

White Settlement Independent School District

Tannahill Intermediate

2024-2025 Campus Improvement Plan



TANNAHILL
INTERMEDIATE

Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Core Beliefs

We believe:

- Students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
 - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.	14
Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.	20
Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.	23
Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.	25
Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.	27
State Compensatory	29
Budget for Tannahill Intermediate	29
Personnel for Tannahill Intermediate	29
Title I Personnel	30
Campus Funding Summary	31

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our campus needs are to continually support and raise expectations for our SPED, ELL and advanced students.

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Summary

Tannahill Intermediate School (TIS) is a 6th grade campus with 451 students as of 9/6/24 located within White Settlement ISD. All demographic data will be updated after October snapshot date.

Demographics Strengths

The strengths at Tannahill Intermediate School (TIS) lie within its diversity. The data from our demographic summary show TIS students can collaborate and learn alongside a diverse group of peers. Students are able to learn from others outside their own races, cultures, and socioeconomic backgrounds to gain perspectives they would not have known otherwise.

Community stakeholders are also diverse. The community stakeholders include, but are not limited to; parents, business owners, neighbors, and volunteers. The iversity in our school mirrors the diversity in White Settlement stakeholder group. Our community stakeholders share the same values as our campus administrators, staff, and students. The evidence can be seen in our campus surveys and school wide demographics data.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years. **Root Cause:** Early diagnosis, scientific data, and more accessible information is the root cause behind the growth in our Special populations

Problem Statement 2: Test results show that Tannahill EL students are scoring low on assessments. **Root Cause:** Students that are learning a second language often need additional support.

Student Learning

Student Learning Summary

Although standardized assessments are only one way to measure success of our students, it is the most well recognized measurement of student success. With that in mind, our goal is for all students to meet the passing standard and show growth in all areas tests. All Texas schools will be assessed on how students perform on the ELAR and Mathematics STAAR exam.

For any students who are unsuccessful on any administered test, an intensive plan of accelerated instruction will be developed.

	STAAR Performance - 2024			
		Approaches	Meets	Masters
5th ELA/Reading		71%	42%	19%
5th Mathematics		67%	38%	15%
6th ELA/Reading		72%	44%	12%
6th Mathematics		56%	21%	5%

Student Learning Strengths

- All core teachers meet weekly with an administrator and instructional coach to plan for and monitor instruction.
- All students who did not meet standards on the STAAR are enrolled in Bear Time to meet intervention requirements.
- Tannahill students received attendance awards, achieving 95% or greater.
- Tannahill students are rewarded for academic growth throughout the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier 1 instruction is currently not meeting the needs of all students. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards.

Problem Statement 2 (Prioritized): STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. **Root Cause:** The quality

of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.

School Processes & Programs

School Processes & Programs Summary

TIS is organized into grade-level departments by subject. These departments meet weekly in their Professional Learning Communities (PLC's) to discuss how the curriculum will be addressed and how the data will drive their instruction. The district and campus-level administrators support each department's curriculum as long as it is standards and data-driven. Additionally, teachers provide Tier 2 intervention through GRIT time and Tier 3 through Bear Time.

Each department has a designated Department Head who guides the team through campus changes and notifies them of updates. The schedule is broken into 7 sections, one of which is a homeroom/GRIT designed to allow students to receive interventions.

The collaborative coaching model implemented by WSISD this year, allows for administrators, instructional coaches, and teachers to collaboratively learn and grow. These learning walks and coaching sessions will ensure Tier 1 instruction is implemented with fidelity.

The partnership between school and home is an important component of our students' success. TIS utilizes a campus website, Smore Newsletter, Facebook, School Status, and Skylert email/text/voice calls to keep our families and community up to date on campus information and events. In addition, School Status is used for teachers and staff to call home, text, email and translate if needed.

As part of the district technology initiative, Dell laptops are available to all students. The flexibility of these devices provides the teacher and student with different avenues to enrich learning. Flexibility is also key to develop ways to close gaps and provide remediation in real-time. Smartboards are included in all classrooms.

WSISD curriculum is aligned with the state Texas Essential Knowledge and Skills (TEKS) which focus on college and career readiness. In addition, the district implements TEKS Resources for lateral and vertical alignment. Teacher feedback will be provided to students through classroom participation, classwork, formative assessments, summative assessments, use of Canvas, and benchmarks.

