

Texas City Independent School District

Texas City High School

2023-2024 Improvement Plan



Mission Statement

Texas City High School will create a positive culture for every student and practitioner to grow and learn.

Vision

To cultivate the next generation of leaders, innovators, and entrepreneurs.

Value Statement

Challenge Your Limits

We understand that barriers exist, sometimes creating an unusual path to success. At TCHS, we strive to understand our demands while working to equip all students with the skills and knowledge to navigate through the challenges of life after graduation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Population = 1738

Ethnicity		
Hispanic-Latino	886	50.98%
American Indian - Alaskan Native	<u>3</u>	0.17%
Asian	4	.23%
Black - African American	350	20.14%
Native Hawaiian - Pacific Islander	1	0.06%
White	<u>407</u>	23.42%
At-Risk	903	51.96%
Economically Disadvantage	1255	72.21%
Section 504	160	9.21%
Special Education	263	15.13%
Homeless Status Total	38	2.19%
Female	852	47.95%
Male	886	52.05%

Demographics Strengths

TCHS comprises individuals from various ethnic, socioeconomic, and cultural backgrounds, fostering a rich learning environment. This diversity promotes cultural exchange tolerance and broadens students' perspectives. Additionally, a balanced gender distribution ensures equal opportunities and representation. The presence of students with varying academic abilities and interests encourages collaboration and peer learning. Ultimately, our campus demographic strength contributes to a vibrant and inclusive educational experience for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The African American population did not meet reading and math targets in Domain III. **Root Cause:** Students lack the skills to meet state targets

Problem Statement 2: EL population did not meet the state EL target. **Root Cause:** Students lack the necessary skills to meet state targets.

Problem Statement 3: Hispanic populations did not meet the federal graduation targets. **Root Cause:** Students did not complete a graduation plan in 4 years

Problem Statement 4: Communication barriers exist with non-English speakers, and we need an additional ESL aide. **Root Cause:** Staff and students communicate solely in their native language.

Problem Statement 5: Students can be in TCISD for multiple years and still lack basic English skills. **Root Cause:** Teachers need training on how to increase language acquisition through teaching content. Students rely on translations of texts and conversations or are placed with a peer who translates and speaks for them.

Student Achievement

Student Achievement Summary

Domain I - Student Achievement		71	C
	Raw	Scale	
STAAR Component (40%)	43	72	
CCMR (40%)	69	73	
Graduation Rate (20%)	91.2	65	
Domain II			
Part A - Academic Growth	70	72	C
Part B - Relative Performance	56	76	C
Domain III - Closing the Gaps	51	75	C

Student Achievement Strengths

CCMR remains a considerable part of the success at TCHS. The raw score continues to increase each year with more and more students who are college-ready or finding careers after high school.

TCHS will implement various strategies. TCHS strives to create a positive and supportive learning environment. Moreover, promoting extracurricular activities, clubs, and sports can help students develop a well-rounded skill set. Effective communication between educators, parents, and students ensures a collaborative approach to addressing academic challenges. Incorporating technology into teaching methods and offering tutoring or additional academic support can raise achievement levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR component is a C rating. **Root Cause:** Students do not have the necessary skills to perform collectively at a higher percentage.

Problem Statement 2: The 4-year graduation rate for 2023 graduates was 87% **Root Cause:** Students did not complete a graduation plan in 4 years.

Problem Statement 3: TCHS has only met 20% of the targets in Domain III for reading and Math. **Root Cause:** Students do not have the skills to perform at the "meets" level for reading and math.

Problem Statement 4: Our EL students are struggling to meet classroom expectations. **Root Cause:** Our population of EL students is growing and we have one para.

School Culture and Climate

School Culture and Climate Summary

Surveys

- Moral low – Teachers do not feel heard and request better communication.
- Sub shortage
- Stakeholders have expressed the idea of fewer class periods and more instructional time.
- Increase in admin visibility on campus.
- Pay increase
- More team building in the district.
- More diverse counseling staff.
- Double-passing period time from 4 minutes to 8 minutes
- More team building and bonding.
- Opportunities for professional dialogue.
- Social Emotional Learning for staff.

Values

Respect: Respect for all individuals, regardless of their background, abilities, or beliefs, is a fundamental value at TCHS. It fosters a culture of inclusivity and kindness, creating a safe and welcoming environment for everyone.

Integrity: TCHS prioritizes integrity and emphasizes honesty, ethical behavior, and strong moral principles. They teach students the importance of doing what is right, even when challenging, and instill a sense of responsibility.

