

Kerrville Independent School District
Tivy High School
2023-2024 Campus Improvement Plan

Mission Statement

*As we enter Tivy with dreams,
Let us grow with honor;
As we go forth,
Let it be with excellence.*

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

We have a strong team at Tivy that believes and acts upon doing what is best for students.

The key to having students achieve beyond what they would otherwise achieve is developing relationships with students that foster their belief in themselves based on hard work, perseverance, determination, and resilience.

School Processes & Programs Strengths

The administrative team operates with an open-door policy that prides itself on being able to not only hear problems but jointly develop solutions.

The administrative staff will be supportive of teachers in the classroom, supportive of student success, and supportive of one another in every pursuit that matches our goals and objectives to increase student achievement and value.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Approximately 13% of students did not obtain 7 total credits in the 2022-2023 school year. **Root Cause:** Students do not have grasp of credit system in high school; students do not understand the importance of each individual credit to progress towards graduation. Students struggle to maintain performance over 6 full marking periods. Student attendance continues to be a problem for students to earn credit.

Perceptions

Perceptions Summary

The Tivy motto is Tivy Fight Never Dies which implies an attitude of never giving up. This attitude is reflected in our belief that we can add value to each student's experience on our campus through academics and social/emotional growth, maturity, and support.

As stated in our staff principal meeting a positive attribute of Tivy High School staff is "we don't let any kid fall through the cracks". The intentional focus on each student's success starts with teachers in the classroom, counselors developing plans and knowing each student, and administrators monitoring and providing for the needs of both teachers and students. Administrators and counselors conduct Student Assistance Team meeting to address student struggles academically, socially/ emotionally, etc. as referred by teachers or discovered through data reports. This team meeting is designed to address each student in need and develop a specific plan to help the student be successful.

Perceptions Strengths

Tivy has large community support and positive overall perception. We need to continue to send students into our community that have both educational tools and work-force maturity to be successful in our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The work needed to combat negative community perception is on-going and intensive process. **Root Cause:** Public school image is consistently under attack through de-funding initiatives and media images.

Problem Statement 2 (Prioritized): Approximately 13% of students did not obtain 7 total credits in the 2022-2023 school year. **Root Cause:** Students do not have grasp of credit system in high school; students do not understand the importance of each individual credit to progress towards graduation. Students struggle to maintain performance over 6 full marking periods. Student attendance continues to be a problem for students to earn credit.

Priority Problem Statements

Problem Statement 6: Approximately 13% of students did not obtain 7 total credits in the 2022-2023 school year.

Root Cause 6: Students do not have grasp of credit system in high school; students do not understand the importance of each individual credit to progress towards graduation. Students struggle to maintain performance over 6 full marking periods. Student attendance continues to be a problem for students to earn credit.

Problem Statement 6 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 20: The work needed to combat negative community perception is on-going and intensive process.

Root Cause 20: Public school image is consistently under attack through de-funding initiatives and media images.