School Processes & Programs Strengths

The TIS master schedule ensures that core departments have the same PLC period, allowing them the time necessary to have a designated PLC time to collaborate and investigate the data in order to better service students. PLC's meet weekly in the PLC room with an administrator and instructional coach to collaborate interventions and instructional needs for goals in the classroom. Our campus and district also sends out numerous surveys asking for input on various items including a mid-year and end of year survey.

Current programs are listed below:

- Meet the Teacher Night
- Spring Student Showcase
- Home Visits
- End of Year Awards
- Hope Squad
- STUCO
- Homework Club
- Running Bears
- Common planning periods for departments.
- Common curriculum through TEKS Resource.
- Weekly PLC's to discuss strategies, student achievement, intervention strategies, and goals.

- Tier 2 Interventions through GRIT.
- Tier 3 Interventions through Bear Time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students under achieve in attendance, academically, and behaviorally with the processes in place. **Root Cause:** Strong systems and procedures were not in place for parent, student, and staff accountability.

Problem Statement 2: Surveys indicate a need for professional development that supports differentiation in the classroom. **Root Cause:** Teachers currently have a misconception of how to correctly differentiate instruction causing an achievement gap with the increased number of students identified as 504, SPED and LPAC.

Perceptions

Perceptions Summary

The TIS staff establishes and maintains positive connections with our students, parents, and community. Our administrative team is dedicated to being visible, available, and ready to address any needs and/or concerns that may arise. Our counselor is dedicated to meeting the needs of our students and will focus on the WSISD character traits of respect, integrity, judgement, confidence, responsibility, sportsmanship, honesty, courtesy, and perseverance. The focus of ensuring our students have the tools necessary to be successful in the classroom and in life contributes to the safe and positive school culture and climate. All staff are empowered to address misbehavior as it occurs which ensures that our students exhibit respect and responsibility at all times. Students are an integral part of ensuring our campus is safe and productive place to learn by reporting unsafe behaviors promptly.

Students are encouraged to become, and remain, active participants and take pride in being a Brewer Bear. Academic success is of the utmost importance at TIS and is supported through our after school homework club. Homework club always has certified teachers available to assist students with their needs. Before school tutoring is also available on an individual basis.

All teachers and staff at TIS meet the highly qualified guidelines. New teachers are assigned a mentor teacher and participate in the district's Developing Distinguished Educators program.

The partnership between school and home is a priority. Our staff communicates through School Status to ensure strong communication is maintained. TIS utilizes Student Conductor to inform parents about any tardies or minor infractions their student receives.

Perceptions Strengths

- Highly qualified teachers and staff.
- Research based professional development provided by WSISD C&I department in addition to trainings through Region XI Service Center.
- New mentor teacher program.
- Developing Distinguished Educators program.
- Varying leadership opportunities.
- Trainings based on needs of the campus.
- TIS has a 1:1 ration of students to computers as part of the district technology initiative.
- Schedule pick-up prior to school starting.
- Meet the Teacher night

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Per the 23-24 school year parent and staff surveys, communication is not regularly given or easy to understand. **Root Cause:** Lack of regular communication and staff meetings with staff from admin. Lack of regular communication from staff to parents.

Priority Problem Statements

Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students.

Root Cause 1: The quality of Tier 1 panning has not met the rigor of the grade level standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students under achieve in attendance, academically, and behaviorally with the processes in place.

Root Cause 2: Strong systems and procedures were not in place for parent, student, and staff accountability.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading.

Root Cause 3: The quality of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Per the 23-24 school year parent and staff surveys, communication is not regularly given or easy to understand.

Root Cause 4: Lack of regular communication and staff meetings with staff from admin. Lack of regular communication from staff to parents.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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





Goals

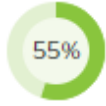




Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1: Through high quality Tier 1 instruction, the meets category across STAAR tested subjects will grow by 15%.

