Texas City Independent School District

District Improvement Plan

2023-2024

Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

Core Beliefs

Every decision should be based upon what is best for students.

All stakeholders should be treated with respect.

Cultural diversity should be embraced.

High expectations should be maintained for all employees and students.

District employees should take time to know and understand students and colleagues.

High quality instruction should be delivered in an engaging manner.

All students should have opportunities to explore and develop their unique traits.

Each Texas City ISD graduate should be college and/or career ready.

All TCISD graduation pathways are worthy and deserving of respect.

Implementation of quality research-based professional development will improve student learning.

All district personnel have a moral obligation to create, maintain and support a learning environment that is academically, emotionally and physically safe.

Shared leadership and collaboration are essential for our success.

Meaningful relationships with our community and families are vital to learner success.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas City ISD serves a community of approximately 45,000 residents in 19.3 square miles. The district educates approximately 7,800 students at two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans and one early childhood center(PreK 3 and 4).

 The student population is ethnically diverse, with 29.33%% African American, 46.07% Hispanics, 19.51 % Caucasion, .32% Asian/Pacific Islander, .0.20% American Indian, and 4.5% two or more races. Students identified as at-risk account for more than 54.98% of the student population which is a 7 point increase. 83.03% of students are economicallly disadvantaged.

The teachers currently serving TCISD had an average of 10.2 years of teaching experience and an average of 5.5 years in TCISD.

Student Learning

Student Learning Summary

Although state accountability for districts and campuses has not yet been released, we are continuing to analyze and intervene based upon initial data. Our focus continues to be in the areas of reading and math providing specific interventions and support for students who perform below state and grade level expectations. This data will updated with analytics when it becomes available. Structures and systems have been or will be developed and utilized to provide academic support for all student populations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established goals by 2024. **Root Cause:** Ineffective initial instruction, progress monitoring and accelerated instruction.

District Processes & Programs

District Processes & Programs Summary

TCISD students attend two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans, one early childhood center(PreK 3 and 4) and one alternative school. Students are offered dual credit courses through College of the Mainland and dual enrollment courses through The University of Texas OnRamps program. Beginning the 2023-2024 school year, both high schools have launched Early College High School which provides students the opportunity to earning college credits begining their freshman year and beyond. Also offered at College of the Mainland is the Collegiate High School program where students can earn an associates degree while earning their high school diploma. The Industrial Trade Center serves students of both high schools.

TCISD maintains a district website as well as campus websites for all campuses. Parents can access their child(ren)'s grades and attendance records through Family Access in Skyward. TCISD campuses utilize School Messenger which affords the district the ability to reach parents and community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification--keeping our community more informed and involved.

Teachers participate in on-going staff development in an effort to improve student learning and performance. Teachers have opportunities to grow and learn through-out the school year, during the summer, and after school.

TCISD staff consists of approximately 1200 full time employees: 43.7% Teachers, 11.0% - Paraprofessionals, 30.5% - Auxiliary Staff, 10.9% - Professional Support, 2.7% - Campus Administration and 1.3% - Central Administration.

The Board of Trustees consists of seven elected members who serve three year terms of office.TCISD Trustees represent 6 single member districts and one At-large representative.

Teachers currently serving TCISD had an average of 10.7 years of teaching experience and an average of 6 years in TCISD. 25.4% of TCISD teachers have more than 10 years teaching experience.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, conferences, and district-sponsored instructional opportunities focused on building capacity and promoting student achievement.

Professional development is a cornerstone in developing and retaining effective teachers, and it is a high impact and cost effective approach to improving instructional effectiveness for student achievement. This has been especially true this school year with both face to face and virtual instruction taking place within the district. Texas City ISD in-district and out-of-district professional development is aligned to state standards and supports research-based teaching strategies and best practices. For the 2023-2024 school year the district will continue to focus on the PLC Process, Teacher Clarity and Efficacy as well as the improvement of literacy, student engagment and social emotional learning. Additionally teachers particpate in professional learning grade-level/department focus meetings to further promote and enhance collaboration during the school day. The district was selected to participate in the Holdsworth four year partnership focused on developing a leadership pipeline to strengthen administrators ability to impact student outcomes. The district is also participating in Solution Tree's Cohort of National District Leadership.

TCISD provides all professional employees who are new to the district with a comprehensive and differentiated induction, including a mentor for teachers who are new to the profession. All teachers new to the profession are required to attend The New Teacher Academy which holds sessions throughout the school year.

The Texas City ISD written curriculum is based on state standards and it is taught daily. Eduphoria Forethought houses the curriculum for grades K-12 English Language Arts - Reading, Math Science and 7-12 Social Studies. Each content area includes: TEKS, readiness and supporting standards, scope and sequence documents, lessons and activities and lesson plan templates. The written curriculum is monitored periodically via curriculum-based assessments (CBA), and it is revised based on student performance data and changing state standards. Curriculum resources developed by the district or purchased from outside sources must be in complete alignment with state standards and district curriculum.

It is a district responsibility to help every student reach his or her fullest potential. The curriculum directors, coordinators and specialists monitor the written and taught curriculum

and provide support to teachers in their quest to deliver instruction that makes connections, shows relevance, nurtures engagement, applies higher levels of thinking, and embeds understanding. In addition, they meet regularly with campus administration to review classroom instruction and campus needs.

