

Spring Branch Independent School District

The Tiger Trail School

2023-2024 Campus Improvement Plan



Tiger Trail
School for Early Learning

Mission Statement

We are Innovators; working together to ensure that every child feels connected to our community and achieves or exceeds academic & social emotional expectations.

Vision

All things are possible,

When we're kind and responsible.

Working hard we do our best,

In our future we invest.

Tigers ROAR (clap, clap, clap)

Tigers ROAR (clap, clap, clap)

RRRRAAAAWWRRR!

Core Values

TTS Collective Values:

Teamwork

Innovation

Growth

Every Child

Relationships

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The **Tiger Trail School** serves students in early education grades to PK within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 80 students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 313

2021-2022: Enrollment – 290

2020-2021: Enrollment – 233

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at The Tiger Trail School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 62.9% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 94.6% At-Risk; 7.8% Immigrant; 2.6% Homeless; and 11.5% of students were identified for special education services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 32 (10.2%)

2021-2022: African American – 23 (7.9%)

2020-2021: African American – 15 (6.4%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 8 (2.6%)

2021-2022: Asian – 5 (1.7%)

2020-2021: Asian – 8 (3.4%)

2022-2023: Hispanic – 230 (73.5%)

2021-2022: Hispanic – 230 (79.3%)

2020-2021: Hispanic – 197 (84.6%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 28 (9.0%)
2021-2022: White – 26 (9.0%)
2020-2021: White – 11 (4.7%)

2022-2023: Two-or-more – 12 (3.8%)
2021-2022: Two-or-more – 5 (1.7%)
2020-2021: Two-or-more – *

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 296 (94.6%)
2021-2022: At-Risk – 265 (91.4%)
2020-2021: At-Risk – 215 (92.3%)

2022-2023: Economically Disadvantaged – 258 (82.4%)
2021-2022: Economically Disadvantaged – 261 (90.0%)
2020-2021: Economically Disadvantaged – 211 (90.6%)

2022-2023: Emergent Bilingual/English Learner – 197 (62.9%)
2021-2022: Emergent Bilingual/English Learner – 188 (64.8%)
2020-2021: Emergent Bilingual/English Learner – 170 (73.0%)

2022-2023: Gifted and Talented – NA
2021-2022: Gifted and Talented – NA
2020-2021: Gifted and Talented – NA

Note: Identification for G/T begins in the Spring of the Kindergarten year

2022-2023: Homeless – 8 (2.6%)
2021-2022: Homeless – *
2020-2021: Homeless – *

2022-2023: Immigrant – 24 (7.8%)
2021-2022: Immigrant – 2 (0.7%)
2020-2021: Immigrant – 18 (7.7%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 36 (11.5%)

2021-2022: Special Education – 20 (6.9%)

2020-2021: Special Education – 22 (9.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Demographics Strengths

The Tiger Trail School serves a diverse body of students and families. During the 2022-2023 school year, 62.9% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 94.6% At-Risk; 7.8% Immigrant; 2.6% Homeless; and 11.5% of students were identified for special education services. We are able to have an immersive approach to language instruction, vocabulary development, and social development. We are also afforded the opportunity to work with PreK 3 students and PreK 4 students in order to focus solely on Early Childhood learners and their specialized needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our families experience crisis associated with our demographics. **Root Cause:** Poverty

Problem Statement 2: The majority of our families have students who are academically at risk. **Root Cause:** Majority of Emergent Bilingual and English Language Learners

Student Achievement

Student Achievement Summary

The Tiger Trail School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring:

2021-22: 93% Rapid Letter Naming; 91% Rapid Vocabulary; 89% Early Writing; 90% Social and Emotional Development; 89% Math

2020-21: 86% Rapid Letter Naming; 77% Rapid Vocabulary; 84% Early Writing; 85% Social and Emotional Development; 86% Math

Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in English:

2022-23: 94% Rapid Letter Naming; 88% Rapid Vocabulary; 94% Early Writing; 88% Social and Emotional Development; 92% Math