Excellence: The pursuit of excellence is a core value of TCHS. We encourage students to strive for their personal best in academics, extracurricular activities, and personal growth. This value promotes a culture of continuous improvement.

Beliefs

Every Student Can Succeed: TCHS believes that every student has the potential to succeed academically and personally. This belief encourages educators to provide the necessary support and resources to help students reach their full potential.

Diversity Enhances Learning: TCHS embraces diversity as a strength and believes that a mix of backgrounds, experiences, and perspectives enriches the educational experience for all students. This belief promotes inclusivity and cultural understanding among students.

Community Engagement: TCHS recognizes the importance of community involvement in education. We believe that strong partnerships with parents, local organizations, and the broader community contribute to a holistic and supportive educational experience for students.

School Culture and Climate Strengths

We have numerous clubs and activities for students on campus which require community service and 90% attendance in school. Our teachers actively participate in faculty meetings, department meetings, and other leadership opportunities on campus. We recognize teachers of the month and students of the week. Our campus makes at least one positive phone call home per week for students at TCHS. We enjoy cupcakes each month at our faculty meetings to recognize campus birthdays. Every department or club is responsible for an appreciation day for dedicated employees. We invite families in for FASFA breakfast days as well as FASFA evenings.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: TCHS has seen an increase in the number of aggressive incidents on campus. **Root Cause:** Students lack the skills to deal with peer-to-peer conflict.

Problem Statement 2: TCHS has a larger number of students late or tardy daily. **Root Cause:** Students and parents do not value the idea of accountability.

Problem Statement 3: Groups of students roam the halls Periods 1-8 **Root Cause:** A limited number of security monitors to monitor doors and hallways.

Problem Statement 4: TCHS has poor average daily attendance. **Root Cause:** Students are not motivated to show up to the first period on time.

Problem Statement 5: A lack of subs is leading to hall roaming, loss of instructional time and a decrease in SF minutes as paras are pulled to the sub. **Root Cause:** The availability of subs has decreased.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

TCHS will welcome several new employees to our campus. We are excited to work with individuals who bring fresh ideas and expertise to our campus. The district continues to add improvements to increase the effectiveness of the instruction in the classroom. All new teachers will have access to technology and laptops. District technology continues to add instructional tools that increase engagement in the classroom.

The administration actively recruits and attends college job fairs to attract high-quality candidates.

Teachers receive stipends for mathematics and science composite certifications.

Retention of staff members occurs through mentor programs, new teacher meetings, and shared leadership. Staff feedback for improving the work environment is gained through teacher feedback.

Staff Quality, Recruitment, and Retention Strengths

TCHS offers a competitive salary plus \$4000 stipends for math and science teachers with \$2500 for high-need special education settings. TCISD maintains updated facilities that are appealing to teachers including science and robotics labs, and quality CTE programs and resources. TCISD is providing a safe and secure environment to prevent school threat situations from occurring on campuses such as door locks, Navigate360 communications., etc. TCHS provides new teacher meetings accompanied by learning walks and coaching for new teachers to increase their instructional tools. TCHS has added monthly new teacher meetings to ensure teachers feel supported and knowledgeable of campus expectations. Our district provides grant opportunities for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: TCHS had a high teacher turnover starting the 23-24 school year. **Root Cause:** Turnover due to retirements, staff seeking higher salaries, and less job responsibility.

Problem Statement 2: Inclusion paraprofessionals have 6-8 different subject areas which challenge their ability to be effective. **Root Cause:** An increase in the number of SPED students and the decrease in staff caused existing staff to be utilized in different areas on campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our instructional and scheduling plan focused on selecting strong teachers to address critical content subjects and the interventions offered for student success. We now offer more OnRamps courses free to all TCHS students. Students can gain college credit in this new dual credit program.

TCHS sophomores who did not pass their EOCs freshmen year have remediation options for Algebra I, English I, and Biology provided in their assigned classes.

Juniors and Seniors will receive a curriculum designed to prepare them for TSIA in math and reading. TCHS will offer a Junior TSI day to increase the number of students who may have a chance to become college-ready.

Teachers meet in PLCs daily for English I, II, US History, Algebra I, and Biology. Additionally, all other subject areas have a common planning period.