TCISD uses assessments to ensure students are demonstrating proficiency of state standards. Formative assessment, curriculum-based assessments (CBA), and state assessment benchmarks are developed by district coordinators and campus instructional specialists. Data conferences are held with district and campus administrators following every CBA and state assessment benchmarks. Using curriculum teams, district assessments are evaluated for alignment to state standards and reliability.

District Processes & Programs Strengths

- District offers a comprehensive PreK-12 Instructional Program
- Industrial Trade Center
- TCISD Foundation for the Future
- Community partnerships
- 21st Century Afterschool Programs
- Induction program provided for teachers new to the profession.
- High Quality professional development sessions offered.
- Professional Learning Community meetings are available for all teachers regularly at the campus level.

- TCISD has a strong, guaranteed and viable curriculum that is aligned to the State standards.
- Teachers are supported by a wide variety of ongoing professional development opportunities.
- Campus Professional Learning Communities form the basis for job-embedded learning and professional collaboration.
- All campuses are served by a Campus Instructional Specialist(s).
- Through Eduphoria, teachers have timely access to student learning data that informs instruction.
- The curriculum, instruction, and assessment program focuses on the needs of all students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers within the first three years in the profession as well as teachers with several years of experience need support. **Root Cause:** There is a lack of knowledge in the fundamental instructional and management experience needed to be effective in the classroom.

Perceptions

Perceptions Summary

The Texas City School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. TCISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. A number of safety and security protocols are currently being implemented at all levels. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment.

Perceptions Strengths

- Increased opportunities for shared leadership throughout the district.
- Increased number of after school activities for students.
- District initiatives to address the psychological and social emotional needs of students.
- Numerous district initiatives to address safety and security at all levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors.   **Root Cause:** Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

Priority Problem Statements

Problem Statement 1: Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established goals by 2024.

Root Cause 1: Ineffective initial instruction, progress monitoring and accelerated instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: New teachers within the first three years in the profession as well as teachers with several years of experience need support.

Root Cause 2: There is a lack of knowledge in the fundamental instructional and management experience needed to be effective in the classroom.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors.

Root Cause 3: Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%

Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Reading by increasing the Meets performance by 4%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Strategy 1 Details	Reviews			
Strategy 1: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: C & I Department, Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: Support and train staff on the PLC process and develop a plan to meet individual student needs based on data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Train Core teams and develop common formative assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of C & I, Instructional Specialists & Campus Admin.				

Strategy 3 Details	Reviews			
Strategy 3: Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction equity and increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of C & I, Executive Director of C&I **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund				

Strategy 4 Details		Reviews			

Strategy 4: Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child.
    Strategy's Expected Result/Impact: Improved data tracking, increase in scores, and progress in PLC process
    Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C & I
 	
    Title I:
    2.5, 2.6
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			

Strategy 5: Establish a district literacy committee to develop a district-wide literacy plan for all grade levels to ensure that students have access to instruction that promotes fluency in reading, writing, speaking, listening, and critical thinking.
    Strategy's Expected Result/Impact: District-wide focus on literacy which will increase STAAR RLA , ACT, SAT, and TSIA2 scores
    Staff Responsible for Monitoring: Assistant Superintendent of C & I and Executive Director of C & I
 	
    Funding Sources: - 211 - Title I, - 204- Title IV, Part A, - 255 - Title II, - 199 - General Fund
		Formative			Summative

		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.
   3rd Grade Reading 28% to 40%
   5th - 8th Grade Reading 34% to 46%
   English I & English II 36% to 48%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

   Evaluation Data Sources: District Assessments, MAP Growth reports, STAAR Reports, TELPAS Reports, and other state accountability reports

Strategy 1 Details			Reviews			
Strategy 1: Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student success and state accountability scores			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C & I, Directors of Elementary and Secondary Education **Title I:** 2.6						
Strategy 2 Details			Reviews			
Strategy 2: Monitor student growth and provide support to campus administration in developing intentional interventions on students' strengths to move toward or maintain Meets and Masters performance status on state assessments utilizing multiple data points from various assessments.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments **Staff Responsible for Monitoring:** C & I Directors, Campus Administrators, Instructional Specialists and Teachers **Title I:** 2.6 **Funding Sources:** NWEA MAP - 211 - Title I						
0% No Progress	100% Accomplished		Continue/Modify		Discontinue	

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.
   3rd Grade Math 35% to 45%
   5th - 8th Grade Math 39% to 49%
   Algebra I 41% to 51%

Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Math by increasing the Meets performance by 3% in June 2022.

   HB3 Goal

   Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Strategy 1 Details	Reviews			
Strategy 1: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching **Staff Responsible for Monitoring:** C & I Department, Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: Support and train staff on building common formative assessments and develop a plan to meet individual student needs based on data. (PLC Process)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Train Core teams and develop common formative assessments **Staff Responsible for Monitoring:** Executive Director of C & I, Instructional Specialists				

Strategy 3 Details	Reviews			
Strategy 3: Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved instructional equity and increase student achievement
   Staff Responsible for Monitoring: Assistant Superintendent of C & I, Executive Director of C&I
 	
   Title I:
2.5
   Funding Sources: Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Action Plan Meetings conducted, data tracking, increase in scores, and progress in PLC process
    Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C 7 I
 	
    Title I:
    2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.
3rd Grade Math 35% to 45%
5th - 8th Grade Math 39% to 49%
Algebra I 41% to 51%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

Evaluation Data Sources: District Assessments and STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student success and state accountability scores	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C & I, Directors of Elementary and Secondary Education				

Strategy 2 Details	Reviews			
Strategy 2: Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments utlizing multiple data points from various assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments	Nov	Jan	Mar	June
Staff Responsible for Monitoring: C & I Directors, Campus Administrators, Instructional Specialist and Teachers **Title I:** 2.6 **Funding Sources:** - 211 - Title I				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase the CCMR indicator by 5% each school year.

