

Texas City Independent School District

Manuel Guajardo Jr. Elementary

2023-2024 Improvement Plan



Mission Statement

Cultivating Kindness & Creating Lifelong Learners

Vision

The community of Guajardo Elementary is committed to be student-centered, where the uniqueness and whole development of each child is nurtured in a shared partnership with caring, creative staff, parents and community.

Core Beliefs

Everyone must be treated with dignity and respect

Students should be taught the skills and behaviors necessary for success

Staff members should encourage motivation through positive interactions and building relationships with students

Student misbehavior provides a teaching opportunity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Guajardo Elementary School is a Title I campus that serves approximately 535 students in grades kindergarten through fourth grade. The diverse student population has remained relatively consistent over the last four years. However, there has been a slight decrease in the White population each school year. The economically disadvantaged rate has increased slightly from the previous school year as the special education population has increased dramatically. Over the years, there are slightly more male students than female. The attendance rate of 93.07% is significantly lower than previous years. PEIMS reported discipline data revealed an increase from seventeen incidents in 2021-2022 to seventy-three in 2022-2023.

Enrollment	
2018-2019	527
2019-2020	520
2020-2021	507
2021-2022	502
2022-2023	532

Gender	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	48.58%	50.77%	47.53%	46.02%	45.86%
Male	51.42%	49.23%	52.47%	53.98%	54.14%

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
African American Students	15.75%	18.08%	16.96%	17.93%	19.55%
Hispanic Students	40.42%	38.85%	43.98%	43.43%	46.24%
White	39.28%	38.46%	34.12%	33.86%	28.95%
American Indian	0%	0.38%	0%	0%	0%
Asian	0.95%	0.96%	0.79%	0.60%	0.75%

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Two or more races	3.61%	3.27%	4.14%	4.18%	4.51%

Student Groups	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Economically Disadvantaged	83.11%	75.19%	78.11%	73.71%	75.75%
English as a Second Language	1.14%	1.92%	1.18%	1%	1.88%
Migrant	0%	0%	0%	0%	0%
Special Education	8.73%	11.54%	12.34%	21.31%	23.12%
At-Risk	22.96%	52.88%	37.48%	35.66%	30.26%
Gifted and Talented	4.55%	6.54%	7.69%	8.57%	7.71%

Absences	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1 st Six Weeks	588 96.07%	604 95.65%	818 93.46%	960 92.27%	813 94.17%
2 nd Six Weeks	732 95.22%	617 95.08%	569 95.33%	840 94.01%	1,108 91.69%
3 rd Six Weeks	592 95.25%	631 94.74%	459 95.7%	882 92.63%	1,196 92.52%
4 th Six Weeks	717 95.13%	1,058 95.19%	659 96.29%	1,401 91.71%	1,017 94.05%
5 th Six Weeks	1,017 94.34%		719 95.84%	1,018 93.16%	1,138 92.98%
6 th Six Weeks	827 94.99%		745 95.41%	1,040 93.22%	1,325 93%
Total	95.17%	96.78%	95.34%	92.83%	93.07%

Discipline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1 st Six Weeks	3 0.55%	3 0.55%	0 0%	1 0.2%	1 0.19%
2 nd Six Weeks	12 2.22%	10 1.49%	0 0%	1 0.19%	3 0.55%
3 rd Six Weeks	13 2.46%	3 0.57%	3 0.39%	2 0.2%	4 0.74%
4 th Six Weeks	10 1.87%	11 1.69%	1 0.19%	0 0%	17 1.81%
5 th Six Weeks	18 3.33%		2 0.39%	10 1.39%	24 3.26%
6 th Six Weeks	14 2.62%		1 0.2%	3 0.4%	24 3.87%

Demographics Strengths

Guajardo Elementary has a steady enrollment with a diverse population that reflects our community. The low teacher turnover rate is attributed to the family atmosphere on campus. Kindness is emphasized to instill young learners to collaborate with different types of people.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rate of 93.07% in 2022-2023 was below 2018-2019, 2019-2020, and 2020-2021. **Root Cause:** Lack of parent education about the benefits of regular school attendance and effectiveness of student attendance incentives.

Problem Statement 2 (Prioritized): The ethnicity of the teaching staff does not reflect the diversity of the student population. **Root Cause:** Campus lacks the ability to attract quality teacher applicants that reflect the diversity of the student population.

Student Learning

Student Learning Summary

For the 2022-2023 school year, the state has not released the accountability report for campuses.