High Priority

Evaluation Data Sources: Benchmarks, Interim Assessments, and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will keep data/goal sheets and track their progress.</p> <p>Strategy's Expected Result/Impact: Purposeful reflection that helps drive improved test scores. Students become driven to see what the data states and become more aware of their own capabilities. Tutoring will be assigned through Bear Time to help close gaps on TEKS that each individual student is still showing deficiencies.</p> <p>Staff Responsible for Monitoring: Math and ELAR teachers, administrators, instructional coaches.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentional master scheduling paired with strategic and proactive student scheduling that ensures student academic growth.</p> <p>Strategy's Expected Result/Impact: Enables teachers to provide rigorous instruction for all students' success.</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principals, Instructional Coaches, Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Progress Learning, a computer aided instructional software to intervene in reading and math standards.</p> <p>Strategy's Expected Result/Impact: STAAR scores, interim data, benchmark data, and unit assessments</p> <p>Staff Responsible for Monitoring: Core teachers, RTI coordinator, administrators, instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I Funds - \$4,500</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<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>				

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.</p>
<p>Problem Statement 2: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.</p>
School Processes & Programs
<p>Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures were not in place for parent, student, and staff accountability.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: Tannahill faculty and students will maintain an attendance rate of 94% each month during the school year.

High Priority

Evaluation Data Sources: Daily and Monthly ADA Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Student incentives for perfect attendance weekly, monthly, and grading period. Strategy's Expected Result/Impact: Improved attendance across campus which will ultimately aide in student success. Staff Responsible for Monitoring: RTI Coordinator, Assistant Principal, Attendance Clerk Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance will be closely monitored and communicated with parents. Strategy's Expected Result/Impact: Increase in campus attendance rate which will result in student academic growth. Staff Responsible for Monitoring: RTI coordinator, attendance clerk, teachers Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.</p> <p>Problem Statement 2: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.</p>

School Processes & Programs




Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. **Root Cause:** Strong systems and procedures were not in place for parent, student, and staff accountability.

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 3: Implement an effective Tier 2 and Tier 3 intervention plan to ensure student growth.

High Priority

Evaluation Data Sources: formative assessments, summative assessments, benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: School-wide Tier 2 Tutoring through GRIT for students that is flexible and meets the needs of all students. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our students that are struggling. Staff Responsible for Monitoring: Math and ELAR teachers, RTI team, administrators, instructional coaches.</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Progress Learning, a computer aided instructional software to intervene in reading and math standards. Strategy's Expected Result/Impact: Increase on STAAR scores, interim data, benchmark data, and unit assessments Staff Responsible for Monitoring: Core teachers, RTI coordinator, administrators, instructional coaches</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: School-wide Tier 3 Tutoring through Bear Time for students that is flexible and meets the needs of all students. Strategy's Expected Result/Impact: Increase on STAAR scores, interim data, benchmark data, and unit assessments Staff Responsible for Monitoring: Core teachers, RTI coordinator, administrators, instructional coaches</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning






Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards.

Problem Statement 2: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 1: TIS will send out a newsletter to parents on a bi-weekly schedule.

Evaluation Data Sources: Weekly communication data from School Status and Social Media Platforms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Smore Newsletters to provide consistent communication to parents.</p> <p>Strategy's Expected Result/Impact: Improvement on parent survey in regards to communication.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<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>				






Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Per the 23-24 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of regular communication and staff meetings with staff from admin. Lack of regular communication from staff to parents.</p>

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 2: TIS will implement the same cell phone policy held at BMS to minimize distractions in classroom and improve student engagement.

Evaluation Data Sources: cell phone violations spreadsheet, school status






Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate cell phone policy to students and parents at Meet the Teacher night and through Smore newsletter.</p> <p>Strategy's Expected Result/Impact: Increased classroom engagement</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 4.2</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<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>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures were not in place for parent, student, and staff accountability.</p>

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 3: All students and staff will wear school/district issued IDs at all times.

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will issues every student an ID and lanyard.</p> <p>Strategy's Expected Result/Impact: The ability to properly identify every individual on campus.</p> <p>Staff Responsible for Monitoring: administrators, teachers, and staff.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				












Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures were not in place for parent, student, and staff accountability.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1: 100% of organizational strategies will align to the campus needs assessment.