HB3 Goal

Evaluation Data Sources: CCMR Indicators, CCMR Early Warning System in OnData Suite

Strategy 1 Details	Reviews			
Strategy 1: Increase the total number of students who participate in CTE courses that offer an Industry Based Certifications by 10%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be career ready by earning an IBC	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director & Coordinator of CTE , high school principals, campus counselors & Director of Secondary Education **Title I:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Monitor student enrollment and progress to ensure we meet House Bill 3 requirements regarding student completion of Programs of Study.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in Program of Study completion rate.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director & Coordinator of CTE, Director of Secondary Education, Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the OnData Suite CCMR Early Warning System to identify students who have not earned points under CCMR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased CCMR score by providing students opportunities earlier in their high school careers to earn CCMR points, when available	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Accountability, Assessment, and CCMR, Campus Administrators, and Campus Counselors				

Strategy 4 Details	Reviews			
Strategy 4: Provide information to all students, parents, and staff regarding higher education admission and financial aid opportunities, so they can make informed curriculum decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students able to make informed choices about college admission requirements	**Nov**	**Jan**	**Mar**	**June**

and financial aid availability.
Staff Responsible for Monitoring: Central Office Adminstration

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

    Evaluation Data Sources: Student performance on STAAR 3-8, and EOC assessments.

Strategy 1 Details		Reviews			
Strategy 1: Provide additional language acquisition support for ELL students through Summit Learning.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Improve student performance on state and local performance.
    Staff Responsible for Monitoring: Directors, Administrators and Teachers
 	
    Title I:
2.6
 - **Results Driven Accountability**
    Funding Sources: - 263 - Title III
		Nov	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Implement a module for training BE/ESL teachers in instructional strategies designed to address the specific needs of ELL students, including Sheltered Instruction and academic vocabulary.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Improved teacher capacity instructing ELL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition levels
    Staff Responsible for Monitoring: Director of Special Programs, Bilingual Specialist, Elementary and Secondary Education Directors
 	
    Funding Sources: - 263 - Title III
		Nov	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Support campuses in the implementation of MTSS/RtI, developing intervention systems and identifying strategies to meet the academic (including dyslexia) and behavioral needs of students.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Improved student performance
    Staff Responsible for Monitoring: Executive Director of C & I, Campus Administrators, Instructional Specialists & Teachers
 	
    Title I:
2.5, 2.6
		Nov	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Continued use of the district developed guiding questions to steer the decision making process regarding testing decisions and instructional arrangements for special education students. Instructional specialists will also collect observational data to assist in the decision making process.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance. **Staff Responsible for Monitoring:** Director & Coordinator of Special Education					

Strategy 5 Details		Reviews			
Strategy 5: Special education staff will receive on-going training regarding writing appropriate PLAAFP statements to drive the creation of standard based measurable goals and objectives.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved alignment of goals and objectives to the PLAAFP statements **Staff Responsible for Monitoring:** Director & Coordinator of Special Education					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

    Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Strategy 1 Details				Reviews			

Strategy 1: Installation and maintenance of security systems to include access control, intrusion detection, and closed circuit TV at additional campuses
    Strategy's Expected Result/Impact: Installed Hardware
    Staff Responsible for Monitoring: Director of Safety and Security, Chief Technology Officer, Campus Administrators
 	
    Funding Sources: - 199 - General Fund
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			

Strategy 2: Continue to improve communication with students and education related to bullying, self-harm, dating violence, sex trafficking, suicide, and school threats.
    Strategy's Expected Result/Impact: Increased student communication related to safety and security.
    Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Safety and Security, Director of Student Outreach
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: District-wide deployment and maintenance of the Navigate360 app which allows teachers and staff to quickly report emergencies from their personal mobile device.
    Strategy's Expected Result/Impact: Improve student and staff safety and security
    Staff Responsible for Monitoring: Director of Safety and Security, Chief Technology Officer, District and Campus Administrators
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 4 Details				Reviews			

Strategy 4: Provide law enforcement officers or campus safety monitors so that every campus has safety staff available.
    Strategy's Expected Result/Impact: Improve student and staff safety and security
    Staff Responsible for Monitoring: Director of Safety and Security
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continue the development campus safety plans which will include: emergency drill instruction and practice, trained Threat Assessment Teams for each campus and a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response area with law enforcement controlled access.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student and staff safety and security **Staff Responsible for Monitoring:** Director of Safety and Security, Emergency Management Coordinator and Specialist				

Strategy 6 Details	Reviews			
Strategy 6: Implement monthly safety tips on social media, the district website and electronic newsletters to help facilitate safe and secure campuses and facilities for community, parents, students and staff.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student and staff safety and security **Staff Responsible for Monitoring:** Director of Communications				