Grade 3 Mathematics	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	70%	91%	42%	59%	21%	33%
Hispanic	66%	95%	35%	51%	15%	24%
African Americans	54%	82%	25%	36%	10%	27%
White	82%	91%	55%	73%	30%	27%
Special Education	41%	71%	18%	29%	8%	12%

Grade 4 Mathematics	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	69%	77%	41%	51%	23%	24%
Hispanic	65%	74%	35%	47%	17%	23%
African Americans	70%	71%	39%	35%	20%	6%
White	80%	80%	55%	59%	33%	30%
Special Education	36%	47%	16%	19%	7%	6%

Grade 3 Reading	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	77%	76%	50%	50%	20%	18%
Hispanic	72%	77%	44%	53%	15%	19%
African Americans	67%	57%	38%	39%	12%	17%
White	86%	85%	62%	45%	27%	15%
Special Education	47%	43%	20%	17%	6%	4%

3rd Grade Expository Composition Writing

	0	1	2	3	4	5	6	7	8	9	10
State	42%	3%	9%	6%	18%	6%	5%	4%	4%	2%	1%
Campus	46%	4%	9%	8%	13%	4%	3%	5%	4%	5%	0%

Grade 4 Reading	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	78%	77%	47%	34%	21%	18%
Hispanic	73%	80%	40%	31%	15%	11%
African Americans	68%	56%	34%	11%	12%	0%
White	86%	83%	60%	44%	30%	31%
Special Education	47%	45%	17%	6%	5%	3%

4th Grade Expository Composition Writing

	0	1	2	3	4	5	6	7	8	9	10
State	46%	4%	9%	4%	8%	7%	7%	8%	8%	3%	2%
Campus	51%	5%	7%	4%	11%	6%	3%	5%	3%	4%	2%

Student Learning Strengths

- STAAR Performance Rates at Approaches Grade Level is at or above the district and state averages for 3rd Grade Math.
- STAAR Performance Rates at Approaches, Meets, and Master Level is above the district averages for 3rd and 4th grade.
- STAAR Performance Rates at Meets Grade Level is at or above the state averages for 3rd Reading and Math.
- On 3rd Grade STAAR Math, all subgroups (Hispanic, African Americans, White, and Special Education) exceeded the state averages for approaches performance levels.
- On 3rd Grade STAAR Math, African American and Hispanic students exceeded the state averages for Meets and Master Levels,
- On 3rd Grade STAAR Math, Special Education students exceeded the state averages for Master Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On 3rd Grade STAAR Reading, White students scored lower than state averages for All Students in meets and masters performance level (-17% meets and -12% masters). **Root Cause:** Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 2 (Prioritized): On 3rd Grade STAAR Expository Composition Writing, 46% of students on campus scored a 0 compared to the state average of 42%. **Root Cause:** Lack of instructional techniques and student exposure to extended constructive responses.

Problem Statement 3 (Prioritized): On 3rd Grade STAAR Math, White students scored lower than state averages for All Students in meets and master performance level (-7% meets and -11% masters). **Root Cause:** Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 4: On 4th Grade STAAR Reading, All Students, African Americans, and Special Education students were below the state averages for approaches, meets, and masters performance level. **Root Cause:** Strategic interventions and instructional techniques were not focused subgroups.

Problem Statement 5: On 4th Grade STAAR Expository Composition Writing, 51% of students on campus scored a 0 compared to the state average of 46%. **Root Cause:** Lack of instructional techniques and student exposure to extended constructive responses.

Problem Statement 6: On 4th Grade STAAR Math, All Students, Hispanic, African Americans, and Special Education students scored lower than the state averages for approaches, meets, and masters performance levels. **Root Cause:** Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 7: Number of students with dyslexia continue to grow and need additional support. **Root Cause:** Our campus shares a dyslexia teacher with another campus.

Problem Statement 8: Number of special education students has increased with limited number of special education staff. **Root Cause:** There is a lack of inclusion paraprofessionals and special education teachers to service inclusion and resource students.

School Processes & Programs

School Processes & Programs Summary

Sound decisions regarding planning, adjusting, and delivering instruction is based upon data. Weekly professional learning community meetings with each grade level are held with the Instructional Specialist and Principal. The following four critical questions of an effective PLC process was a focus during the common meeting times: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Some common formative assessments were analyzed the next school day to identify student strengths and weaknesses along with growth.

Teachers are expected to inform students about their reading levels and set reading goals with the students. All students who failed 3rd STAAR Reading and/or Math received small group interventions as outlined in HB4545. Kindergarten students struggling with phonics received small group instruction from the music and computer lab teacher.

Teacher clarity on learning intentions and success criteria continued to be a focus on campus along with the Learning Pit. Extended Wednesdays were devoted to the effective uses of Kagan Structures which were facilitated by teachers and administrators. New teachers participated in the New Teacher Academy that was organized by the district. On campus, mentor teachers were assigned to help guide new teachers during their first year of teaching.