Problem Statement 20 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 1: Implement a cohesive Career and Technology program based on student interest and career choice pathways.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer a variety of Career and Technology courses to students. Strategy's Expected Result/Impact: Courses will be aligned to student choice for endorsement and pathways based on HB 5. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will ensure that students identify a career pathway through the four-year plan that guides coursework throughout their high school career. Strategy's Expected Result/Impact: Students, parents, and teachers will be able to discuss chosen pathways and related preparation for post-secondary education and/or employment. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop systems to identify and monitor students' post-graduation plans which include annual progress monitoring sessions with feedback to students. Strategy's Expected Result/Impact: Students, parents, and teachers will be able to discuss chosen pathways and related preparation for post-secondary education and/or employment. Staff Responsible for Monitoring: Principal Associate Principal Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure all Career and Technology pathway sequences include industry-recognized certifications (adjusting to sun-setting IBCs) based on Advisory Board recommendations and offerings. Strategy's Expected Result/Impact: Courses will be aligned to student choice for endorsement and pathways based on HB 5. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Expand offerings in co-op, apprenticeship, work shadow, and internship experiences for all students. Staff Responsible for Monitoring: Principal Associate Principal Counseling Team CTE Department Special Education Department	Formative		
	Oct	Feb	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 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 2: Implement an At-Risk program to meet the needs of students who are in danger of dropping out and/or experiencing unsuccessful progress.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will identify at-risk students meeting the state criteria with the assistance of teachers, administrators, nurse, and outside agencies.</p> <p>Strategy's Expected Result/Impact: Provide identified students with academic, social, and emotional interventions as needed and available. Continuous review status of student list and student interventions available.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: At-risk students will be provided academic, behavioral, or social/emotional interventions to assist with their school success.</p> <p>Strategy's Expected Result/Impact: Provide identified students with academic, social, and emotional interventions as needed and available. Continuous review status of student list and student interventions available.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement differentiated instruction to meet the individual needs of students to increase academic success.</p> <p>Strategy's Expected Result/Impact: Providing teachers with a wider variety of tools and strategies to meet the changing needs of at-risk students should increase academic success and positively impact social/emotional and behavioral success.</p> <p>Staff Responsible for Monitoring: Principal Administration Team</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide alternative school placement for students disciplinary mandated by Chapter 37.</p> <p>Strategy's Expected Result/Impact: Ongoing review of all students placed in Discipline Alternative school both during placement and when student returns to campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide alternative learning environment that is non-disciplinary for students who are in need of educational services in a small group setting at Hill Country High School and/or Hill Country High School Annex.</p> <p>Strategy's Expected Result/Impact: Ongoing review of all students eligible and requesting placement at Hill Country High School.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide classroom education for all students to promote health choices and positive social/emotional growth with focused impact on healthy relationships with peers, self, family, and community.</p> <p>Strategy's Expected Result/Impact: Counselors using classroom time and programs to provide educational guidance in areas of healthy choices to decrease the number of students in at-risk situations.</p> <p>Staff Responsible for Monitoring: Principal Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide on-going professional learning opportunities that equip staff and parents to address the social emotional learning needs of all students including trauma-informed training, school safety supports, vaping and additional recommendations based on needs.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Disaggregate HB4545 (updates law requirements of HB1416) student information, discipline data, credit progress data, grades, and attendance for students coded at-risk of not graduating.</p> <p>Strategy's Expected Result/Impact: Using all data sources to monitor whole-child performance.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselors Assistant Principals</p>	Formative		
	Oct	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Develop and execute a responsive education program for student discipline placements (in-school suspension and DAEP) based on needs of the students.</p> <p>Strategy's Expected Result/Impact: Provide additional support and education for students while serving discipline placements.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Oct	Feb	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Implement a student mentor program based on student need. Teacher/staff mentors will provide case manager/graduation coaching services to identified students in need.</p> <p>Strategy's Expected Result/Impact: Provide academically at-risk students, not serviced through other special program, an additional support person on campus.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Staff Mentors</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 3: Implement a Special Education program to meet the needs of all identified students for academic, social, emotional, and behavioral success.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase differentiation within classroom setting in addition to modifications and accommodations as needed at all ability levels. Strategy's Expected Result/Impact: Review ARD notes and monitor IEP plans to evaluate student progress and growth. Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Research and develop additional resources in curriculum and instruction to further support varied student needs through technology, modifications, accommodations, and direct instruction. Strategy's Expected Result/Impact: Review ARD notes and monitor IEP plans to evaluate student progress and growth. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Special Education Department</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support general education and special education teachers with student data through data training including Eduphoria data training. Strategy's Expected Result/Impact: Special education teachers gain access to needed student classroom data at more frequent intervals including benchmark performance. Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop and execute special education case manager handbook, general education uniform documentation procedures, and improve data performance and tracking from general education to special education support teams. Strategy's Expected Result/Impact: Increased communication and documentation to benefit student support.</p>	Formative		
	Oct	Feb	June

Staff Responsible for Monitoring: Principal
Associate Principal
Special Education Team Lead