Strategy 7 Details	Reviews			
Strategy 7: Develop standard communication responses for a multitude of emergency situations in English and Spanish.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Quicker communication response	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communications				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Develop a MTSS that supports a campus-wide and classroom positive behavior management system (PBIS) which will allow our diverse student population to perform successfully and will reduce classroom discipline issues.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing trainings to administrators and staff to improve classroom management, bully and violence prevention, suicide prevention and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets, agendas, PowerPoint, observations, and improved student performance **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services and Director of Student Outreach and Intervention **Results Driven Accountability** **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Continue the implementation of the HERO program and identify other PBIS programs that provide positive behavior reinforcement, as well as, provides on-going communication with parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student behavior and an increase in communication with parents. **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services and Director of Student Outreach and Intervention **Title I:** 2.6 **Funding Sources:** HERO - 199 - General Fund, HERO - 211 - Title I				

Strategy 3 Details					**Reviews**			
Strategy 3: Continue the implementation of the social emotional learning programs such as: Ripple Effects program at the elementary level and Suite 360 at the secondary level.					**Formative**			**Summative**
					Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student behavior and self-awareness through consistent delivery of social-emotional learning as both classroom-based and student-driven experiences. **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services and Director of Student Outreach and Intervention **Title I:** 2.5, 2.6 **Funding Sources:** - 204- Title IV, Part A								

Strategy 4 Details					**Reviews**			
Strategy 4: Continue the district-wide implementation of the Character Strong program to implement SEL competencies that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.					**Formative**			**Summative**
					Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved refinement of skills that help students focus, stay organized, and set goals, while also helping students handle their emotions and deal with stress. **Staff Responsible for Monitoring:** Director of Student Outreach and Intervention **Funding Sources:** - 204- Title IV, Part A								

Strategy 5 Details					**Reviews**			
Strategy 5: Conduct monthly discipline meetings with district assistant principals to discuss trends in discipline and to monitor data impacting district PBMAS/RDA report.					**Formative**			**Summative**
					Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Agendas Sign-In Sheets Supporting Data **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services, Director of Student Data, Director of Student Outreach and Intervention **Results Driven Accountability**								

Strategy 6 Details					**Reviews**			
Strategy 6: Decrease the recidivism of out of school placements by communicating between alternative disciplinary settings and home campuses to develop plans for students' re-entry which address academic and behavioral goals and expectations.					**Formative**			**Summative**
					Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in students returning to out of school placements. **Staff Responsible for Monitoring:** Deputy Superintendent for Support Services and Director of Student Outreach and Intervention								

Strategy 7 Details	Reviews			
Strategy 7: Campuses implementation of student behavior management plans that include campus and classroom expectations, consistent hierarchy of consequences for student behavior and positive behavioral supports.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student behavior, reduced discipline incidents and discipline referrals **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services, Assistant Superintendent of C&I, Director of Student Outreach and Intervention, C & I Directors and Coordinators, Campus Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed through campus and SEL counselors.

Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going collaboration with campus behavior coordinators and develop alternatives to traditional discipline assignments (ISS and DAEP) that will decrease out of class assignments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in out of school suspensions, in school suspensions and discretionary discipline placements at DAEP. **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services, Director of Student Outreach and Intervention and Director of Special Education. **Funding Sources:** Suite 360 - 199 - General Fund, Ripples Effect Program - 211 - Title I				

Strategy 2 Details	Reviews			
Strategy 2: Integrate positive behavior supports through Crisis Prevention Institute (CPI) training.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the use of positive behavior supports resulting in improved student behavior **Staff Responsible for Monitoring:** Director and Coordinator of Special Education **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Continue the partnership with Resolve It Inc. and I Choose Me to provide mental health support and counseling to district students to provide mental health promotion, and interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide individualized student support and counseling services to assist students in emotional, cognitive, and social development. **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services and Director of Student Outreach and Intervention **Funding Sources:** - 204- Title IV, Part A				

Strategy 4 Details	Reviews			
Strategy 4: Implement MOU with UTMB for TCHAT which is a school based tele-medicine program that offers free behavioral services for students. **Strategy's Expected Result/Impact:** Improved behavior of students in need **Staff Responsible for Monitoring:** Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure that the needs of students identified with emotional/behavioral/social disabilities are met through the use of a multi-level intervention Behavior Development Program (BDP) and Positive Approach to Student Success (PASS). **Strategy's Expected Result/Impact:** Improved interactions in social settings **Staff Responsible for Monitoring:** Director and Coordinator of Special Education **Results Driven Accountability**	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide on-going training and support for teachers and counselors to build efficacy for social and emotional support, including grief-informed and trauma informed-care. **Strategy's Expected Result/Impact:** Improved interactions with and support for students. **Staff Responsible for Monitoring:** Deputy Superintendent and Director of Student Outreach and Intervention.	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Increase student attendance, improve graduation rates, decrease drop-out rates, decrease recidivism rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy dockets. Reach Out Walk data.

Strategy 1 Details	Reviews			
Strategy 1: Monitor list of high-risk attendance and drop-out issues and make recommendations to campuses for future action.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Attendance Reports
    Staff Responsible for Monitoring: Truancy Officer, Campus Administrators
 	
    Funding Sources: - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Conduct warning meetings in conjunction with local Justice of the Peace for students approaching truancy levels that warrant court action.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in court filings and improved student attendance
    Staff Responsible for Monitoring: Truancy Officer, Campus Administrators, Deputy Superintendent of Support Services, and Director of Student Outreach and Intervention
 	
    Funding Sources: - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Each campus will develop and implement a campus wide attendance plan aimed to improve overall attendance. Plan should include interventions, consequences, and incentives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in student attendance **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, and Campus Administration				

Strategy 4 Details	Reviews			
Strategy 4: Investigate available resources to improve communication with parents regarding the importance of good school attendance and the attendance requirements for grade and course credits.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement in student attendance **Staff Responsible for Monitoring:** Deputy Superintendent for Student Support Services and Director of Student Outreach and Intervention **Title I:** 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Continue to monitor student attendance each 9 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement in student attendance **Staff Responsible for Monitoring:** Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, Truancy Officer, and Campus Administrators .				