Evaluation Data Sources: staff surveys and feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Duty schedule organized to allow all math, reading, and science teachers to host daily tier 2 tutoring sessions. Strategy's Expected Result/Impact: Increased participation in tutoring by all student populations. Increased student performance levels by all students. Staff Responsible for Monitoring: Core teachers, RTI coordinator, admin, instructional coaches</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a PLC schedule in which all teachers can collaborate on a weekly basis. Strategy's Expected Result/Impact: PLC schedule and agenda minutes. Staff Responsible for Monitoring: Administrators and teachers.</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators will develop a process for tier 2 behavior intervention and data collection in the classroom and tier 3 behavior intervention referrals to administration. Strategy's Expected Result/Impact: Improved behavioral intervention response time and decreased discipline referrals. Staff Responsible for Monitoring: Classroom teachers, RTI coordinator, and administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards.

Problem Statement 2: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.







School Processes & Programs

Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. **Root Cause:** Strong systems and procedures were not in place for parent, student, and staff accountability.

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: 100% of staff professional development will align to campus and district needs.

Evaluation Data Sources: Learning walks, central administration feedback, teacher requested trainings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and follow up feedback gathered from learning walks on the campus.</p> <p>Strategy's Expected Result/Impact: Increased rigor and relevance in the classroom that will ultimately increase the student scores on state assessments.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, teachers</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and instructional coaches commit to consistently being active participants in the PLC process.</p> <p>Strategy's Expected Result/Impact: Allows for planned PD to address areas of need.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.</p>
<p>Problem Statement 2: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards and Tier 2 was not previously implemented effectively.</p>
School Processes & Programs
<p>Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures were not in place for parent, student, and staff accountability.</p>




Perceptions







Problem Statement 1: Per the 23-24 school year parent and staff surveys, communication is not regularly given or easy to understand. **Root Cause:** Lack of regular communication and staff meetings with staff from admin. Lack of regular communication from staff to parents.

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: TIS will identify, grow and retain qualified staff to build capacity at all levels. 100% of all staff will be highly qualified.

Evaluation Data Sources: High retention rate, Staff Surveys, Learning walks, and PLC.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will partner with teachers and the C&I departments to focus on professional growth.</p> <p>Strategy's Expected Result/Impact: Teachers feel supported in their learning process.</p> <p>Staff Responsible for Monitoring: Administration and instructional coaches.</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain an effective support system for new teachers to assist in the retention of highly qualified staff members.</p> <p>Strategy's Expected Result/Impact: Improvement of positive feedback on staff survey in the area of feeling supported.</p> <p>Staff Responsible for Monitoring: administrators, mentor teachers.</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for all campus employees to participate in the decision-making process. Communicate effectively with teachers and staff including the "why" behind decisions.</p> <p>Strategy's Expected Result/Impact: Increase on positive feedback on campus survey.</p> <p>Staff Responsible for Monitoring: administrators,</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve communication with all staff through the use of weekly staff meetings and weekly staff newsletter.</p> <p>Strategy's Expected Result/Impact: Increased positive feedback on staff/campus survey in regards to communication which will result in higher staff retention rate.</p> <p>Staff Responsible for Monitoring: administrators.</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide teacher affirmations during staff meetings, weekly newsletter, and Teacher/Employee of the Month/Year.</p> <p>*Continue Sunshine Committee to recognize birthdays, hospital stays, and honor staff appreciation days.</p> <p>Strategy's Expected Result/Impact: Increased positive feedback on staff/campus survey in regards to communication which will result in higher staff retention rate.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.</p>
School Processes & Programs
<p>Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures were not in place for parent, student, and staff accountability.</p>
Perceptions
<p>Problem Statement 1: Per the 23-24 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of regular communication and staff meetings with staff from admin. Lack of regular communication from staff to parents.</p>

State Compensatory

Budget for Tannahill Intermediate

Total SCE Funds: \$305,231.00

Total FTEs Funded by SCE: 3.7

Brief Description of SCE Services and/or Programs

--

Personnel for Tannahill Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crystal Intfen	Instructional Coach	0.2
Erin Sierra	Instructional Coach	1
Lisa Collett	Teacher	1
Litzeny Benitez-Rondinely	Teaching Assistant	0.5
Silvia Garcia	Teaching Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Maitlen	Teacher	Title I	1
Kayla Swinford	Teaching Assistant	Title I	1
Rebecca Buchanan	Instructional Coach	Title I	0.15

Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$4,500.00
Sub-Total					\$4,500.00