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 4: Implement an ESL program to meet the needs of all English language learners for academic, social, emotional, and behavioral success.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide an EB program aligned with Chapter 89 regulations to identify and educate students with limited English proficiency.</p> <p>Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and EB information regularly.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal LPAC Committee</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide LPAC training to staff and parents for the purposes of supporting varied student needs through technology, modifications, accommodations, and direct instruction.</p> <p>Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and EB information regularly.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase differentiation within classroom setting in addition to modifications and accommodations as needed at all ability levels.</p> <p>Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and EB information regularly.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Department Chair/Team Leads</p>	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Research and develop additional resources in curriculum and instruction to further support varied student needs through technology, modifications, accommodations, and direct instruction.</p> <p>Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and EB information regularly.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Department Chair/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Review and train all teachers in Seidlitz strategies and support those strategies in all classroom settings. Identify individualized strategy for all EB students in specific course settings.</p> <p>Strategy's Expected Result/Impact: Focus strategies on specific need of EB student to grow in all four areas of TELPAS testing.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Instructional Leaders</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 5: Implement an Advanced Academics Program to meet the needs of identified Gifted and Talented students and students with exceptional academic history.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gifted and talented students will be provided academic, behavioral, or social/emotional experiences to further expand school achievement.</p> <p>Strategy's Expected Result/Impact: Provide identified students with academic, social, and emotional experiences as needed and available. Continuous review status of student list and student opportunities available.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will identify gifted and talented students with the assistance of teachers, administrators, nurse, and outside agencies through the Child Find process.</p> <p>Strategy's Expected Result/Impact: Provide identified students with academic, social, and emotional experiences as needed and available. Continuous review status of student list and student interventions available.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to offer and develop Advanced Placement courses through College Board, Dual-Credit courses, and Co-Enrollment opportunities.</p> <p>Strategy's Expected Result/Impact: Review course offerings, information from TEA and other relevant documents at the onset of each school year.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify GT students not serviced in advanced academic classes and develop opportunities for enrichment and career-path experiences including school leadership opportunities and school-improvement initiatives.</p> <p>Strategy's Expected Result/Impact: Provide identified students with academic, social, and emotional experiences as needed and available. Continuous review status of student list and student interventions available.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Department Chairs/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Disaggregate data tracking GT student performance including grades, credits, enrichment opportunities, CTE certifications, and attendance.</p> <p>Strategy's Expected Result/Impact: Identify and track students under-performing in those categories and provide support.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 6: Provide staff development based on campus instructional needs and individual staff needs.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide data disaggregation training for teachers servicing core areas including analysis of student work, assessment data, and progress-monitoring.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data. Administrators, counselors, and teachers will provide additional opportunities for exposure to TEKS in under-performing areas.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training for all teachers in the area of improving the academic performance of all students.</p> <p>Strategy's Expected Result/Impact: Ongoing consultation with teachers and administrators using data to ensure academic growth of students.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Perform peer observations and learning walks to model effective practices, highlight best practices, and reflect on strategies implemented for student achievement, student choice, and academic experiences.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Department Chairs/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide technology training for staff including ViewSonic utilization, Microsoft Suite, Skyward, and Eduphoria data and test development.</p> <p>Strategy's Expected Result/Impact: Staff will better utilize tools for data analysis and tracking and student engagement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide time and training on Backwards planning, horizontal and vertical alignment of the TEKS standards. Strategy's Expected Result/Impact: Focus on the TEKS standards and align vertically for all subjects. Staff Responsible for Monitoring: Principal Associate Principal	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide staff support for student discipline strategies and engagement expectations for class time. Strategy's Expected Result/Impact: Increase student engagement and on-task behavior. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 7: Implement an effective Guidance and Counseling Department that meets the four components of TEA Guidance model program.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will work with administrators and teachers to identify campus needs to target for guidance curriculum lessons and small group counseling.</p> <p>Strategy's Expected Result/Impact: Counselors, administrators and teachers will be able to provide for both academic guidance, career guidance, and social/emotional development for all students.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will work with students and parents to understand and create 4-year plans designed for individual success.</p> <p>Strategy's Expected Result/Impact: 100% of students will have 4-year plans and understand their value and creation.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors and administrators will implement Antler camp to provide transition to high school services for students entering the 9th grade.</p> <p>Strategy's Expected Result/Impact: All incoming 9th grade students will have the opportunity to attend Antler camp. Students will receive valuable academic, social, emotional, and behavioral guidance from camp opportunity.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Counseling Team</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will provide opportunities for students to conduct college searches, receive application process information, and develop goals for post high school success.</p> <p>Strategy's Expected Result/Impact: Students graduating from Tivy will have a clear idea of the opportunities available to them through post secondary education, vocational training, workforce, and/or armed forces service.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counselors and administrators will work with students and families to increase use of Skyward Student access and Skyward Family access for families to monitor student progress and success.</p> <p>Strategy's Expected Result/Impact: Engage families and students in progress strategies that will increase student performance.</p> <p>Staff Responsible for Monitoring: Principal Administrators Counselors</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 8: Implement an effective Migrant Support program to help students close any existing achievement gaps.