Strategy 6 Details	Reviews			
Strategy 6: Coordinator of Family and Social Services and and campus counselors will work with campuses to identify at-risk students and provide needed academic and emotional resources and support for and families.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved support, lower truancy, higher attendance and higher graduation rate for at-risk students **Staff Responsible for Monitoring:** Deputy Superintendent for Support Services, Director of Student Outreach and Intervention, Coordinator of Family and Social Services and Campus Administrators **Title I:** 2.6				

Strategy 7 Details	Reviews			
Strategy 7: Each secondary campus will develop and implement a plan aimed to decrease drop-out rates.	Formative			Summative
Strategy's Expected Result/Impact: Decrease in drop-out rate	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Secondary Education, Director of Student Data, and Campus Administration **Results Driven Accountability**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Assist students in the identification of individual interests and skills and improve knowledge and skills necessary for a broad range of career opportunities.

Evaluation Data Sources: Increased participation, course selection and interest surveys (Naviance).

Strategy 1 Details	Reviews			
Strategy 1: Produce videos that feature our students and teachers that highlight their unique skills and talents in a variety of district programs. The features will be monthly online and will use our vision statement as a hashtag (#TogetherWeSucceed). These videos will also be used to bring awareness to parents and students through countdown vignettes before campus meetings and/or performances.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness and positive promotion of programs and students **Staff Responsible for Monitoring:** Director of Communications				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Strategy 1 Details	Reviews			
Strategy 1: Implement and maintain centralized internal policies and procedures for the purchase of district hardware and software and ensure forums for appropriate discussions regarding the selection and evaluation of technology.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Utilize district technology funding to improve the quality of technology available on campuses. **Staff Responsible for Monitoring:** Chief Technology Officer				

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement processes to evaluate the use and effectiveness of software programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Use data through provided Classlink analytics to evaluate software usage and effectiveness. **Staff Responsible for Monitoring:** Chief Technology Officer, Director of Curriculum and Accountability, Coordinator of Assessment and Instructional Resources				

Strategy 3 Details	Reviews			
Strategy 3: Annually distribute age and grade appropriate devices to all campuses, K-12.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Report documenting distribution. **Staff Responsible for Monitoring:** Chief Technology Officer				

Strategy 4 Details	Reviews			
Strategy 4: Design and plan an infrastructure for each of the new campuses currently being built in TCISD.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plan new facilities for the installation and use of state of the art technology. **Staff Responsible for Monitoring:** Assistant Superintendent for Business and Operations, Chief Technology Officer				

Strategy 5 Details	Reviews			
Strategy 5: Continue to update the district technology infrastructure and technology equipment in use to ensure that all components are current (within a 5 year lifecycle) and maintain an obsolescence plan to remove outdated technology.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure that all equipment in use meets the needs of all campuses and facilities within the school district. **Staff Responsible for Monitoring:** Chief Technology Officer and Assistant Superintendent for Business and Operations				

Strategy 6 Details	Reviews			
Strategy 6: Develop and implement a plan to administer all state assessments electronically each school year.	Formative			Summative
Strategy's Expected Result/Impact: Effective online assessments	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Technology Officer, C & I Department				

Strategy 7 Details	Reviews			
Strategy 7: Provide and facilitate the integration of interactive technology on campuses to help build the foundation for STEM and robotics.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Interactive technology used on all campuses to impact learning through classroom instruction and campus clubs. **Staff Responsible for Monitoring:** Chief Technology Officer				

Strategy 8 Details	Reviews			
Strategy 8: Provide educational technology resources, training, and support for teachers and staff on all campuses.	Formative			Summative
Strategy's Expected Result/Impact: Teachers and staff will be trained in district applications and have resources readily available for supplemental use. **Staff Responsible for Monitoring:** Chief Technology Officer	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

    Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details	Reviews			

Strategy 1: Require all new teachers to the profession to attend "TCISD's New Teacher Academy" where essential professional development will be provided in the following areas:
-classroom management
-effective instructional strategies
-lesson plan implementation
-assessments
-working with students from poverty
Solution Tree will be contracting with the district during the 2021-2022 school year to provide a virtual new teacher academy during the fall semester.
 	
    Strategy's Expected Result/Impact: Increased teacher capacity
    Staff Responsible for Monitoring: C & I Department
 	
    Funding Sources: - 255 - Title II
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: Offer staff development in the areas of:
-Industry certification
-Data Analysis Guide, monitoring performance through data and using data to drive instruction
-Differentiated Instruction
-Classroom Management
-Small group instruction
-HMH ELAR Adoption K-8
-TEKS Analysis & Implementation of the new ELAR TEKS (K-8 - 2019-2020 & Grades 9-12 2020-2021
-T-TESS
-Sheltered Instruction
-Threat Assessment
    Strategy's Expected Result/Impact: Improved student performance and teacher capacity
    Staff Responsible for Monitoring: C&I Department & Campus Administrators
 	
    Funding Sources: - 199 - General Fund
	Formative			**Summative**

	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Provide school leadership training to strengthen educational leaders, enhance leadership skills for principals, administrators, and staff, and build youth leadership capacity within the district

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Promote shared leadership at all levels of the organization.