Our third and fourth grade students have an opportunity to join the after school dance club. The honor choir meets after school and participates in numerous performances throughout the school year.

School Processes & Programs Strengths

- Weekly CTM meetings focused on the four critical questions.
- Campus administrators have specific job descriptions and key duties. Appraisal schedule is determined before the start of the school year.
- Professional development was embedded in CTM and Extended Wednesday meetings.
- District scope and sequence is aligned to the TEKS which includes readiness standards for all tested grade levels and subject areas. Assessment and flex days are built into the district calendar.
- Monthly vertical alignment meetings ensured that the written, taught, and assessed curriculum were aligned.
- All teachers are invited to attend team leader meetings to create additional leadership opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Limited selection criteria and protocol which is aligned to the campus vision, mission, values, and goals. **Root Cause:** Lack of time to establish criteria and have interviewers demonstrate a lesson.

Problem Statement 2 (Prioritized): Lack of ongoing recruitment relationships and internship programs with universities that include sources for high-quality candidates. **Root Cause:** Lack of time to form relationships with universities to effectively supervise teaching interns.

Problem Statement 3 (Prioritized): All stakeholders are unable to recite the campus mission and vision statements. **Root Cause:** Lack of visibility of the campus mission and vision statements.

Perceptions

Perceptions Summary

The focus for the 2022-2023 school year was to continue building strong relationships with students, parents, and among the faculty and staff. The vision statement of Cultivating Kindness and Creating Life Long Learners was adopted five years ago. Students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. One goal is to create a safe, civil, and productive learning environment by reducing barriers to learning and increase motivation to achieve. All staff members strive to greet all students in the mornings as they arrive to school. Character lessons are provided during morning announcements and twice a week in rotation by the school counselor. The campus climate committee plans monthly on and off campus events for faculty and staff. During the campus needs assessment, staff indicated a need to improve communication through a weekly staff newsletter that includes dates of upcoming events. Most teachers utilized a communication app with their families as well as a weekly newsletter and daily folders. There were face to face PTO meetings and campus wide family engagement events.

Perceptions Strengths

- 96% of staff have a clear understanding of their role and responsibilities in an emergency situation.
- 95% of staff feel like the campus administrator is approachable.
- 93% of staff feel that celebration of student success is an integral part of the school culture.
- 91% of parents feel comfortable with campus administrators.
- 93% of parents feel comfortable at school.
- 91% of parents feel that the non-teaching staff at school are helpful and friendly.
- 100% of parents feel that the nurses' clinic meets their child's needs.
- 88% of parents had conferences with their child's teacher in person, by computer, or by phone that met their needs.
- 93% of students feel accepted for who I am by the teachers.
- 88% of students feel that the teachers understand what they are teaching.
- 85% of students feel safe in their classrooms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The online survey indicated that 74% of parents felt that the disciplinary policies and procedures are fair and equally enforced. **Root Cause:** Disciplinary policies and procedures are not known by all stakeholders.

Problem Statement 2 (Prioritized): The online survey indicated that 21% of staff disagree or strongly disagree that the school has a consistent approach to address behavior management and discipline. **Root Cause:** Disciplinary procedures are not known by staff.

Problem Statement 3 (Prioritized): The online survey indicated that 51% of staff feel the school does not have a consistent approach to address behavior and discipline. **Root Cause:** There are unclear campus behavior procedures.

Problem Statement 4: The online survey indicated that 50% of staff did not have systems for identifying and helping students with behavior issues. **Root Cause:** Lack of understanding with MTTS process for behavior and interventions.

Problem Statement 5: The online survey indicated that 42% of students were unsure if their teacher contacted their parents to let them know what and how they are doing at school.

Root Cause: Families may not have conversations with their child about teacher contacts.

Priority Problem Statements

Problem Statement 1: Campus attendance rate of 93.07% in 2022-2023 was below 2018-2019, 2019-2020, and 2020-2021.

Root Cause 1: Lack of parent education about the benefits of regular school attendance and effectiveness of student attendance incentives.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The ethnicity of the teaching staff does not reflect the diversity of the student population.

Root Cause 2: Campus lacks the ability to attract quality teacher applicants that reflect the diversity of the student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: On 3rd Grade STAAR Reading, White students scored lower than state averages for All Students in meets and masters performance level (-17% meets and -12% masters).

Root Cause 3: Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: On 3rd Grade STAAR Math, White students scored lower than state averages for All Students in meets and master performance level (-7% meets and -11% masters).

Root Cause 4: Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: On 3rd Grade STAAR Expository Composition Writing, 46% of students on campus scored a 0 compared to the state average of 42%.