Evaluation Data Sources: Student data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase differentiation within classroom setting in addition to modifications and accommodations as needed at all ability levels. Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and attendance information regularly. Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Research and develop additional resources in curriculum and instruction to further support varied student needs through technology, modifications, accommodations, and direct instruction. Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and attendance information regularly. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor migrant students to address individual needs and barriers for educational success. Strategy's Expected Result/Impact: Ongoing teacher consultation and conferencing. Review academic performance and migrant information regularly. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 9: Develop systemic use of procedures that encourage students to take ownership of their learning by involving them in the goal-setting and assessment process.





Evaluation Data Sources: Student Data; Teacher Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teachers with professional learning time and planning that supports student goal-setting strategies and teacher/student conferencing methods to build student self-efficacy.</p> <p>Strategy's Expected Result/Impact: Teachers utilizing Professional Learning Days to plan for student goal-setting opportunities through examining student work.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Department Chairs/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase student participation in the CCMR success measures on SAT/ACT/TSI/ASVAB assessments including identifying TEKS and strategies to impact achievement.</p> <p>Strategy's Expected Result/Impact: Student scores will reflect CCMR standards.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team Department Chairs/Team Leads</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrate activities to develop, promote, and reward desired traits outlined in KISD's Profile of a Graduate (i.e. Student Tokens, Student Ambassadors, and Video Lessons).</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.

Performance Objective 1: Make instructional decisions based on reading, writing, and ELA, as related to curriculum planning assessment and TEKS alignment.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze individual testing data; disaggregate data and develop improvement strategies in the area of reading and writing.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide tiered reading, writing, and processing skills interventions for struggling students at risk of not meeting state achievement goals.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data. Administrators, counselors, and teachers will provide additional opportunities for exposure to TEKS in under-performing areas. Utilize HB4545 data and interventionist program support.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide tiered, effective academic interventions aligned to classroom instruction for students at risk of not meeting state achievement goals including use of technology and staff training.</p> <p>Strategy's Expected Result/Impact: Administrators and teachers will monitor performance of at-risk students, including Special Education and Economically Disadvantaged students, on benchmarks, grade reports, subject exam results. Utilize HB4545 data and interventionist program.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote Literacy Initiative that includes parent involvement components, celebrations, and cross-curricular activities. Include writing across curriculum and writing non-negotiables into literacy initiatives supported and celebrated across campus.</p> <p>Strategy's Expected Result/Impact: Increase student engagement with literacy in all areas.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Department Chairs/Team Leads Librarian Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue teacher professional development in areas of small group instruction, writing/reading across the curriculum, project-based learning strategies, use of reading screener data and Lexile levels.</p> <p>Strategy's Expected Result/Impact: Teachers in all content areas will grow in the use of common reading/ELA strategies for campus.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement the use of a universal screener system to measure and track reading levels of students. Provide all staff with student lexile levels and training to support growth of reading levels.</p> <p>Strategy's Expected Result/Impact: Track growth to support all students' ability to read on grade level.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.

Performance Objective 2: Make instructional decisions based on mathematics/Algebra 1 EOC data, as related to curriculum planning assessment and TEKS alignment





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze individual testing data; disaggregate data and develop improvement strategies in the area of math, reading and writing in math, and problem-solving skills.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Department Chair/Team Leads Instructional Coach</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide tiered math, Algebra, reasoning and processing skills interventions for struggling students at risk of not meeting state achievement goals.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data. Administrators, counselors, and teachers will provide additional opportunities for exposure to TEKS in under-performing areas. Utilize HB4545 data and interventionist program for student achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide tiered, effective academic interventions aligned to classroom instruction for students at risk of not meeting state achievement goals including use of technology and staff training.</p> <p>Strategy's Expected Result/Impact: Administrators and teachers will monitor performance of at-risk students, including Special Education and Economically Disadvantaged students, on benchmarks, grade reports, subject exam results.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue vertical alignment discussions from 3rd grade math through Algebra 2 including options for universal math screeners and strategies to increase small group instruction, note-taking strategies, progress tracking, and spiraling of key concepts.</p> <p>Strategy's Expected Result/Impact: Teachers help meet students at their ability level and close gaps of information through note-taking, goal-setting, and spiraling of information. Adjusting to MAP testing for 6-12 test will help to build specific programs for students not meeting grade level skills.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach Math Department Chair</p>	Formative		
	Oct	Feb	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 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.