    Evaluation Data Sources: Variety of personnel involved in collaboration.

Strategy 1 Details			Reviews		
Strategy 1: Include teacher participation in the process of determining educational needs in the district requiring extra funding sources.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Collaborate with staff to increase participation in the External Grant Portfolio
    Staff Responsible for Monitoring: TCISD Foundation for the Future
 	
    Funding Sources: - 199 - General Fund					

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 4: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Increased retention rate of teachers and staff.

Strategy 1 Details		Reviews		
Strategy 1: Monitor and maintain staffing guidelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Equity across campuses Balanced budget Efficient operation of district **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations, Coordinator of HR **Funding Sources:** - 199 - General Fund	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Provide salary increase to bring district staff at or above the market for each position.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attract high quality staff to TCISD Fill high need areas Retain staff to keep them in district/TCISD **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations **Funding Sources:** - 199 - General Fund	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews		
Strategy 3: Participate in recruitment fair and job fairs with a focus on recruiting ESL certified teachers at all levels and high demand teaching fields.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High quality new hires **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Coordinator of HR, Campus Administrators **Funding Sources:** - 255 - Title II, - 263 - Title III	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Reward staff for their longtime service with an annual banquet that includes recognition and gifts	Formative			Summative
Strategy's Expected Result/Impact: Retention of staff	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communications				

Strategy 5 Details	Reviews			
Strategy 5: Honor staff for exceptional performance through the Annual Staff Stars recognition program.	Formative			Summative
Strategy's Expected Result/Impact: Retention of Staff	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communications				

Strategy 6 Details	Reviews			
Strategy 6: Direct and monitor employee performance appraisal system (T-TESS and T-PESS) and ensure that supervisors have proper training.	Formative			Summative
Strategy's Expected Result/Impact: Determine due dates for employee counseling, implementation of improvement plans and non-renewal procedures.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum & Instruction, Principals, Supervisors				

Strategy 7 Details	Reviews			
Strategy 7: Direct and monitor the HR training needs throughout the school district and develop and plan training programs to meet the established needs.	Formative			Summative
Strategy's Expected Result/Impact: Implementation of both on-going and special interest training programs that is needed in areas of concern..	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Coordinator of Human Resources				

Strategy 8 Details	Reviews			
Strategy 8: Survey employees to get a feel on culture so that we can create a marketing plan for hiring new employees.	Formative			Summative
Strategy's Expected Result/Impact: Create a targeted marketing campaign that promotes the true culture of TCISD to new hires.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communications				

Strategy 9 Details	Reviews			
Strategy 9: Launch employee newsletter to improve communication with employees.	Formative			Summative
Strategy's Expected Result/Impact: Improved communication will improve morale among employees.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communications				

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

    Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Strategy 1 Details	Reviews			
Strategy 1: Expand parent trainings, communication, and involvement focusing on improving student performance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: C&I Department, Campus Administrators, Counselors, and Teachers				
Title I: 4.1, 4.2				
Funding Sources: - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Provide community resources that can assist teachers to engage and motivate students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student engagement and school pride.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Directors of Community Relations and Communications				
Funding Sources: - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Recognize student and staff success monthly during regular School Board Meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation from the students being honored in monthly recognition in front of added community members.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Communications				
Funding Sources: - 199 - General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Continue and expand community partnerships and collaboration on district committees and boards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Continued partnership	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Directors of Community Relations and Communications, Assistant Superintendent of Support Services.				
Funding Sources: - 199 - General Fund				

Strategy 5 Details	Reviews			
Strategy 5: Promote Texas Public Schools Week	Formative			Summative
Strategy's Expected Result/Impact: Parent participation	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communication, Campus Administrators **Funding Sources:** - 199 - General Fund				

Strategy 6 Details	Reviews			
Strategy 6: Promote students, staff, academics and programs through all types of media utlilizing Campus and District Communication Plans, podcasts, videos, weekly newsletters, board recognitions,and annual magazine publication.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase awareness in all aspects **Staff Responsible for Monitoring:** Director of Communication **Funding Sources:** - 199 - General Fund				

Strategy 7 Details	Reviews			
Strategy 7: Increase positive news stories in the local newspaper	Formative			Summative
Strategy's Expected Result/Impact: Increase in number of positive stories in the paper	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Communication **Funding Sources:** - 199 - General Fund				

Strategy 8 Details	Reviews			
Strategy 8: Utilize social media to improve district communications with all stakeholders. Utilize new video platforms on Instagram. Increase presence on LinkedIn.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased use of social media **Staff Responsible for Monitoring:** Director of Communication **Funding Sources:** - 199 - General Fund				

Strategy 9 Details	Reviews			

Strategy 9: Increase communication with parents of special education and 504 students through the use of a parent newsletter, parent workshops including a dyslexia parent night, district transition fair, and school district web page.
    Strategy's Expected Result/Impact: Increase in parent feedback and participation in attendance at workshops and on committee
    Staff Responsible for Monitoring: Special Education Director
 	
    Title I:
4.1, 4.2
    Funding Sources: - 199 - General Fund, - 224 - IDEA Special Ed
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			

