

White Settlement Independent School District

Tannahill Intermediate

2024-2025 Campus Improvement Plan



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.

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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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will keep data/goal sheets and track their progress. 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. Staff Responsible for Monitoring: Math and ELAR teachers, administrators, instructional coaches. Title I: 2.4, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Intentional master scheduling paired with strategic and proactive student scheduling that ensures student academic growth. Strategy's Expected Result/Impact: Enables teachers to provide rigorous instruction for all students' success. Staff Responsible for Monitoring: Principal, Assistance Principals, Instructional Coaches, Counselor Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Utilize Progress Learning, a computer aided instructional software to intervene in reading and math standards. Strategy's Expected Result/Impact: STAAR scores, interim data, benchmark data, and unit assessments Staff Responsible for Monitoring: Core teachers, RTI coordinator, administrators, instructional coaches Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2 Funding Sources: - Title I Funds - \$4,500	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Discontinue
Strategy 4 Details	Reviews			
Strategy 4: Math manipulatives will be utilized to provide hands-on visual learning experiences in order to deepen students' conceptual understanding. Strategy's Expected Result/Impact: STAAR scores, interim data, benchmark data, and unit assessments Staff Responsible for Monitoring: Core teachers, administrators, instructional coaches Problem Statements: Student Learning 1, 2 Funding Sources: - Title I Funds - \$3,707.51, Amazon - Pencils for recording problem-solving in math - Title I Funds - \$182.07	Formative			Summative
	Oct	Dec	Feb	Apr
	 No Progress	 No Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 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.

Student Learning
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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
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. Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
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 Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2 Funding Sources: - Title I Funds	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Discontinue

Strategy 3 Details	Reviews			
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 Title I: 2.4, 2.6 Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize newsletters like Smore to provide consistent communication to parents. Strategy's Expected Result/Impact: Improvement on parent survey in regards to communication. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 Problem Statements: Perceptions 1 Funding Sources: The Parent Institute Newsletters, Quick Tips, & Student Tips in English and Spanish - Title I Funds - \$1,550	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Performance Objective 1 Problem Statements:

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 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
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Communicate cell phone policy to students and parents at Meet the Teacher night and through Smore newsletter. Strategy's Expected Result/Impact: Increased classroom engagment Staff Responsible for Monitoring: Administrators. Title I: 4.2 Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Dec	Feb	Apr
		 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					









Performance Objective 2 Problem Statements:

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 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.

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 3 Problem Statements:













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 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
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 Title I: 2.4, 2.6 Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	Apr
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
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. Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	Apr
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
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 Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

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			
Strategy 1: Provide training and follow up feedback gathered from learning walks on the campus. Strategy's Expected Result/Impact: Increased rigor and relevance in the classroom that will ultimately increase the student scores on state assessments. Staff Responsible for Monitoring: Administrators, instructional coaches, teachers Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Administrators and instructional coaches commit to consistently being active participants in the PLC process. Strategy's Expected Result/Impact: Allows for planned PD to address areas of need. Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:











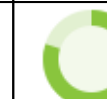

Student Learning
Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 planning has not met the rigor of the grade level standards.
Problem Statement 2: STAAR and interim data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 planning 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.
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			
Strategy 1: Administrators will partner with teachers and the C&I departments to focus on professional growth. Strategy's Expected Result/Impact: Teachers feel supported in their learning process. Staff Responsible for Monitoring: Administration and instructional coaches. Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Maintain an effective support system for new teachers to assist in the retention of highly qualified staff members. Strategy's Expected Result/Impact: Improvement of positive feedback on staff survey in the area of feeling supported. Staff Responsible for Monitoring: administrators, mentor teachers. Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase on positive feedback on campus survey. Staff Responsible for Monitoring: administrators, Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: Improve communication with all staff through the use of weekly staff meetings and weekly staff newsletter. Strategy's Expected Result/Impact: Increased positive feedback on staff/campus survey in regards to communication which will result in higher staff retention rate. Staff Responsible for Monitoring: administrators. Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Reviews			
Strategy 5: Provide teacher affirmations during staff meetings, weekly newsletter, and Teacher/Employee of the Month/Year. *Continue Sunshine Committee to recognize birthdays, hospital stays, and honor staff appreciation days. Strategy's Expected Result/Impact: Increased positive feedback on staff/campus survey in regards to communication which will result in higher staff retention rate. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.
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.
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.

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-Rondinelly	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
1	1	4			\$3,707.51
1	1	4	Amazon - Pencils for recording problem-solving in math		\$182.07
1	3	2			\$0.00
2	1	1	The Parent Institute Newsletters, Quick Tips, & Student Tips in English and Spanish		\$1,550.00
Sub-Total					\$9,939.58

Addendums



White Settlement Independent School District Title I, Part A Elementary & Secondary Education Act

PARENT COMPACT

The purpose of the parent school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education. This agreement is a three-way partnership with a specific goal in mind. It is important that each person assume his or her responsibilities.