Curriculum, Instruction, and Assessment Strengths

As the accountability game shifts from year to year, we must adjust our instructional techniques to increase our standing in the accountability game. During staff development, we explored and explained the system so teachers would understand the importance of increasing the percentage of students to meet and masters. We will build on that understanding to create teacher ownership of student growth. The administration will strive to grow teachers in the areas of planning, instructional strategies, acceleration, and enrichment for all students.

TCHS has three full-time instructional specialists and one shared specialist with La Marques High School. Specialists plan and design curricula with their teachers to increase student engagement, address academic deficiencies, and improve the overall academic performance of our students.

We will prioritize addressing the LEP and Special Education issues as a campus as these populations continue to struggle and increase in size.

In all of our classes, we are encouraging teachers to have students present knowledge through reading, writing, listening, and speaking in their assessments and projects. We are hoping this will improve vocabulary acquisition skills.

We equipped our teachers with engagement tools such as Kagan Structures and the idea of PIES to assist with student engagement in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A large percentage of students have low Lexile levels. **Root Cause:** Students do not have access to quality reading materials at home.

Problem Statement 2: EL students do not receive the same level of instruction as their peers. **Root Cause:** The language barrier affects the learning process and only one ELS is employed at TCHS. Edit Associated Areas

Parent and Community Engagement

Parent and Community Engagement Summary

Our counselors work with students and parents to assist them with House Bill 5 requirements, individual graduation plans, and personal academic planning. Counselors must meet individually with students yearly to address their concerns, adjust their graduation plans, and create a college or career path for the student. Parents are invited to attend these meetings at their convenience. Teachers continue to communicate with parents regarding student needs both academically and behaviorally. Assistant Principals and Counselors hold routine meetings with parents. This year, we will continue to have a College Fair, Career Fair. We have also hired a College and Career counselor to work directly with students on their post-secondary needs. We have already hosted a scholarship donor dinner to build relationships with stakeholders who invest in our students beyond TCHS. We strive to make community appearances so parents will have the convenience to meet and ask questions.

Parent and Community Engagement Strengths

Community members participate in the area of parades, fairs, fine arts events, athletic events, and festivals. Our Fine Arts programs routinely perform in community events, city meetings, and school functions. Most organizations have a booster club with active parents. Our CTE programs work with the community twice a year to establish the needs of future workers. Social media updates occur daily to improve communication with the community and parents. The community and citywide Homecoming pep rallies are provided to support athletics programs. TCHS campus will host several parent meetings during the 23-24 school calendar to address various parent topics.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Spanish-speaking parents struggle with campus communication. **Root Cause:** Not all of the campus communication programs have translation capabilities.

Problem Statement 2: In the past, most of our activities have been student based and did not involve the parent. **Root Cause:** Parent involvement opportunities were not planned on the TCHS campus

Problem Statement 3: A low percentage of parent attendance for campus meetings. **Root Cause:** A high percentage of the community does not have transportation or maybe at work. The perception that the information is redundant and not important.

School Context and Organization

School Context and Organization Summary

Staff members have routine procedures for policies listed in the campus One Note. The leadership team identifies areas where the campus can improve on-campus operations and student achievement.

TCHS has added multiple security measures to create a safe and secure environment, including additional front office measures, classroom door locks, and Navigate360 communication.

School Context and Organization Strengths

TCHS thrives in a vibrant educational context, fostering a diverse community of students, teachers, and staff. Its organizational strengths lie in its commitment to academic excellence, extracurricular programs, dedicated faculty, and a supportive network of parents and alumni, creating a dynamic learning environment that prepares students for future success.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A large percentage of students are late to school each day. **Root Cause:** The district attendance policy does not address the high frequency of tardies.

Problem Statement 2: The campus has seen an increase in serious altercations. **Root Cause:** Social media perpetuates verbal and physical aggression.

Technology

Technology Summary

TCHS has implemented advanced technology for teacher and student use in the classroom and at home. The administration uses OneNote and Canvas to communicate with students, teachers, and families.

Weekly postings on Texas City High School Facebook page. Weekly announcements are posted from the audio/video classes. AP Graham updates the High School Website and Facebook page.

Dean Williams sends out a newsletter each 9week grading period to spread the good news about Texas City High School.

Principal Hypolite communicates with parents and students directly using the Remind 101 app.

Instructional technology specialist has assisted teachers with establishing student accounts, access to programs, and basic troubleshooting of technology needs. TCHS has two technology technicians on campus.

Technology Strengths

All teachers have a Clever touch and personal laptop in their classrooms. All students have a laptop device.