Strategy 10: Utilize the HERO program to track both positive and negative behaviors and communicate with parents on an ongoing basis.
    Strategy's Expected Result/Impact: Increase in communication with parents
    Staff Responsible for Monitoring: Deputy Superintendent, C & I Directors, Campus Administration and Classroom Teachers
 	
    Funding Sources: - 211 - Title I
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			

Strategy 11: Coordinate opportunities in the community that recognize student achievement.
    Strategy's Expected Result/Impact: Improved community awareness
    Staff Responsible for Monitoring: Director of Communications, Director of Community Relations
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			

Strategy 12: Promote positive stories on social media with the use of video programming and feature storiesto market student enrollment. Implement Shout Outs for staff, student and alumni features, as well as highlighting academic and extra-curricular programs that make us stand out; mail distsrict highlight publications to former students and utizlize targeted email campaigns.
    Strategy's Expected Result/Impact: Increased views and engagement on social media; increase enrollment
    Staff Responsible for Monitoring: Director of Communications
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			

Strategy 13: Work with campus social media managers to train them as key communicators on their campus to increase positive publicity and launch them as a PR Squad.
    Strategy's Expected Result/Impact: Increased positive publicity
    Staff Responsible for Monitoring: Director of Communications
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: Continue to promote the branding of Together We Succeed. Educate staff on where to locate branding and templates. **Strategy's Expected Result/Impact:** Increase marketing value with branding **Staff Responsible for Monitoring:** Director of Communications	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Discover the preferred method of communication for TCISD families. **Strategy's Expected Result/Impact:** Send survey to parents via email and social media. **Staff Responsible for Monitoring:** Director of Communications	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

    Evaluation Data Sources: Parent sign-in sheets

Strategy 1 Details		Reviews			

Strategy 1: Produce podcasts that help parents with tips for helping their children be successful. These podcasts will be posted on Apple Podcast and Spotify, the website and shared through email and social media.
    Strategy's Expected Result/Impact: Improved engagement
    Staff Responsible for Monitoring: Director of Communications
		Formative			**Summative**

		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			

Strategy 2: Provide professional learning to campus principals to increase Family Engagement.
    Strategy's Expected Result/Impact: Increased opportunities for family engagement
    Staff Responsible for Monitoring: Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&I
 	
    Title I:
4.1, 4.2
 - **Equity Plan**
		Formative			**Summative**

		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			

Strategy 3: Develop Parent Teacher Organizations (PTO's) to help increase family engagement
    Strategy's Expected Result/Impact: Improved family engagement
    Staff Responsible for Monitoring: Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&I
		Formative			**Summative**

		Nov	Jan	Mar	June
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Address the individual needs and talents of students through Fine Arts and CTE opportunities.

    Evaluation Data Sources: Increased performance and participation.

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students enrolled in private lesson programs to promote a well rounded education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of students enrolled	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers.
 	
     Title I:
 2.5
     Funding Sources: - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Continue to collaborate with community partners that financially support TCISD Fine Arts programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fine Arts, TCISD Foundation ED, and Fine Arts teachers.				

Strategy 3 Details	Reviews			
Strategy 3: Increase the enrollment of students in all Fine Arts programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of students enrolled.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. **Funding Sources:** - 199 - General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Continue and increase public performance and exhibition to promote community outreach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. **Funding Sources:** - 199 - General Fund				

Strategy 5 Details			Reviews			
Strategy 5: Increase the participation in CTE competitions including leadership events.		Formative			Summative	
Strategy's Expected Result/Impact: Students will have the opportunity to showcase their skills and performance. **Staff Responsible for Monitoring:** Director & Coordinator of CTE & Teachers **Title I:** 2.5		Nov	Jan	Mar	June	

Strategy 6 Details			Reviews			
Strategy 6: Increase industry partnerships for all CTE programs to create high demand , high skilled, high waged job opportunities for our students.		Formative			Summative	
		Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Students will begin to form relationships with industry and will be hirable upon graduation. **Staff Responsible for Monitoring:** Director and Coordinator of CTE, Counselors and Teachers						

Strategy 7 Details			Reviews			
Strategy 7: Host CTE Advisory Council meetings to create collaboration between teachers and industry.		Formative			Summative	
Strategy's Expected Result/Impact: Students will participate in hands on learning and learn industry expectations. **Staff Responsible for Monitoring:** Director and Coordinator of CTE, Teachers		Nov	Jan	Mar	June	

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 2: Curriculum documents will reflect the level of rigor expected based on state curriculum standards.

Evaluation Data Sources: Curriculum documents, classroom observations, training documents, evaluation surveys

Strategy 1 Details				Reviews			
Strategy 1: Develop a curriculum committee, timeline, and secure consultants for vetting and aligning curriculum resources. Fall 2022 - Math/Reading, Spring 2023 - Science, 2023-2024 - Social Studies				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance **Staff Responsible for Monitoring:** C & I Department, Campus Administration, Instructional Specialists and Teachers **Funding Sources:** - 211 - Title I, - 255 - Title II							

Strategy 2 Details				Reviews			
Strategy 2: Develop core curriculum guides with teacher input on needed revisions and alignment and provide instructional and curriculum support through content and pedagogy training for instructional specialists and teachers.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved curriculum documents designed to contain required components Increased support in the implementation of district initiatives **Staff Responsible for Monitoring:** Curriculum & Instruction Department and Instructional Specialists							

Strategy 3 Details				Reviews			
Strategy 3: Develop a Curriculum Mangagment Framework.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance **Staff Responsible for Monitoring:** C & I Department, Campus Administration, Instructional Specialists and Teachers							

Strategy 4 Details				Reviews			
Strategy 4: Audit Reading/Math curriculum documents, vet resources and revise documents based on audit results.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance **Staff Responsible for Monitoring:** C & I Department, Campus Administration, Instructional Specialists and Teachers **Funding Sources:** - 255 - Title II							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 3: Increase academic achievement of special populations by meeting curricular needs.