AS A PARENT/GUARDIAN I PLEDGE TO:

- Support my child by ensuring that they attend school daily and arrive at school on time
- Encourage my child to participate in school activities and to complete all assignments
- Seek information regarding my child's progress by conferencing with teachers, principals, and other school district personnel
- Aim to attend parent conferences and visit my child's classroom to discuss and participate in their education
- Participate in parent activities to contribute to the decision-making process with the WSISD
- Encourage my child to follow the rules and regulations of the school

Parent's/Guardian's Signature _____ Date _____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:

- Maintain and foster high standards of academic achievement
- Respectfully and accurately inform parents of their child's progress
- Have high expectations for myself, students, and parents
- Demonstrate professional behavior and a positive attitude
- Respect and value the uniqueness of each child and family

Teacher's Signature _____ Date _____

AS A STUDENT I PLEDGE TO:

- Show respect for myself, my school, and other people
- Work hard to do my best in class and to complete my homework
- Attend school regularly and on time
- Accept responsibility for my own actions
- Make an effort to do my best to learn
- Discuss with my parents what I am learning in school
- Work to resolve conflicts in positive, non-violent ways

Student's Signature _____ Date _____



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

2024-2025 Parent and Family Engagement Policy

8/28/24

Statement of Purpose

White Settlement ISD believes learning is a shared responsibility that requires active involvement by students, staff, families and the community. The WSISD Board of Trustees, administration, teachers, support staff, families and community members will work collaboratively to create a positive learning environment for all students that:

- fosters a culture of excellence and empowers Brewer Bears to be innovators and leaders of tomorrow by providing premier education (WSISD Mission).
- develops passion to learn in every student and helps each child determine his/her purpose for the future (WSISD Vision).
- supports and engages parents in learning activities with children at home and school.
- provides frequent communication with parents/families regarding school and district activities, programs and initiatives.
- provides ongoing, two-way, meaningful communication that facilitates mutual understanding and stimulates student success.
- provides a variety of activities that encourage parents/families to be actively engaged in their student's learning.
- provides life-long learning opportunities for parents.
- provides staff training that enhances the home/school partnership.

Develop the Policy with Families

The Parent and Family Engagement Policy will be developed and reviewed annually by the District Planning Committee which consists of teachers, administrators, parents, and business and community members. This group will meet a minimum of four times per academic school year to plan, implement, and review the policy.

The district will encourage participation in the DPC through personal invitations and the WSISD website.

The policy will be made available to parents/families and the community through the WSISD website.

Involve Families in Developing the Title I Plan (District Improvement Plan)

Parent volunteers on the District Planning Committee will represent the diversity of the population and two or more parents will have children participating in a Title 1 program. The committee will convene at a time and place convenient to all its members.

The committee will provide input regarding the development of the district and campus improvement plans as it pertains to parent involvement and family engagement.

The District Planning Committee, comprised of parents, teachers, administrators, paraprofessionals, community members and business representatives, will review the District Improvement Plan annually and incorporate the Parent and Family Engagement Policy into the Family and Community Involvement section of the District Improvement Plan.

Provide Coordination and Assistance to Schools

WSISD will provide the coordination, technical assistance and other support necessary to assist our participating schools with planning and implementing effective family engagement activities to improve student academic achievement and school performance. The coordination, assistance and support includes:

- Designation of a District Parent and Family Engagement Liaison.
- Including Title I Parents in their school's Campus Planning Committee so that specific matters related to Title I students can be presented and acknowledged.
- Allocating district resources to parent engagement activities.
- Designation of a Title I Parent and Family Engagement Liaison at each Title I school.

WSISD will also provide training to enhance the skills of teachers, principals and other necessary staff in the following areas:

- The value and usefulness of parent contributions.
- How to reach out to, communicate with and work with parents as equal partners.
- Implementing and coordinating parent programs.
- Building ties between parents and schools.

Build Capacity of Schools and Parents

High student achievement is the result of effective home/school/community partnerships. Family engagement activities will be scheduled throughout the school year to foster this collaboration to enhance the family/school/community partnership.

The district will support activities that focus on the improvement of student achievement socially and academically. As a result, learning strategies will be shared with parents to improve student achievement and address the needs of all students.

WSISD will:

- Provide in-person, family engagement opportunities that promote student academic achievement, school/home relationships, and student involvement in extra-curricular activities.
- Utilize the District Planning Committee to provide advice on all matters related to family engagement in programs supported under this section.
- Support the schools in providing timely communication to families, ensuring that families are engaged and informed. The district will utilize a variety of communication methods including but not limited to: Skylert Messaging System; SchoolStatus; paper flyers and letters; social media; and district website. The schools will also utilize the Canvas Learning Management System and Gradebook/Skyward to communicate educational objectives and expectations with families.
- Provide assistance to parents in how to monitor a child's progress and how to understand state standards and assessments.
- Provide education to help parents work with their children to improve their children's achievement, such as literacy and technology. Avenues include the Canvas Learning Management System,

Gradebook/Skyward, campus literacy and curriculum nights, etc.