2021-22: 88% Rapid Letter Naming; 88% Rapid Vocabulary; 86% Early Writing; 84% Social and Emotional Development; 89% Math

2020-21: 85% Rapid Letter Naming; 65% Rapid Vocabulary; 83% Early Writing; 82% Social and Emotional Development; 86% Math

Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in Spanish:

2022-23: 96% Rapid Letter Naming; 93% Rapid Vocabulary; 96% Early Writing; 96% Social and Emotional Development

2021-22: 97% Rapid Letter Naming; 93% Rapid Vocabulary; 92% Early Writing; 96% Social and Emotional Development

2020-21: 86% Rapid Letter Naming; 88% Rapid Vocabulary; 84% Early Writing; 88% Social and Emotional Development

Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Student Achievement Strengths

The Tiger Trail School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. This has resulted in 88% of our students or above meeting expectations in all areas of the EOY CIRCLE Progress Monitoring system in 22-23. The strength for TTS is in the area of Rapid Vocabulary which is 88-93% of our students meeting expectation.

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in English:

2022-23: 94% Rapid Letter Naming; 88% Rapid Vocabulary; 94% Early Writing; 88% Social and Emotional Development; 92% Math
2021-22: 88% Rapid Letter Naming; 88% Rapid Vocabulary; 86% Early Writing; 84% Social and Emotional Development; 89% Math
2020-21: 85% Rapid Letter Naming; 65% Rapid Vocabulary; 83% Early Writing; 82% Social and Emotional Development; 86% Math
Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in Spanish:

2022-23: 96% Rapid Letter Naming; 93% Rapid Vocabulary; 96% Early Writing; 96% Social and Emotional Development
2021-22: 97% Rapid Letter Naming; 93% Rapid Vocabulary; 92% Early Writing; 96% Social and Emotional Development
2020-21: 86% Rapid Letter Naming; 88% Rapid Vocabulary; 84% Early Writing; 88% Social and Emotional Development
Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a gap between the English classrooms (88%) and the Bilingual (96%) classrooms in the area of Social and Emotional Development. **Root Cause:** Poverty impacts social and emotional development as well as achievement.

Problem Statement 2: There is a gap between the English classrooms (88%) and the Bilingual (93%) in the area of Rapid Vocabulary Development. **Root Cause:** Poverty impacts the access to a wealth of book and real world experiences which naturally build vocabulary.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The talent strategy is to recruit and retain the best employees at The Tiger Trail School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2021-2022: Beginning – 0.0 FTE (0.0%)

2020-2021: Beginning – 0.0 FTE (0.0%)

2021-2022: 1-5 Years – 3.0 FTE (23.1%)

2020-2021: 1-5 Years – 4.0 FTE (30.8%)

2021-2022: 6-10 Years – 4.0 FTE (30.8%)

2020-2021: 6-10 Years – 2.0 FTE (15.4%)

2021-2022: 11-20 Years – 5.0 FTE (38.5%)

2020-2021: 11-20 Years – 4.0 FTE (30.8%)

2021-2022: 21-30 Years – 1.0 FTE (7.7%)

2020-2021: 21-30 Years – 3.0 FTE (23.1%)

2021-2022: Over 30 Years – 0.0 FTE (0.0%)

2020-2021: Over 30 Years – 0.0 FTE (0.0%)

2021-2022: Total – 22.3 FTE (100%)

2020-2021: Total – 17.9 FTE (100%)

Source: 2021-2022 and 2020-2021 Texas Academic Performance Reports (TAPR)

Staff Recruitment and Retention Strengths

The Tiger Trail school prioritizes staff recruitment and retention as evidenced by 94% teacher retention rate and 100% and the recruitment of all experienced teachers. Furthermore, we have recruited all highly experienced staff members and have a well development mentorship program for anyone new coming aboard.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Tiger Trail School has highly experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms. **Root Cause:** Increase in student developmental and social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.