Root Cause 5: Lack of instructional techniques and student exposure to extended constructive responses.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Limited selection criteria and protocol which is aligned to the campus vision, mission, values, and goals.

Root Cause 6: Lack of time to establish criteria and have interviewers demonstrate a lesson.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of ongoing recruitment relationships and internship programs with universities that include sources for high-quality candidates.

Root Cause 7: Lack of time to form relationships with universities to effectively supervise teaching interns.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: All stakeholders are unable to recite the campus mission and vision statements.

Root Cause 8: Lack of visibility of the campus mission and vision statements.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The online survey indicated that 51% of staff feel the school does not have a consistent approach to address behavior and discipline.

Root Cause 9: There are unclear campus behavior procedures.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The online survey indicated that 21% of staff disagree or strongly disagree that the school has a consistent approach to address behavior management and discipline.

Root Cause 10: Disciplinary procedures are not known by staff.

Problem Statement 10 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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-4th Grade Reading 28% to 40%

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

English I & English II 36% to 48%

Performance Objective 1: Increase the percentage of 3rd and 4th grade students that score meets grade level of above on STAAR Reading. The percentage of 3rd grade students will increase from 50% to 52% and 4th grade will increase from 34% to 37%.





Evaluation Data Sources: 2024 STAAR Reading Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Discuss the following four critical questions in weekly Collaborative Team Meetings (CTM): What do we want all students to know? How will we know if each student has learned it? How will we respond when some students have not learned it yet? How will we extend the learning for students who have demonstrated proficiency?</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and Tier 2 interventions as well as provide extension activities</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize data tracking to monitor student progress and growth using the following screeners and assessments: MAP (BOY, MOY, EOY), TX-KEA, running records, CBAs, Benchmarks, and/or grade level developed common formative assessments. Monitor student learning by analyzing data in CTM meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Creates sense of urgency focused on targeted instruction for students</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct individual student goal setting conferences. After running records, unit assessments, CBAs, Benchmarks, and/or grade level common formative assessments, discuss level of mastery and/or growth by comparing results to reading goal and adjust goal as needed.</p> <p>Strategy's Expected Result/Impact: Encourages students to take responsibility for their own learning</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement lessons that use high-yield instructional strategies that promote learning for all students including but not limited to Kagan structures and Lead4ward Play List.</p> <p>Strategy's Expected Result/Impact: Increases student engagement, promotes cooperation, and improves communication skills</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement SOAR time in K-4 Monday through Thursday for 30 minutes to provide all students with specific skill supports and enrichments in reading using various staff members and certified retired teachers.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Certified Retired Teachers - 211 - Title I - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Improve Tier 1 reading instruction utilizing teacher clarity by posting, stating, and reviewing learning intentions and success criteria.</p> <p>Strategy's Expected Result/Impact: Focus on essential skills while increasing student understanding of what they are learning along with how they know if they are successful</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement reading common formative assessments throughout a unit of study to guide decisions about reteaching concepts whole group and/or small group targeted instruction. Develop and post grade level and/or classroom S.M.A.R.T. Goal.</p> <p>Strategy's Expected Result/Impact: Engage students in their learning and improve student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize Lowman Education digital resources to target 3rd and 4th grade reading skills.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students at the Meets or Masters Level on Math STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Accelerate learning of struggling students by introducing new concepts in small group prior to the whole group lesson.</p> <p>Strategy's Expected Result/Impact: Improve student's prerequisite skills to strengthen their background knowledge</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize the Learning Pit for students to be aware of their own learning and understand where they are in the learning process.</p> <p>Strategy's Expected Result/Impact: Assists students in overcoming challenges and improve problem-solving strategies</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Conduct guided reading groups with students reading below grade level everyday.</p> <p>Strategy's Expected Result/Impact: Increase number of students reading at or above grade level</p> <p>Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Leveled Guided Reading Books - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide digital or printed level take home readers for K-4 students and provide biweekly incentive card to reward K-1 students reading efforts.</p> <p>Strategy's Expected Result/Impact: Improve student's reading level, fluency, and comprehension</p> <p>Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Reading Rewards - 199 - General Fund - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd-4th Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%





Performance Objective 1: Increase the percentage of 3rd and 4th grade students that score meets grade level or above on STAAR Math. The percentage of 3rd graders will increase from 48% to 51% and 4th grade will increase from 37% to 41%.