Performance Objective 3: Make instructional decisions based on science/Biology EOC data, as related to curriculum planning assessment and TEKS alignment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze individual testing data; disaggregate data and develop improvement strategies in the area of science including reading, writing, inquiry skills and problem-solving/processing skills.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data Utilize HB4545 information and interventionist program for student success.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide tiered science, Biology, reasoning and processing skills interventions for struggling students at risk of not meeting state achievement goals.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data. Administrators, counselors, and teachers will provide additional opportunities for exposure to TEKS in under-performing areas.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide tiered, effective academic interventions aligned to classroom instruction for students at risk of not meeting state achievement goals including use of technology and staff training.</p> <p>Strategy's Expected Result/Impact: Administrators and teachers will monitor performance of at-risk students, including Special Education and Economically Disadvantaged students, on benchmarks, grade reports, subject exam results.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide tiered, effective academic interventions aligned to classroom instruction for students at risk of not meeting state achievement goals at the meets and masters level including use of technology and staff training.</p> <p>Strategy's Expected Result/Impact: Utilize pre-AP curriculum and classroom interventions and extensions to increase student achievement and performance at the meets and masters level.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach</p>	Formative		
	Oct	Feb	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 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.





Performance Objective 4: Make instructional decisions based on history/US History EOC data, as related to curriculum planning assessment and TEKS alignment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze individual testing data; disaggregate data and develop improvement strategies in the area of reading, writing, history, and social studies processing skills.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will use the following data to ensure academic growth: benchmarks, grade reports including eligibility reports, departmental/subject team exam results, attendance and behavioral data Utilize HB4545 data and interventionist program for student achievement</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide tiered social studies, US History, reasoning and processing skills interventions for struggling students at risk of not meeting state achievement goals.</p> <p>Strategy's Expected Result/Impact: Administrators and teachers will monitor performance of at-risk students, including Special Education and Economically Disadvantaged students, on benchmarks, grade reports, subject exam results.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide tiered, effective academic interventions aligned to classroom instruction for students at risk of not meeting state achievement goals including use of technology and staff training.</p> <p>Strategy's Expected Result/Impact: Administrators and teachers will monitor performance of at-risk students, including Special Education and Economically Disadvantaged students, on benchmarks, grade reports, subject exam results. Utilize HB4545 data and interventionist program as necessary. Utilize Special Topics in Social Studies class for students needing remediation.</p> <p>Staff Responsible for Monitoring: Principal/Academic Dean</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.





Performance Objective 1: Implement a cohesive Career and Technology program based on student interest and career choice pathways.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer a variety of Career and Technology courses to students based on career trends and student interest. Strategy's Expected Result/Impact: Courses will be aligned to student choice for endorsement and pathways based on HB 5. Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will ensure that students identify a career pathway through the four-year plan that guides coursework throughout their high school career. Strategy's Expected Result/Impact: Students, parents, and teachers will be able to discuss chosen pathways and related preparation for post-secondary education and/or employment. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop systems to identify and monitor students' post-graduation plans which include annual progress monitoring sessions with feedback to students. Strategy's Expected Result/Impact: Students, parents, and teachers will be able to discuss chosen pathways and related preparation for post-secondary education and/or employment. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure all Career and Technology coherent pathway to include industry-recognized certifications. Strategy's Expected Result/Impact: Courses will be aligned to student choice for endorsement and pathways based on HB 5. Certifications will be monitored two times per semester. Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Expand offerings in co-op, apprenticeship, work shadow, and internship experiences for all students.</p> <p>Strategy's Expected Result/Impact: Students have access to career/college experiences prior to graduation high school. Career Day opportunity on campus</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselors</p>	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide teachers with professional learning that supports student goal-setting strategies and teacher/student conferencing methods to improve student self-efficacy.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Department Chairs/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase student participation in the CCMR success measures on SAT/ACT/TSI/ASVAB assessments including identifying TEKS and strategies to impact achievement.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CCMR measurements and numbers of graduating students meeting CCMR standards.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counseling Team Department Chairs/Team Leads</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.





