provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Edgenuity, Go Math, Prodigy Math, 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.

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 and Robotics programs. 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. A Bilingual program has been added to grades PK-1st grade and Bilingual Instructional Facilitators support J.W. Long.

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), Achieve3000, STMath, Stemscopes, Changemakers, SEL, 1:1 Technology, Title I Campus, Stevenson Reading, 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, Site Based Decision, Reading Interventionists,and At Risk Counselors are supported.

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.

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. The renewal of the District of Innovation Plan for 2022-2027 was adopted by the TISD Board of Trustees June 2021 and the 1st Amended District of Innovation was adopted in August 2021 and may be found on the district's website.

Automated digitized systems are needed to ensure continuity of services.

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
- Rosetta Stone pull-out
- Data folders for goal setting
- Ron Clark's House System

Perceptions

Perceptions Summary

J.W. Long Elementary 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. Top volunteers will be recognized at the end of the year.

Planned opportunities for family and community involvement will be determined using parental and community input from forums such as surveys, Site Based Decision Making (SBDM) committee, and our annual Title I meeting. Campus opportunities to be hosted include PTO meetings, parent training's, and family nights focused on literacy, math, and multicultural celebrations.

A variety of interest surveys are solicited and J.W. Long 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.

To celebrate our volunteers, we will recognize volunteers through our communication systems such as social media, campus newsletters, and campus website. Staff will initiate positive, consistent parent contact and keep logs of communications with parents. To communicate opportunities for parent engagement, J.W. Long shares the district's activities and events such as neighborhood Back to School Bashes throughout the community, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, campus publications. 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 availab le through the district's enhanced website.

J.W. Long Elementary provides the Community Resource Guide in both English and Spanish and houses "need to know" information regarding the campus on its website.

A mandatory parent conference will be held in the Fall, Spring and end of year. Community partnerships will be incorporated to help with campus needs. Friends of Public Schools will join the district in creating Ambassadors for the district and Gilbert Willie will have two ambassadors. 100% of our students receive free breakfast and lunch. An After-School Care program will be provided for many students.

J.W. Long completes safety drills, views multiple security cameras, attend district safety meetings, complete compliance training and continuing education training. Teacher and student surveys indicate school is a safe environment.

Perceptions Strengths

Communication from the school sent in English and Spanish

JWL page on TISD website

Parent portal/Remind messenger

Weekly student recognition

Top 20 students recognized each 9-weeks at campus House Assemblies (K-5)

Top student House recognized each 9-weeks at campus House Assemblies (K-5)

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 14 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.
 	
    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 Principal Training - Principals - 255 ESSA Title II, Part A TPTR - 255, Courageous Principal Training - APs - 255 ESSA Title II, Part A TPTR - 255, N2Learning AP Principal Academy - 255 ESSA Title II, Part A TPTR - 255, Principal's Institute - 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
    - Results Driven Accountability
   Funding Sources: Summer School - 211 ESSA Title I, Part A - 211, Part-Time Interventionist (15) - 199 General Fund: SCE - ESSER, Full Time Interventionist - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - 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 percent to 16 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- 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 in every classroom and students are engaged in learning every day.

Title I:
2.4, 2.5, 2.6
 - **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

Strategy 1 Details

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.
 	
    Title I:
    2.5

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
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: EMERGENT BILINGUAL -   BILINGUAL INSTRUCTION will be provided for elementary grades.   **Title I:**   2.4, 2.6   **- Results Driven Accountability**   **Funding Sources:** Dual Language Coordinator - Bilingual Allotment - ESSER, Dual Language Reading Material - 263 ESSA Title III, LEP, Dual Language Software - 263 ESSA Title III, LEP - 263, Supplies & Materials - 263 ESSA Title III, LEP - 263
Strategy 3 Details
Strategy 3: 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 4 Details

Strategy 4: 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 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 93.79% 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

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: ELEMENTARY GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS:
 Youth Truth surveys will be provided end of school to measure social & emotional wellness of all students.
 Weekly Momentus/Change Makers guidance lessons will be provided to elementary students.
 	
     Title I:
     2.4, 2.5
     Funding Sources: Momentus - 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

Strategy 4 Details
Strategy 4: ALTERNATIVE EDUCATION / AT-RISK: Provide an alternative instruction as needed to meet the needs of at-risk students. **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 Academic UIL activities will increase from 0% to 25%. **Title I:** 2.5

Strategy 2 Details
Strategy 2: FINE ARTS: By 2024, the number of participants in fine-arts extracurricular activities will increase from 0% to 25%. **Title I:** 2.5

Strategy 3 Details
Strategy 3: STEM, ROBOTICS, COMPUTER SCIENCE: By 2024, STEM , Robotic, and Computer Science opportunties 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:
    2.5

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 district 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
 	
    Title I:
    4.2
    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, 4.2