- Provide education and communication to teachers and school personnel to help them with assisting parents, valuing the contributions of parents, working with parents as partners, and building ties between parents and the school.
- Develop appropriate roles for community-based organizations and businesses in parental engagement activities. Community organizations and businesses will be encouraged to participate in district-wide events. Various district and campus committees will include business and community representatives such as the School Health Advisory Council and the District Planning Committee. The district will also utilize the WSISD Education Foundation.
- Provide life-long learning opportunities for families as well as parent/family classes/workshops through the Family Resource Center.
- To the extent feasible, coordinate and integrate family engagement strategies under other programs.
- Provide information to parents in a uniform and understandable format and, to the extent practicable, in a language parents can understand.
- May arrange school meetings at a variety of times or conduct home visits.
- May adopt and implement model approaches to improving family engagement.

Coordination of Programs

WSISD will assess the needs of families and children in the community using a variety of tools including data and discussions from: grade level team meetings, Campus Planning Committee meetings, Professional Learning Communities, Instructional Focus meetings with campus and district instructional administration, and results from the end-of-year campus parent surveys. The district will utilize the results to develop effective programs that address needs and revise existing programs.

Annual Evaluation of Effectiveness of Parent Engagement Policy

The parent and family engagement program will implement effective family engagement activities to improve student academic achievement and school performance.

The district and campus will provide assistance and resources to facilitate the parental engagement program, and the District Planning Committee (DPC) will annually evaluate the content and effectiveness of the policy and its programs. Surveys, assessment data and other resources will be used to determine the needs and develop revised strategies for student success. Revisions to the District Improvement Plan and the Parent and Family Engagement Policy will be developed with input from the DPC then communicated to parents/families.

Reservation of Funds

White Settlement ISD is required to set aside at least 1 percent of its Title I funds for the purposes of parental engagement. Those funds (a minimum of 90 percent) will be divided among the Title I campuses. The campus principal will consult with the Campus Planning Committee about allowable and programmatic use of the funds. The principal will then authorize the use of the funds designated for parental engagement.

Reservation

District Title I Planning Total Allotment:			\$1,283,851
Required 1% Reservation:	\$ 12,839	Actual:	\$12,840
90% of the 1% Reservation:	\$ 11,555	Actual:	\$12,400

CNA/CIP

List of Stakeholders



LEA: White Settlement ISD Campus: BMS/TIS Year: 2024-2025

Type the information for each committee member below.

Name:	Role:	Contact Information:
<i>Example: John Doe</i>	Campus administrators or principals, parents, community members, teachers, paraprofessionals, other school leaders, specialized instructional support staff, business members, and other district representatives, etc.	Email address or cell number
Randy Summerhill	Principal	rsummerhill@wsisd.net
Jocanie Shields	AP	jshields@wsisd.net
Rickie Hartman	Counselor	rickie.hartman@wsisd.net
Katie Baum	Counselor	kathryn.baum@wsisd.net
Kristin Cunningham	Teacher	kristin.cunningham@wsisd.net
Amanda Mattien	RTI/Teacher	amattien@wsisd.net
Myranda Meece	RTI/Teacher	mmeece@wsisd.net
Brianne Buschbaum	Paraprofessional	brianne.buschbaum@wsisd.net
Kerry Cooper	District Representative	kcooper@wsisd.net
Heather Crow	District Representative	hcrow@wsisd.net
Denise Benton	Instructional Coach	dbenton@wsisd.net
Dawn Collins	Instructional Coach	dcollins@wsisd.net
Christy Summerhill	Business Owner	682.472.6457
Darcee Maddy	Community member/Parent	806.584.9054
Britt Hagood	Community member/Parent	854.485.9712
Allison Reyes	Parent	817.437.7789
Matt Mattien	Parent/Business Owner	214.636.5604

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	HR Director	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent of C & I; Communication Director; Child Nutrition Director	<p>The school will follow Board Policies: FFA and EHAA.</p> <p>Document located on WSISD website.</p>
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Assistant Superintendent of C & I; Director of Student Services	<p>The school will follow Board Policy AIB (legal).</p> <p>DAEP Handbook located on WSISD website.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent of C & I	The school will follow Board Policies: BQA, BQB and BQ (local).
5. Dropout Prevention	TEC 11.252	Assistant Superintendent of C & I	The school will follow Board Policies: BQA and BQB.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Programs	The school will follow Board Policies: EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and EL Programs	<p>The school is in partnership with Region XI Instructional Services Division for migrant education program. Migrant plan is located on the Region XI website.</p> <p>www.esc11.net/Page/1249</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Homebound Coordinator	The school will follow Board Policies: FNE (legal) and FNE (local).
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4)	Director of Secondary Education	The school will follow Board Policies: EHAC (legal) and EHA (legal).

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(3)(G)		College Prep and Advanced Academics page located on the Brewer High School website.
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	HR Director	The school will follow Board Policy AE (legal).
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	HR Director	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Communications Director; Social Worker	The school will follow Board Policies: FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	HR Director	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE.
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Student Services; Director of Special Programs	The school will follow Board Policies: DMA (Legal).

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology	The school will follow Board Policies: BQ (legal).