Evaluation Data Sources: 2024 STAAR Math Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Discuss the following four critical questions in weekly Collaborative Team Meetings (CTM): What do we want all students to know? How will we know if each student has learned it? How will we respond when some students have not learned it yet? How will we extend the learning for students who have demonstrated proficiency?</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and Tier 2 interventions as well as provide extension activities</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize data tracking system to monitor student progress and growth using the following screeners and assessments: MAP (BOY, MOY, EOY), CBAs, Benchmarks, and/or grade level developed common formative assessments. Monitor student learning by analyzing data in CTM meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Creates sense of urgency focused on targeted instruction for students</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct individual student goal setting conferences. After unit assessments, CBAs, Benchmarks, and/or grade level common formative assessments, discuss level of mastery and/or growth by comparing results to math goal and adjust goal as needed.</p> <p>Strategy's Expected Result/Impact: Encourages students to take responsibility for their own learning</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement lessons that use high-yield instructional strategies that promote learning for all students including but not limited to Kagan structures and Lead4ward Play List.</p> <p>Strategy's Expected Result/Impact: Increases student engagement, promotes cooperation, and improves communication skills</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement SOAR time in K-4 Monday through Thursday for 30 minutes to provide all students with specific skill supports and enrichments in math using various staff members and certified retired teachers.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Certified Retired Teachers - 211 - Title I - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Improve Tier 1 math instruction utilizing teacher clarity by posting, stating, and reviewing learning intentions and success criteria.</p> <p>Strategy's Expected Result/Impact: Focus on essential skills while increasing student understanding of what they are learning along with how they know if they are successful</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement math common formative assessments throughout a unit of study to guide decisions about reteaching concepts whole group and/or small group targeted instruction. Develop and post grade level and/or classroom S.M.A.R.T. Goal.</p> <p>Strategy's Expected Result/Impact: Engage students in their learning and improve student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize Lowman Education digital resources to target 3rd and 4th grade math skills.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students at the Meets or Masters Level on Math STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Accelerate learning of struggling students by introducing new concepts in small group prior to the whole group lesson.</p> <p>Strategy's Expected Result/Impact: Improve student's prerequisite skills to strengthen their background knowledge</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize the Learning Pit for students to be aware of their own learning and understand where they are in the learning process.</p> <p>Strategy's Expected Result/Impact: Assists students in overcoming challenges and improve problem-solving strategies</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Increase math academic vocabulary and problem solving skills using word walls, flash cards, and interactive journals.</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 students awareness of college, career, and the military opportunities.





Strategy 1 Details	Reviews			
<p>Strategy 1: Invite parents, community business workers, and military recruiters to share information about their careers. Strategy's Expected Result/Impact: Increase awareness of the different types of careers Staff Responsible for Monitoring: Campus Social Studies Committee</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate Fist Bumps with First Responders by inviting first responders to greet students at arrival time and eat breakfast with them. Strategy's Expected Result/Impact: Increase career awareness Staff Responsible for Monitoring: Campus Social Studies Committee</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: Breakfast for First Responders - 199 - General Fund - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Show support for the military path by completing a Veteran's Day Program. Strategy's Expected Result/Impact: Increase awareness of military careers Staff Responsible for Monitoring: Campus Social Studies Committee, Music Teacher, and Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 meets or exceeds Growth Status targets in Domain III: Closing the Gaps.

Evaluation Data Sources: 2024 STAAR Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Include TEKS snapshot with past trends, importance vocabulary, multiple ways tested, and anticipated misconceptions in CTM.</p> <p>Strategy's Expected Result/Impact: Increase understanding of TEKS to improve math and reading instructional strategies</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify targeted students who are not growing in math and close to moving from approaches to meets or meets to masters to receive small group instruction during SOAR time on Monday through Thursday for 30 minutes to focus on specific skills based upon data.</p> <p>Strategy's Expected Result/Impact: Increase number sense, computation skills, and math problem-solving skills</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Strategically plan intentional interventions for specific subgroups based on student strengths and weaknesses using iReady, Progress Learning, Headsprout, Waterford, Imagine, Moby Max, BrainPOP, BrainPOP Jr., and/or Zearn.</p> <p>Strategy's Expected Result/Impact: Increase number of students at meets and masters performance level</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted small group accelerated instruction for students who did not pass 3rd STAAR Math and Reading as outlined in HB 4545.</p> <p>Strategy's Expected Result/Impact: Improve student learning and increase student growth on state assessment</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: After school or Saturday School Tutors - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Increase security and safety measures on campus in order to provide a safe and secure learning environment for all stakeholders.