Performance Objective 2: Implement an effective Guidance and Counseling Department that meets the four components of TEA Guidance model program.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will work with administrators and teachers to identify campus needs to target for guidance curriculum lessons and small group counseling.</p> <p>Strategy's Expected Result/Impact: Counselors, administrators and teachers will be able to provide for both academic guidance and social/emotional development for all students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will work with students and parents to understand and create 4-year plans designed for individual success.</p> <p>Strategy's Expected Result/Impact: 100% of students will have 4-year plans and understand their value and creation.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors and administrators will implement Antler camp to provide transition to high school services for students entering the 9th grade.</p> <p>Strategy's Expected Result/Impact: All incoming 9th grade students will have the opportunity to attend Antler camp. Students will receive valuable academic, social, emotional, and behavioral guidance from camp opportunity.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will provide opportunities for students and parents to conduct college searches, receive application process information, and develop goals for post high school success.</p> <p>Strategy's Expected Result/Impact: Students graduating from Tivy will have a clear idea of the opportunities available to them through post secondary education, vocational training, workforce, and/or armed forces service.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 1: Develop purposeful self-improvement opportunities for all employees on campus





Evaluation Data Sources: House Challenge Data
TESS Data & Student growth

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide campus climate improvement opportunities for teachers and staff through House Challenge participation, Sunshine Committee, and student groups, clubs and organizations support.</p> <p>Strategy's Expected Result/Impact: Develop and highlight teacher leadership opportunities through campus improvement activities and opportunities</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Allow staff and teachers to develop clubs and organizations based on student and staff interest</p> <p>Strategy's Expected Result/Impact: Students and staff have increased stake in success of campus activities</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.





Performance Objective 2: Provide quality staff development opportunities for all employees based on instructional needs and individual staff needs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide specific training in all departments for development of scope and sequence</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide data training several times per school year for core subjects and CTE teachers. Conduct data meetings on student performance regularly for data discoveries and celebrations.</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal CTE Assistant Principal Department Chair/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Gifted and Talented training designed to increase differentiation and enrichment for students</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide training on differentiation instruction and meeting the needs of all students (ESSA)</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide on-going peer staff training through instructional leadership meetings, PLC (professional learning committee) meetings, and peer observations.</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input. House Challenge and TTESS information to track student growth through teacher growth.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Department Chairs/Team Leads</p>	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide Advanced Placement training for all teachers designed to improve Tier 1 instruction for all students to increase academic rigor.</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p>	Formative		
	Oct	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide Seidnitz and similar training to all teachers who instruct emergent bilingual students to enhance instructional strategies that promote student academic success of EB students.</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal LPAC Support</p>	Formative		
	Oct	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide training in meeting the needs of economically disadvantaged students both academic and social/emotional needs.</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Counseling Teams Department Chairs/Team Leads</p>	Formative		
	Oct	Feb	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 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 3: Provide staff development based on district-wide alignment, initiatives, and state mandates.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide quality staff development opportunities for all employees based on instructional needs and individual staff needs aligning with KISD Instructional Standards and District Strategic Plan. Utilize professional learning and planning days to emphasize Instructional Standards, Profile of Graduate, Seidlitz, Writing Non-Negotiables, and other best practices.</p> <p>Strategy's Expected Result/Impact: Review impact of all staff development through analysis of Tier 1 instruction improvement</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all teachers are highly qualified as outlined in ESSA</p> <p>Strategy's Expected Result/Impact: Yearly review of teacher qualifications, update continuing education requirements, and opportunities for teacher growth. Ongoing consultation with district HR department.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide teachers and staff with updated technology education training to develop students lesson designed for 21st century skills and careers</p> <p>Strategy's Expected Result/Impact: Ongoing review of technology availability and opportunities within classrooms. Collect data through technology department, campus technology instructional team, and teacher/student input.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 4: Provide opportunities for all support staff and para-professionals to contribute to student success.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Include para-professional and support staff representation on campus-based decision teams including but not limited to the Campus Improvement team.</p> <p>Strategy's Expected Result/Impact: Create a climate of teamwork and support for para-professionals, teachers, and students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create opportunities for support staff and para-professionals to be included in district-wide training as related to student needs and achievement.</p> <p>Strategy's Expected Result/Impact: Create a climate of teamwork and support for para-professionals, teachers, and students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities for para-professionals to benefit from teacher training and plan with co-teachers in both Special Education and EB settings.</p> <p>Strategy's Expected Result/Impact: Create a climate of teamwork and support for para-professionals, teachers, and students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 5: Implement and support a comprehensive campus teacher mentoring program to support district mentoring initiative.