    Evaluation Data Sources: State and Federal accountability results

Strategy 1 Details				Reviews			
Strategy 1: Successfully implement and support the 1st Grade and Kindergarten Dual Language program and plan for the expansion of the 2nd grade Dual Language classrooms for the 2024-25 school year.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Promote long-term academic and language achievement in two languages with EL and Non-EL students
    Staff Responsible for Monitoring: Director of Special Programs, District Bilingual Specialist
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: Training and marketing supplies - 263 - Title III							

Strategy 2 Details				Reviews			
Strategy 2: Increase the number of students who score a 3 or above on Advanced Placement exam scores and earn college credit by providing additional test prep materials for all AP students.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in Advanced Placement exam scores
    Staff Responsible for Monitoring: Director of Secondary Education, Campus Administration, Counselors and Teacherss
 	
    Title I:
    2.5							

Strategy 3 Details				Reviews			
Strategy 3: Increase the number of students receiving college credit through the OnRamps dual enrollment program during the 2023-2024 school year.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in student participation and successful completion in OnRamps Dual Credit Courses
    Staff Responsible for Monitoring: Director of Special Programs and Director of Secondary Education
 	
    Title I:
    2.5
    Funding Sources: - 204- Title IV, Part A							

Strategy 4 Details	Reviews			
Strategy 4: Provide planning and training opportunities for teachers to provide high quality projects through the Texas Performance Standards Project.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase teacher utilization of quality projects **Staff Responsible for Monitoring:** Director of Special Programs				

Strategy 5 Details	Reviews			
Strategy 5: Increase enrichment programs and opportunities for students that are under-represented in the Gifted and Talented and advanced academic program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students identified and participating in GT and advanced academic programs **Staff Responsible for Monitoring:** Director of Special Programs				

Strategy 6 Details	Reviews			
Strategy 6: By the end of students' junior year, all students will participate in the TSIA2 assessment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in TSIA2 participation resulting in improved CCMR. Results will identify students who qualify for dual credit courses or College Prep Math and/or College Prep Reading during their senior year. **Staff Responsible for Monitoring:** C & I Department, Campus Administration and Counselors				

Strategy 7 Details	Reviews			
Strategy 7: Increase the number of LEP students that advance through the performance levels on the TELPAS assessment and successfully exit.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased TELPAS scores and increased number of students that are able to exit the program. **Staff Responsible for Monitoring:** Director of Special Programs, Bilingual Instructional Specialist, Bilingual and ESL Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Continue utilization of the Naviance College & Career Readiness program to provide students the knowledge and skills necessary for career and post-secondary opportunities all student.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All student will develop a 4 year plan that enables them to discover their strengths and interests, build critical social-emotional learning skills, create actionable goals, and find their best-fit path and career after high school. **Staff Responsible for Monitoring:** Director of Secondary Education, Campus Administrators, and Campus Counselors **Funding Sources:** - 204- Title IV, Part A				

Strategy 9 Details	Reviews			
Strategy 9: Plan for and structure year 2 of Early College High School (ECHS) at both high school campuses.	Formative			Summative
Strategy's Expected Result/Impact: Additional opportunities for students to receive college credits while in high school	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent and Assistant Superintendent of C&I				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

District Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5			$0.00
2	1	3			$0.00
5	1	1			$0.00
6	1	1			$0.00
6	1	2	HERO		$0.00
6	2	1	Suite 360		$0.00
6	3	1			$0.00
6	3	2			$0.00
8	1	2			$0.00
8	3	1			$0.00
8	4	1			$0.00
8	4	2			$0.00
9	1	1			$0.00
9	1	2			$0.00
9	1	3			$0.00
9	1	4			$0.00
9	1	5			$0.00
9	1	6			$0.00
9	1	7			$0.00
9	1	8			$0.00
9	1	9			$0.00
11	1	1			$0.00
11	1	3			$0.00
11	1	4			$0.00
				Sub-Total	$0.00

255 - Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Coordination of local, State, and Federal funds		$0.00
1	1	5			$0.00
2	1	3	Coordination of local, State, and Federal funds		$0.00
8	1	1			$0.00
8	4	3			$0.00
11	2	1			$0.00
11	2	4			$0.00
				Sub-Total	$0.00

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
1	1	5			$0.00
1	2	2	NWEA MAP		$0.00
2	1	3			$0.00
2	2	2			$0.00
6	1	2	HERO		$0.00
6	2	1	Ripples Effect Program		$0.00
9	1	10			$0.00
11	2	1			$0.00
				Sub-Total	$0.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			$0.00
4	1	2			$0.00
8	4	3			$0.00
11	3	1	Training and marketing supplies		$0.00
				Sub-Total	$0.00

224 - IDEA Special Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	9			$0.00

224 - IDEA Special Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

204- Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
6	1	3			$0.00
6	1	4			$0.00
6	2	3			$0.00
11	3	3			$0.00
11	3	8			$0.00
				Sub-Total	$0.00