Evaluation Data Sources: Raptor Records and Security Audit(s)





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Raptor System to check in visitors with a state issued ID in order to receive a visitor's tag. Escort anyone to the front office or contact front office if anyone is in the building without a visitor's tag. Strategy's Expected Result/Impact: Eliminate unauthorized visitors on campus Staff Responsible for Monitoring: Campus Administrators, Front Office Staff, SRO, and Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Standard Response Protocols from "I Love U Guys" to conduct emergency drills throughout the school year (hold, secure, lockdown, evacuate, and shelter). Strategy's Expected Result/Impact: Provides consistent shared language for quick actions in an emergency situation Staff Responsible for Monitoring: Campus Administrators, SRO, and Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Navigate 360 to report and respond to emergency drills and situations. Strategy's Expected Result/Impact: Empowers staff to be proactive in emergencies Staff Responsible for Monitoring: Campus Administrators, SRO, Faculty and Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Verify early dismissal requests match up with student's emergency contact list in Skyward. Strategy's Expected Result/Impact: Increase student safety Staff Responsible for Monitoring: Office Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Weekly checks and documentation of outside campus doors leading. Strategy's Expected Result/Impact: Increase safety and security Staff Responsible for Monitoring: Campus Safety Officer</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement the Watch D.O.G.S. (Dads of Great Students) program to monitor the hallways, cafeteria, common areas, recess, and classrooms.</p> <p>Strategy's Expected Result/Impact: Increase staff and student safety as well as increase family engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators and Parent Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2: Reduce the number of accidents on campus from the previous school year.

Evaluation Data Sources: Accident Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure 100% of the faculty and staff complete all assigned trainings in Vector Employee Online Training. Strategy's Expected Result/Impact: Decrease number of accidents and reduce staff absences due to accidents Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. The success of such programs 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: Increase the number of student utilizing socially appropriate problem solving skills.

High Priority

Evaluation Data Sources: PEIMS Discipline Data and Bullying Incident Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement campus wide character education instruction for K-4 students using Purposefull People by Character Strong. The program focuses on the following character traits: courage, perseverance, honesty, respect, gratitude, responsibility, cooperation, creativity, and empathy.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals that result in ISS and OSS assignments</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Counselor, and Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement character education class in the rotation schedule to provide social skills training based upon the topic of the month or classroom needs.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals and student misbehavior</p> <p>Staff Responsible for Monitoring: SEL and School Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize social emotional learning lessons on the Quaver program in music.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals and student misbehavior</p> <p>Staff Responsible for Monitoring: Music Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide small group and individual counseling services to students using the school counselor, SEL counselor, and Resolve It program along with offering resources to families such as TCHAT through UTMB.</p> <p>Strategy's Expected Result/Impact: Decrease bullying incident reports and student misbehavior</p> <p>Staff Responsible for Monitoring: School Counselor, SEL Counselor, and Resolve It Licensed Therapist</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement activities to celebrate Bullying Prevention Month, Red Ribbon Week, Unity Day, Random Acts of Kindness Day, and the Great Kindness Challenge.</p> <p>Strategy's Expected Result/Impact: Decrease the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Counselor, and Staff Members</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Red Ribbon Supplies - 199 - General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize the Campus Threat Assessment Team as needed to address an individual student's emotional needs by creating a plan to prevent future incidents.</p> <p>Strategy's Expected Result/Impact: Provide struggling students with support to prevent future acts of violence</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Counselor, Campus Threat Assessment Team, and Staff Members</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. The success of such programs 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: Implement a campus-wide and classroom behavior management system to allow diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of office referral and student misbehavior





Strategy 1 Details	Reviews			
<p>Strategy 1: Create PBIS Handbook with campus wide expectations, behavior levels, rewards, and consequences. Strategy's Expected Result/Impact: Decrease office referrals and student misbehavior Staff Responsible for Monitoring: PBIS Committee and Administrators</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a check-in and check-out system where students with specific behavior needs receive frequent feedback to prevent discipline issues. Strategy's Expected Result/Impact: Decrease office referrals and student misbehavior Staff Responsible for Monitoring: Administrator and ISS Paraprofessional</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use positive Eagle Bucks, office referrals, daily morning announcements, brag tags, and monthly character rally to celebrate the "Eagle of the Month" to encourage positive student behavior.</p> <p>Strategy's Expected Result/Impact: Improve school-wide behavior</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, and PBIS Committee</p> <p>Title I: 2.6</p> <p>Funding Sources: Eagle of the Month Yard Signs - 199 - General Fund - \$500, Brag Tags - 199 - General Fund - \$1,200, PBIS Store - 199 - General Fund - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Increase student achievement and prepare students for a digital world through the use of technological applications on district issued devices.