Problem Statement 2: The Tiger Trail School student population continues to grow and there is a need for additional staff members. **Root Cause:** Tiger Trail added a dual language program, which increases the desire of the community to choose Tiger Trail School. Furthermore, after COVID, our numbers are naturally increasing.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

The Tiger Trail School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

The Tiger Trail School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Tiger Trail participates with multiple community partners and all parents throughout our community in order to support our schools. We have parents and partners that read to our children, provide funds and parent meetings, support student and staff needs, encourage STEM projects, and celebrate seasonal fun days with our students. We also have parents and community partners participate in decision making and academic success for all students.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Participation of parents in large group settings **Root Cause:** Limited facility resources such as a gym or cafeteria to host large campus wide events.

Problem Statement 2: Participation of parents in classes and engagement opportunities. **Root Cause:** Parents work outside of the home or have younger siblings which makes it difficult to participate in classes offered.

Goals

Goal 1: STUDENT ACHIEVEMENT. The Tiger Trail School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: EARLY LITERACY: By June 2024, The Tiger Trail School will increase the percentage of students who meet benchmarks on the CIRCLE assessments by 2 percentage points or $\geq 90\%$.

2022-23: English: 94% Rapid Letter Naming; 88% Rapid Vocabulary; 94% Early Writing
85% Phonological Awareness (Baseline Year)
Spanish: 96% Rapid Letter Naming; 93% Rapid Vocabulary; 96% Early Writing
91% Phonological Awareness (Baseline Year)

2021-22: English: 88% Rapid Letter Naming; 88% Rapid Vocabulary; 86% Early Writing
Spanish: 97% Rapid Letter Naming; 93% Rapid Vocabulary; 92% Early Writing

Evaluation Data Sources: CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

Strategy 1 Details

Strategy 1: Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, as well as collaborate with other educators in order to improve their own teaching.

Strategy's Expected Result/Impact: Staff development that improves the learning of all students using disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement.

Staff Responsible for Monitoring: Principal

Intervention Specialist

Teachers

Instructional Coach

Lead Teacher

Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional Development - 211 - Title I, Part A - \$10,000, Professional Development-Travel - 199 PIC 99 - Undistributed - \$1,000, Substitutes for Professional Development - 199 PIC 99 - Undistributed - \$1,030, Retirement for Teachers (Professional Development Subs) - 199 PIC 11 - Instructional Services - \$90

Strategy 2 Details

Strategy 2: Enable and engage learning for students through the use of software and technology that offers collaboration opportunities, provides assessment, and integrates with mobile learning.

Strategy's Expected Result/Impact: Inspiring and informing teachers and parents to influence student achievement, so critical close attention will be paid to how we train and support both new & experienced educators, and parents.

Staff Responsible for Monitoring: Principal
Instructional Coach
Intervention Specialist
Team Leaders
Teachers

Title I:

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Software and Technology such as Raz kids or other educational programs - 211 - Title I, Part A - \$3,000, Technology - 199 PIC 30 - At Risk School Wide SCE - \$1,000

Strategy 3 Details

Strategy 3: Purchase supplies and materials for math, science, social studies, social and emotional, motor development, and literacy that will prepare prekindergarten students with lifelong learning skills.

Strategy's Expected Result/Impact: Strengthen the academic program of the school and increase the amount of quality learning time to provide a well-rounded education.

Staff Responsible for Monitoring: Principal
Team Leaders
Teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Supplies and Materials - 211 - Title I, Part A - \$40,855, Reading Materials - 211 - Title I, Part A - \$3,000, Supplies and Materials - 199 PIC 11 - Instructional Services - \$11,400

Goal 1: STUDENT ACHIEVEMENT. The Tiger Trail School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY NUMERACY: By June 2024, The Tiger Trail School will increase the percentage of students who meet benchmarks on the CIRCLE Math assessment by 2 percentage points or $\geq 90\%$.

2022-23: 92% Math

2021-22: 89% Math

Evaluation Data Sources: CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

Strategy 1 Details
<p>Strategy 1: Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, as well as collaborate with other educators in order to improve their own teaching.</p> <p>Strategy's Expected Result/Impact: Staff development that improves the learning of all students using disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement.</p> <p>Staff Responsible for Monitoring: Principal Intervention Specialist Teachers Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 2 Details

Strategy 2: Students will participate in Project Based Learning and field investigation experiences on and/or off campus to provide them with meaningful and relevant connection to learning.