Teachers are trained in Office 365 and Canvas programs. Subject groups share the curriculum through One Drive.

Office support uses Sharepoint to collaborate about campus business. We are also rolling out OneNote for PLC documentation.

Problem Statements Identifying Technology Needs

Problem Statement 1: Laptop distribution takes a full week of campus operations. **Root Cause:** Students do not keep their laptops from year to year.

Problem Statement 2: Students are unable to receive a laptop due to fees from another campus. **Root Cause:** Students do not pay fees before transferring.

Problem Statement 3: Most of the campus did not have access to technology between 4-8 days **Root Cause:** Laptop distribution is scheduled after the start of the 1st day of school.

Problem Statement 4: Instruction and administration of Final Exams are hindered due to no devices. **Root Cause:** Laptop collection before the last day of school

Problem Statement 5: Inclusion paras do not have devices to collect data. **Root Cause:** The quantity of available devices does not meet the current demand at TCHS.

Problem Statement 6: New teachers struggle with technology platforms. **Root Cause:** The training is not sufficient for teachers new to our campus or district.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- 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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals





Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027.
English I & English II 38% to 44%

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%.

High Priority

HB3 Goal

Evaluation Data Sources: Student performance on STAAR English I & English II EOC





Strategy 1 Details	Reviews			
Strategy 1: All teachers have a common planning period with others in the same department. Strategy's Expected Result/Impact: Increase collaboration and effective instructional practices. Staff Responsible for Monitoring: Campus Administration, instructional specialist.	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 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027.
English I & English II 38% to 44%

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

High Priority

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 specialists every other week to evaluate student data. Strategy's Expected Result/Impact: Appropriately address all students based on their learning level.	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 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027.
English I & English II 38% to 44%

Performance Objective 3: Increase Reading Meets level for African Americans by 4% to meet the target and Hispanics by 12% to hit long-term target.

High Priority

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

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027.
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 all students' Math performance by increasing the Meets performance by 6% in June 2022.

High Priority

HB3 Goal

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

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027.
Algebra I 41% to 51%

Performance Objective 2: Increase Algebra Meets level for African Americans by 4% to meet the target and Hispanics by 12% to hit the long-term target.

High Priority

Evaluation Data Sources: District Assessments and STAAR Reports

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027.
Algebra I 41% to 51%

Performance Objective 3: Increase overall Math STAAR performance to 43% for 2024

High Priority

Evaluation Data Sources: District Assessments and STAAR Reports





Goal 3: The percentage of graduates meeting the CCMR criteria will increase from 60% to 90% by June 2027.

Performance Objective 1: Increase the CCMR indicator by 14% in 2023 and then 6-8% each school year until we reach 90%. Then increase each year until we reach 100%

High Priority

HB3 Goal

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





Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students who are not on a CCMR path. Strategy's Expected Result/Impact: Increase in CCMR Staff Responsible for Monitoring: Campus and District Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a successful Early College High School program. Strategy's Expected Result/Impact: More students will complete dual credit classes and increase CCMR. Staff Responsible for Monitoring: Dean of ECHS	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 meeting the CCMR criteria will increase from 60% to 90% by June 2027.

Performance Objective 2: Increase the number of students taking Dual Credit courses.

High Priority

Evaluation Data Sources: Numbers from COM, OnRamps, and ECHS





Strategy 1 Details	Reviews			
<p>Strategy 1: Working with specialists and interventionists, students will be identified and provided additional support to fill gaps in understanding.</p> <p>Strategy's Expected Result/Impact: Decrease the number of retesters from last year and first-time testers.</p> <p>Staff Responsible for Monitoring: Teachers, specialists, and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 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.

High Priority

Evaluation Data Sources: Student performance on EOC assessments.





Strategy 1 Details	Reviews			
Strategy 1: Identify students who fall below meets on local assessments and provide Tier 2 or 3 instruction. Strategy's Expected Result/Impact: Increase the percentage fo Meets on all EOC exams. Staff Responsible for Monitoring: Campus Staff	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 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 2: TCHS will increase the Overall Meet percent in Reading by 3% to meet state target.

High Priority

Evaluation Data Sources: Student performance on EOC assessments & District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Identify processes in PLC that will provide instruction to meet the rigor needed for student achievement at the Meets level. Strategy's Expected Result/Impact: Increase the number of students in all areas. Staff Responsible for Monitoring: Campus Staff	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 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 3: To meet the state target, TCHS will increase the Meets percent in Math by 6%.