Evaluation Data Sources: On-Line Program Reports, Walkthroughs, and Lesson Plans





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize headphones and mouse with educational software programs to increase K-4 student engagement and provide individualized instruction. Software programs include iReady, Progress Learning, Reading Horizons, Moby Max, Waterford, Imagine Learning, BrainPOP, BrainPOP, Jr. and Zearn.</p> <p>Strategy's Expected Result/Impact: Enable students to take responsibility for their own learning and increase student engagement</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Headphones - 211 - Title I - \$5,000, Mice - 211 - Title I - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for student to access online assessments in order to transition to electronic state assessment by utilizing STAAR Master, iReady, and campus/district created assessments in Aware (K-4).</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR Reading and Math Assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in job fairs. Strategy's Expected Result/Impact: Increase quality of new hires Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Table Decorations and Treats - 199 - General Fund - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a clear selection criteria and protocols that are aligned with the school's vision, mission, values, and goals which include standard interview questions and rubrics. Strategy's Expected Result/Impact: Increase competence in selection and assigning of newly hired applicants Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers new to the profession or new to the district with experienced campus mentors who are trained and demonstrate a high level of professional competency. New teachers to the profession will attend the New Teacher Academy throughout the school year. Strategy's Expected Result/Impact: Increase teacher capacity and retain competent teachers Staff Responsible for Monitoring: Campus Administrators and Campus Mentors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Enhance campus morale and explore a variety of ways to improve the sense of belonging by implementing monthly Throw Down Thursday, monthly staff off campus events, and random treats from the campus administrators.</p> <p>Strategy's Expected Result/Impact: Increase school climate</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Secretary, and Climate Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Treats for Faculty and Staff - 199 - General Fund - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Recognize outstanding contributions of staff members on weekly staff newsletters and highlight on social media.</p> <p>Strategy's Expected Result/Impact: Increase staff member morale</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Evaluation Data Sources: Staff Surveys, Professional Development Evaluations, and Teacher Retention Rate





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with Campus QuEST Committee, Team Leaders, Instructional Leadership Team, and Staff Members to identify specific training opportunities to meet campus needs.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity through learning opportunities</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Interventionists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct weekly walkthroughs and provide effective coaching strategies to give constructive feedback in order to increase the effectiveness of classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and improve instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Completion of Science of Teaching Reading for all Campus Administrators, Instructional Specialist, Interventionists, Inclusion Teachers, Kindergarten, First Grade, Second Grade, and Third Grade Teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher's capacity to teach reading and improve student achievement</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Agendas and Meeting Minutes





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize shared decision making with Campus QuEST, Instructional Leadership Team, and Team Leaders in order to meet the needs of all faculty and staff members.</p> <p>Strategy's Expected Result/Impact: Improve school culture</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Mentor aspiring administrators to create a school-wide project based upon campus needs.</p> <p>Strategy's Expected Result/Impact: Enhance leadership skills</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Invite all staff members to attend biweekly team leader meeting.</p> <p>Strategy's Expected Result/Impact: Increase leadership collaboration</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Increase collaboration and communication with all stakeholders to facilitate the success of all students.

Evaluation Data Sources: Sign In Sheets, Written Communication, Observations, and Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a monthly family newsletter that highlights campus activities, important information, and upcoming events.</p> <p>Strategy's Expected Result/Impact: Increase communication between school and home</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement community service projects through the Kindness Club and Student Council through food drives and charitable donations such as Jump Rope for Heart, B.I.G. Love Cancer Care, TCISD Food and Coat Drive.</p> <p>Strategy's Expected Result/Impact: Develops student empathy and compassion</p> <p>Staff Responsible for Monitoring: Campus Administrators, School Counselor, Coaches, and Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in community school events such as Mainland Leadership, City of Texas City Parades, TCISD Parades, TCISD Foundation to the Future, TCISD Food and Coat Drives.</p> <p>Strategy's Expected Result/Impact: Increase positive image with the community</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Support and collaborate with PTO and ACE/21st Century staff to provide students with a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Increase PTO membership and student participation in ACE/21st Century</p> <p>Staff Responsible for Monitoring: Campus Administrators and Staff Members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Participate in the Backpack Buddy Club (BBBC) program through the Houston Food Bank to provide at-risk students with meals on the weekends.</p> <p>Strategy's Expected Result/Impact: Improve community and home school relationships</p> <p>Staff Responsible for Monitoring: School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Invite crossing guards, nutrition services, custodial services, and cafeteria monitors to join campus celebrations and luncheons.</p> <p>Strategy's Expected Result/Impact: Increase positive image with all stakeholders</p> <p>Staff Responsible for Monitoring: Campus Administrators and School Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Increase opportunities for family engagement with staff members to encourage the growth of student's academic and social emotional development.