Strategy's Expected Result/Impact: Authentic application of literacy and math skills. The process of sharing artifacts and learning with others will result in learning becoming more purposeful for students and parents.

Staff Responsible for Monitoring: Principal

Intervention Specialist

Instructional Coach

Team Leaders

Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. The Tiger Trail School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2024, The Tiger Trail School will increase the number of students who meet or exceed end of year benchmarks on formative assessments by 2 percentage points or \geq to 90%.

2022-23: 92% Letter ID (Upper Case); 90% Letter ID (Lower Case); 87% Letter Sound; 77% Concepts About Print

Evaluation Data Sources: EOY District Formative Assessment

Strategy 1 Details

Strategy 1: Increase student opportunities for authentic problem based learning and vocabulary development so that all students, (including English Language Learners, Economically Disadvantaged, children with disabilities, Homeless, At Risk), participate: in at least two projects: and in two field investigation experiences (such as Oil Ranch, Zoo, community businesses, in learning school experiences) to provide relevant connections to their learning. The students will also participate in transitional visits to their future elementary schools to better understand the world around them, build vocabulary, and transitional knowledge of their future in education.

Strategy's Expected Result/Impact: Rigorous and authentic learning experiences will result in increased student performance.

Staff Responsible for Monitoring: Principal

Instructional Coach
Intervention Specialist
Team Leaders
Teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Funding Sources: Transitional visits and field experiences - 211 - Title I, Part A - \$3,500

Goal 2: STUDENT SUPPORT. The Tiger Trail School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, The Tiger Trail School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: Campus leadership, Community In School Liaison (CIS), and intervention specialist will work to align discipline systems through positive behavior supports, a positive discipline matrix, family engagement, and lessons (whole group, small group, individualized) for our students addressing self concept skills, self-control skills, social competence skills and social awareness skills.

Strategy's Expected Result/Impact: The integration of positive behavior supports such as Project Class or other positive behavior support systems to Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections.

Lessons and strategies will improve the classroom climate and promote community and connection.

Staff Responsible for Monitoring: Principal

Intervention Specialist
Community In Schools
Teachers

Title I:

2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Provide family education, engagement, and empowerment opportunities that address the needs of all families including, but not limited to, families of students with disabilities, English Language Learners, Homeless, Economically Disadvantaged, and all minority students and under-represented groups.

Strategy's Expected Result/Impact: Families as partners supporting the academic growth and development of Every Child.

Staff Responsible for Monitoring: Principal

Communities in School

Intervention Specialist

Teachers

504/SSC Coordinator

Title I:

2.5, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Parental Supplies and Materials - 211 - Title I, Part A - \$1,113, Snacks for parent meetings - 211 - Title I, Part A - \$500

Strategy 3 Details

Strategy 3: Ensure outstanding customer service, a welcoming environment and a designated space for all families guided by the SBISD Share A Smile Customer Service Commitments.

Strategy's Expected Result/Impact: We are here to provide all customers with extraordinary service. We want our customers to know:

+ You are Welcome here!

+ We Listen to you!

+ We are solutions-minded.

+ We appreciate and respect our customers

Staff Responsible for Monitoring: Principal

Communities In Schools

Nurse

Title I:

4.1

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Supply Office - 199 PIC 99 - Undistributed - \$3,250

Goal 2: STUDENT SUPPORT. The Tiger Trail School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, The Tiger Trail School will implement interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Provide a paraprofessional for assisting the teachers in the implementation of a developmental appropriate pre-kindergarten program including student instructional lessons and interventions which meet the social, emotional, physical, and intellectual needs of all students.

Strategy's Expected Result/Impact: Paraprofessionals will assist all students in meeting or exceeding behavior and academic expectations.