High Priority

Evaluation Data Sources: Student performance on EOC assessments & District Assessments

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 4: To hit state Meets targets, TCHS will increase African Americans by 4% in Reading and 4% in Math.

High Priority





Evaluation Data Sources: Student performance on EOC assessments & District Assessments

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.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: Provide training, practice drills, and follow-up for TCHS staff for safety and security measures. Strategy's Expected Result/Impact: Ensure that students and staff are prepared for campus emergencies. Staff Responsible for Monitoring: Campus administration and district safety and security.	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: Review and enhance needed areas of safety concerns.

High Priority

Evaluation Data Sources: Evaluate past incidents, conduct safety audits, and game plan for future safety situations.

Strategy 1 Details	Reviews			
Strategy 1: TCHS will evaluate areas of security concerns and submit ideas to address any deficiencies. Strategy's Expected Result/Impact: Decrease the number of safety and security incidents. Staff Responsible for Monitoring: All building staff contracted deputies, and safety and security.	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 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.

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

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: Counselors will have more time to work with students on social and emotional issues. Strategy's Expected Result/Impact: Increase the amount of time to address mental concerns on the TCHS campus. Staff Responsible for Monitoring: Counselors and Campus Administration.	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 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 and decrease number of truancy referrals.





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

Strategy 1 Details	Reviews			
Strategy 1: TCHS will implement an attendance contract and deny credit to students who do not meet the 90% rule. Strategy's Expected Result/Impact: Increase campus attendance percentages. Staff Responsible for Monitoring: Campus Administration	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. 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.





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

Strategy 1 Details	Reviews			
Strategy 1: Help students with interest surveys by utilizing Naviance. Strategy's Expected Result/Impact: Help students choose endorsement paths and career paths. Staff Responsible for Monitoring: Counselors on both secondary levels.	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 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			
<p>Strategy 1: Seek new programs and hardware that will assist instructors with instructional.</p> <p>Strategy's Expected Result/Impact: Increase engagement.</p> <p>Staff Responsible for Monitoring: Administration and Technology</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: Develop highly qualified and effective staff through on-going professional development.

Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details	Reviews			
Strategy 1: Provide effective professional development for staff. Strategy's Expected Result/Impact: Increase effective instruction, and collaboration and foster an atmosphere that will increase retention. Staff Responsible for Monitoring: Campus Administration	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 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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for campus Principals through Holdsworth. Strategy's Expected Result/Impact: Increase Leadership skills and overall campus achievement. Staff Responsible for Monitoring: District Administration.	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 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: Create leadership teams with shared leadership responsibilities. Strategy's Expected Result/Impact: To increase ownership among all departments on campus. Staff Responsible for Monitoring: Campus Administration.	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 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: Attend job fairs and monitor certification groups from all alternative certification programs.	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: 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			
<p>Strategy 1: Quarterly Newsletter to inform parents of campus events and information. Strategy's Expected Result/Impact: Parents are informed of important campus dates and information. Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend and assist with both on and off-campus events. Strategy's Expected Result/Impact: To increase collaboration among all campus groups and organizations. Staff Responsible for Monitoring: Campus Administration</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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Provide opportunities for parents to be involved with campus activities.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement to help increase achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration</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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Hire and retain qualified individuals in Fine Arts.</p> <p>Strategy's Expected Result/Impact: Continuity will foster an environment that will increase participation in all programs.</p> <p>Staff Responsible for Monitoring: Campus and District Administration</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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Instructional specialists and campus administrations will evaluate the level of rigor during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increasing the level of Rigor will increase the percentage of students at the Meets level and higher.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, campus administration, and teachers.</p> <p>TEA Priorities: Improve low-performing schools - 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 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			
<p>Strategy 1: Inclusion teachers will monitor all caseloads to target students who need early intervention.</p> <p>Strategy's Expected Result/Impact: Increase Domain III Monitoring group of special populations Target performance.</p> <p>Staff Responsible for Monitoring: Campus administration and inclusion teachers.</p> <p>TEA Priorities: Improve low-performing schools</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 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 4: The district will use the Early College High School to increase Dual Credit opportunities.

High Priority

Evaluation Data Sources: ECHS grades, credits, and participation numbers.

Strategy 1 Details	Reviews			
Strategy 1: Implement wraparound services for all students to ensure success. Strategy's Expected Result/Impact: ECHS will meet state standards for graduation percentages in Dual Credit. Staff Responsible for Monitoring: Dean of ECHS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				