Strategy 1 Details	Formative Reviews		
Strategy 1: Host mentoring luncheon during in-service week. Staff Responsible for Monitoring: Principal Associate Principal	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for new employees to campus to meet with administration team once per six weeks. Staff Responsible for Monitoring: Principal Associate Principal	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Performance Objective 1: Use student data and staff feedback to analyze effectiveness of resources including curriculum and programming.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate use and success of Power-up/Lexia programming for ELA. Evaluate use of MAP testing, HMH, and other instructional resources for impact and growth of student achievement. Research and develop additional programs for academic support at Tier 2 and Tier 3 levels.</p> <p>Strategy's Expected Result/Impact: Increase ability to provide access to student grade level material that does not reflect high school or current grade level courses.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach Instructional Leaders Teachers</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collect student data, feedback, and instructional impact of FIT (Flexible Instructional Time) schedule.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate PEIMS coding submissions for correct data to support student funding and needs for homeless, migrant, and economically disadvantaged programs.</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.





Performance Objective 2: Identify and develop replacement/upgrade cycles for campus funded technology, furniture and instructional spaces.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and maintain replacement cycle for transition to ViewSonic technology. Strategy's Expected Result/Impact: As ViewSonic technology ages, campus will need a plan to replace devices. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop replacement cycle for 21st century flexible seating models installed in 22-23 school year. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate staff transition to laptop computers through pilot program starting in 22-23 school year and expanding in future years. Strategy's Expected Result/Impact: Determine additional needs and support for laptop implementation. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 1: Implement an effective Guidance and Counseling Department that meets the four components of TEA Guidance model program.





Evaluation Data Sources: Student support and responsive services
Student connections and involvement on campus

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors and administrators provide responsive services based on student-need to address social/emotional and behavioral issues as they arise.</p> <p>Strategy's Expected Result/Impact: Counselors and administrators will be accessible to students as needed for social/emotional and behavioral supports. Counselors will use additional resources for students and/or parents. Focus will be on healthy relationships for students with self, peers, family, and community.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students who are required to attend alternative discipline placement will be provided regular education services and counselors will provide transition services based on placement reason and corrective behavior and support.</p> <p>Strategy's Expected Result/Impact: Counselors, administrators and teachers will work to monitor student achievement. District counselor support services while in placement; monitoring progress on return from placement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals District Counseling support</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors and administrators will provide in-class educational opportunities to highlight the value of making health lifestyle choices. Educational opportunities and programs will include bullying/cyber-bullying, drug and alcohol awareness, suicide prevention, social/emotional health, and college/career readiness opportunities.</p> <p>Strategy's Expected Result/Impact: Counselors, administrators and teachers will be able to provide for both academic guidance and social/emotional development for all students. Implement and support Character Education through social studies classes on campus.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.





Performance Objective 2: Promote increased parent involvement and provide opportunities for all parents to participate in school activities that promote student success.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct parent informational sessions throughout school year including Open House opportunities, Course and Career Fairs, school performances and activities, and other CIT suggestions.</p> <p>Strategy's Expected Result/Impact: Parents and students will stay informed of school opportunities and student successes.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent Teacher Organization meetings with administration and counselors.</p> <p>Strategy's Expected Result/Impact: Forum allows for sharing of information between campus administrators and parents to better address needs of students and parents.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue availability of Scrappy Shack to promote parent and community involvement and enhance access to supplies needed for school success.</p> <p>Strategy's Expected Result/Impact: Positive examples of parents and community members are interacting with student "customers" as they purchase school supplies and other items.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify parent members to serve on the Campus Improvement Team to provide perspective from a parent view that increases communication and betters the overall school environment.</p> <p>Strategy's Expected Result/Impact: Parent will be able to supply school with valuable information and serve as a spokesperson in the community to foster the relationship between parent and school.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase information on Tivy/KISD web page. Provide updated information for parents and/or community on how to become more involved. Utilize campus social media sites to provide information, celebrations, and ways to be connected to campus.</p> <p>Strategy's Expected Result/Impact: Updates as necessary based on parent and community feedback.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Tivy Webmaster</p>	Formative		
	Oct	Feb	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: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 3: Implement strategies to increase student attendance to enhance academic successes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement attendance incentives attached to academic achievement Strategy's Expected Result/Impact: Ongoing analysis of attendance data to prevent students from losing credit based on attendance. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement "Student of the Marking Period" program in conjunction with local media to promote students with good school attendance and achievement. Strategy's Expected Result/Impact: Ongoing analysis of student, teacher, and parent/staff data to ensure effectiveness of strategy. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a Extra-curricular Leadership Team, Good Sportsmanship League, and School Announcement crew made up of various student leaders to provide campus improvement information and opportunities for feedback and growth. Strategy's Expected Result/Impact: Students will provide ongoing informal information for tracking and developing strategies. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Sponsors	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement credit recovery opportunities for students to recover academic credits and attendance hours as determined by need. Strategy's Expected Result/Impact: Counselors and administrators identify students in need of credit recovery in core subjects. Students will recover core credits to stay on track for graduation. Staff Responsible for Monitoring: Principal Associate Principal Counselors	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.