Staff Responsible for Monitoring: Principal
Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Substitute & Overtime for Paraprofessionals - 199 PIC 11 - Instructional Services - \$3,350, Substitute & Overtime for Paraprofessionals - 199 PIC 99 - Undistributed - \$5,000

Strategy 2 Details

Strategy 2: Our Intervention specialist will work with leadership to align and assist with academic, behavior, and discipline systems and provide whole group , small group, and individualized lessons.

Strategy's Expected Result/Impact: This targeted support will be accomplished through weekly/monthly data analysis, Response to Intervention plans, and Student Support Committees.

Staff Responsible for Monitoring: Principal
Intervention Specialist

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Intervention Specialist - 211 - Title I, Part A - \$99,282

Goal 2: STUDENT SUPPORT. The Tiger Trail School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at The Tiger Trail School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data

Strategy 1 Details
<p>Strategy 1: The leadership team, Attendance Specialist, Community In Schools Liaison, and teaching staff will collaborate in order to assure consistent attendance by all students through supports such as systematic awards, phone calls home, truancy meetings, letters home, and home visits.</p> <p>Strategy's Expected Result/Impact: Truancy District data systems, leadership meetings, and teacher feedback.</p> <p>Staff Responsible for Monitoring: Leadership ADA CIS Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 3: SAFE SCHOOLS. The Tiger Trail School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Behavior Intervention Plans

Strategy 1 Details
<p>Strategy 1: Implement a consistent Discipline Management Plan and Behavior Flow Chart to support a consistent system for managing student infractions.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and academic performance.</p> <p>Staff Responsible for Monitoring: Director Intervention Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>

Goal 3: SAFE SCHOOLS. The Tiger Trail School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.

Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team .
Each campus team will meet three times per year so that all campuses will be able to refine safety practices.

Staff Responsible for Monitoring: Principal
Intervention Specialist
Team Leaders

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: Participate in campus safety audit.

Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.

Staff Responsible for Monitoring: Principal
Safety Committee

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Goal 3: SAFE SCHOOLS. The Tiger Trail School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Strategy 1 Details

Strategy 1: Ensure that the campus clinic has appropriate materials to support students and staff.

Strategy's Expected Result/Impact: Ensure that the campus clinic has appropriate materials to support students and staff.

Staff Responsible for Monitoring: Director
Nurse

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 2: Strategic Staffing

Funding Sources: Clinic - 199 PIC 11 - Instructional Services - \$500

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.

Staff Responsible for Monitoring: Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus Emergency Operations Plan.

Staff training documents maintained.

EOP submitted by September 1st.

Staff Responsible for Monitoring: Principal

Safety Committee

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

Goal 4: FISCAL RESPONSIBILITY. The Tiger Trail School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Retirement for Teachers (Professional Development Subs)		\$90.00
1	1	3	Supplies and Materials		\$11,400.00
2	2	1	Substitute & Overtime for Paraprofessionals		\$3,350.00
3	3	1	Clinic		\$500.00
Sub-Total					\$15,340.00
Budgeted Fund Source Amount					\$15,340.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Technology		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development-Travel		\$1,000.00
1	1	1	Substitutes for Professional Development		\$1,030.00
2	1	3	Supply Office		\$3,250.00
2	2	1	Substitute & Overtime for Paraprofessionals		\$5,000.00
Sub-Total					\$10,280.00
Budgeted Fund Source Amount					\$10,280.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$10,000.00
1	1	2	Software and Technology such as Raz kids or other educational programs		\$3,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and Materials		\$40,855.00
1	1	3	Reading Materials		\$3,000.00
1	3	1	Transitional visits and field experiences		\$3,500.00
2	1	2	Parental Supplies and Materials		\$1,113.00
2	1	2	Snacks for parent meetings		\$500.00
2	2	2	Intervention Specialist		\$99,282.00
Sub-Total					\$161,250.00
Budgeted Fund Source Amount					\$161,250.00
+/- Difference					\$0.00
Grand Total Budgeted					\$187,870.00
Grand Total Spent					\$187,870.00
+/- Difference					\$0.00