Evaluation Data Sources: Sign In Sheets and Parent Surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple family engagement campus activities to support student learning to include Back to School Bash, Meet the Teacher, Grandparent's Day Luncheon, Open House, Parent Teacher Conference Day, Family Reading Night, Book Fairs, Book Character Parade, Book Character Pumpkins, Family Math Night, Texas Public School Week, Career Week, Coffee/Tea with the Principal, Fine Arts Programs, Kindergarten Graduation Ceremony, Semester and End of the Year Awards Ceremonies.</p> <p>Strategy's Expected Result/Impact: Increase participation in family engagement activities Staff Responsible for Monitoring: Campus Administrators and Campus Committee Members</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Cookies for Grandparent's Day Luncheon - 199 - General Fund - \$200, Materials for Family Math Night - 199 - General Fund - \$500, Award Certificate Paper - 199 - General Fund - \$150, Brag Tags - 199 - General Fund - \$1,400, Materials for Family Reading Night - 199 - General Fund - \$300, Pastries, drinks, and tablecloth for Pastries for Parents (Texas Public School Week) - 199 - General Fund - \$500, Snacks for Community Members (Career Week) - 199 - General Fund - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and communicate campus activities about family engagement opportunities using daily folders, digital marquee, school messenger, social media, communication apps, electronic monthly newsletters, and written flyers.</p> <p>Strategy's Expected Result/Impact: Increase family participation Staff Responsible for Monitoring: Campus Administrators, School Secretary, and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement positive phone calls and electronic messages throughout the school year.</p> <p>Strategy's Expected Result/Impact: Creates and maintains positive home school relationships Staff Responsible for Monitoring: Campus Administrators, School Secretary, and Staff Members</p> <p>Funding Sources: Postcards - 199 - General Fund - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Create and distribute a School Parent Compact with parents from various backgrounds. Strategy's Expected Result/Impact: Builds positive home school relationships and increases parent involvement Staff Responsible for Monitoring: Campus Administrators Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Hold Annual Title I Parent Meetings to inform families of school participation, requirements of Title I, and share information on how families can become involved and participate in the Title I program. Strategy's Expected Result/Impact: Increase family involvement Staff Responsible for Monitoring: Campus Administrators Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Encourage families to join the Parent Teacher Organization (PTO) by distributing enrollment forms, publicizing meeting dates, and attending activities. Strategy's Expected Result/Impact: Increase family participation in PTO Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Increase family support to maintain attendance rate at or above 94%.

Evaluation Data Sources: On Data Suites and Skyward Attendance Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents about the importance of attendance, compulsory attendance laws, and the effects of attendance on student performance.</p> <p>Strategy's Expected Result/Impact: Increase student attendance rates</p> <p>Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote on time attendance through morning announcements, family newsletters, and teacher communications. Weekly on time attendance will be celebrated every Friday during the "ATTENDANCE" on the morning announcements.</p> <p>Strategy's Expected Result/Impact: Decrease number of tardies and increase student attendance rates</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Attendance Committee, and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize students for perfect attendance at the monthly Character Rally, end of each nine weeks grading period, and end of the year ceremonies.</p> <p>Strategy's Expected Result/Impact: Increase student attendance rates</p> <p>Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Notify families with excessive student absences through email, phone calls, computer generated letters, and/or home visits as well as implement Attendance BIP with families.</p> <p>Strategy's Expected Result/Impact: Increase student attendance rates</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Reading Rewards		\$350.00
3	1	2	Breakfast for First Responders		\$200.00
6	1	5	Red Ribbon Supplies		\$500.00
6	2	3	PBIS Store	\$1,500	\$0.00
6	2	3	Eagle of the Month Yard Signs	\$500	\$0.00
6	2	3	Brag Tags	\$1,200	\$0.00
8	1	1	Table Decorations and Treats		\$250.00
8	1	4	Treats for Faculty and Staff		\$1,000.00
10	1	1	Award Certificate Paper		\$150.00
10	1	1	Pastries, drinks, and tablecloth for Pastries for Parents (Texas Public School Week)		\$500.00
10	1	1	Materials for Family Math Night		\$500.00
10	1	1	Cookies for Grandparent's Day Luncheon		\$200.00
10	1	1	Snacks for Community Members (Career Week)		\$200.00
10	1	1	Materials for Family Reading Night		\$300.00
10	1	1	Brag Tags		\$1,400.00
10	1	3	Postcards		\$300.00
Sub-Total					\$5,850.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Certified Retired Teachers		\$4,000.00
1	1	11	Leveled Guided Reading Books		\$10,000.00
2	1	5	Certified Retired Teachers		\$4,000.00
4	1	4	After school or Saturday School Tutors		\$2,000.00
7	1	1	Headphones		\$5,000.00
7	1	1	Mice		\$3,500.00
Sub-Total					\$28,500.00