Performance Objective 4: Implement programs to foster community service opportunities, career experiences, and community relationships for all students on campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a community service calendar with input from staff, students, and parents to highlight one main service opportunity per month.</p> <p>Strategy's Expected Result/Impact: Student/staff and parent feedback on giving each student a chance to support a community cause and/or event.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Expand the Antler Leadership Team, National Honor Society, AFJROTC and the Interact clubs mission to provide community opportunities for all students including service, informational, and career experiences.</p> <p>Strategy's Expected Result/Impact: Students/staff leadership will emerge in the form of increased community presence and opportunities for all students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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Performance Objective 5: Implement strategies to increase student completion rate.

Evaluation Data Sources: Implement night school opportunities for students to recover academic credits and attendance hours as determined by need.

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify all leavers to track educational placement status Strategy's Expected Result/Impact: Review monthly leaver information Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Identify all potential non-completers and assign a case manager to investigate the educational placement of the student. Strategy's Expected Result/Impact: Review monthly leaver information and potential non-completers to develop plan. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide multiple opportunities for potential non-completers to continue their school career and graduate through returning to Tivy, attending HCHS or annex. or obtaining a GED Strategy's Expected Result/Impact: Review monthly leaver information. Ongoing consultation regarding services needed for identified students. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide summer school opportunities to allow students behind in credits to regain on target to graduate status. Strategy's Expected Result/Impact: Ongoing evaluation of transcripts and credit data for students by counselors and administration. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Evaluate PEIMS coding submissions for correct data to support student funding and needs for homeless, migrant, and economically disadvantaged programs.	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 6: Implement a school safety plan to prepare for and address safety situations as they arise.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Update school-safety plan as needed to reflect changes in staff, additional concerns and situations. Strategy's Expected Result/Impact: Procedures and preparation in place to address school and student safety at all times. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Campus SRO</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Team with school resource officer and district representatives to ensure campus procedures are maintained, staff is trained, and drills are practiced for staff and student readiness. Strategy's Expected Result/Impact: Procedures and preparation in place to address school and student safety at all times. Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide information to students and parents on safe practices with social media, internet safety, and use of the P3 campus system. Strategy's Expected Result/Impact: Educate parents, students, and community on challenges students face with social media, internet safety, P3 system, and campus safety. Staff Responsible for Monitoring: Principal Assistant Principal Associate Principal Campus SRO</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide information to parents, students, and staff to address vaping, social media, drug and alcohol awareness, bullying and cyberbullying, and harassment. Increase knowledge and access to Student Code of Conduct, Chapter 37 Discipline Code, and Student Handbooks.</p>	Formative		
	Oct	Feb	June

Strategy's Expected Result/Impact: Educate students and parents to avoid making or being involved in poor choices.

Staff Responsible for Monitoring: Principal

Associate Principal

Assistant Principals



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 7:

Implement school and classroom discipline strategies designed to increase student accountability and develop maturity in decision-making.

Evaluation Data Sources: Student achievement
 Discipline data
 Attendance data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development for all staff members on successful classroom and situation management.</p> <p>Strategy's Expected Result/Impact: Review of student achievement through benchmark, Ramirez data, other assessment tools, and teacher input as related to additional time in class and on task.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a campus wide classroom cell phone and device policy to decrease student distractions during instructional time.</p> <p>Strategy's Expected Result/Impact: Teachers will return to off and away during the instructional day with cell phones. Utilize charging stations, storage folders, and student backpacks to remove distraction of phones.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Teachers CIP Team</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			