

**Denison Independent School District**  
**Terrell Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

The mission of Terrell Elementary is to ensure that all students will learn at high levels.

## Vision

Terrell Elementary's vision is to become a school with a reputation of excellence in the the Denison community.

## Value Statement

Terrell Elementary's Value Statements: We will make No Excuses. We will maintain High Expectations. Failure is NOT an option.

Terrell Elementary's Overarching Goal is to become a true Professional Learning Community that maintains a focus on STUDENT LEARNING. This will be accomplished by having a shared mission, vision, value, and goals; having a collaborative culture with a focus on learning; collectively inquiring into best practices and continually investigating our current reality; being action oriented; being committed to continuous improvement; and being results oriented.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Year	Student population	Economically disadvantaged %	English language learners %	At risk %	Mobility rate %	SPED %
2013-2014	442	81.7	3.1	42.3	24.8	
2014-2015	371	84.9	1.1	32.1	25.3	
2015-2016	313	74.4	1.6	23.3	28.1	
2016-2017	314	82.2	1.9	24.2	26.1	
2017-2018	357	78.4	3.4	30.8	25.5	
2018-2019	324	81.5	6.5	31.8	23.7	
2019-2020	321	75.4	3.7	27.7	22.2	26

YEAR	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more races
2016-2017	19.1	16.9	55.4	.6	.3	0	7.6
2017-2018	20.4	18.8	52.1	1.4	.3	0	7
2018-2019	19.4	19.8	51.5	.6	.6	0	8
2019-2020	16.5	18.4	55.1	1.6	0	0	8.4

### Attendance

2012-2013	93.5
2013-2014	93.2
2014-2015	96.9
2015-2016	96
2016-2017	
2017-2018	95.8
2018-2019	95.9
2019-2020	98.9

Terrell currently serves 316 students in the 2021-2022 school year.

The current components for student data assessment which affect the results include:

- COVID quarantined students are an ongoing attendance issue.
- Mobility rate has dropped some, although we still serve the Grayson County Shelter, Section 8 housing, and rent-controlled apartments.
- At-Risk Population decreasing- effective teaching and intervention methods

Needs-

- Develop trauma-informed strategies to better reach students with trauma that may in these mobile populations
- Rezoning of district lines in order for Terrell to have more students.
- 3 teachers per grade level consistently each year

Terrell Elementary is staffed with highly qualified teachers and staff. Each grade level has at least one certified ESL teacher. Our campus has a dedicated staff with many employees celebrating over ten years of service to Terrell Elementary. The staff feels a sense of family and work together to meet the needs our students.

Teachers continue to use T-TESS - Texas Teacher Evaluation and Support System (T-TESS). T-TESS focuses on providing continuous, timely and formative feedback to educators so they can improve their practice. Teachers are provided the opportunity to utilize the rubric to self-reflect and make improvements to instruction. They plan their own PD needs to meet their goals.

## Demographics Strengths

To keep the attendance rate consistent and to provide opportunity for continued improvements, we would like to continue the following:

- Monitoring attendance--we now have a full time attendance/parent involvement coordinator
- Phone calls home and home visits
- Working with local court personnel on truancy issues
- Recognize students with perfect attendance during semester award assemblies
- Encourage teachers to obtain ESL certifications; all new hires have to obtain an ESL certificate
- Monitor all At Risk student progress including ESL Students
- Ensure all students' needs (academically, physically, emotionally, etc) are being met

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** High mobility rate of more than 10% **Root Cause:** High percentage of rental homes, the county homeless shelter, and government subsidized housing area are in Terrell's attendance zone.

**Problem Statement 2:** Terrell's attendance rate fluctuates from year-to-year. **Root Cause:** Lack of consequences for truancy. COVID quarantines are difficult to manage.

**Problem Statement 3:** We are one of two elementary campuses in DISD with the highest percentages of economically disadvantaged students. We are currently at 78.5%. **Root Cause:** Research suggests lack of home support and/or resources.

# Student Learning

## Student Learning Summary

Terrell students are held to high academic standards, and Terrell teachers use highly effective, research-based teaching practices that are rigorous. We keep the data in front of us and analyze what we are doing to improve that data.

### STAAR 2021

	Approaches		Meets		Masters		Did not meet
3 <sup>rd</sup> grade reading	88%	1/5	49%	1/5	22%	2/5	12% 5 students
3 <sup>rd</sup> grade math	95%	1/5	46%	2/5	15%	5/5	5% 2 students
4 <sup>th</sup> grade reading	67%	4/5	37%	4/5	16%	4/5	33% 16 students
4 <sup>th</sup> grade math	78%	2/5	47%	4/5	35%	3/5	22% 11 students
4 <sup>th</sup> grade writing	48%	5/5	20%	5/5	0%	5/5	53% 26 students

STAAR 2020 NO DATA due to COVID shut-down

### STAAR 2019

	Approaches		Meets		Masters		Did not meet
3 <sup>rd</sup> grade reading	81%	2/5	44%		24%		19%
3 <sup>rd</sup> grade math	87%	2/5	57%		19%		13%
4 <sup>th</sup> grade reading	74%	2/5	40%		11%		26%
4 <sup>th</sup> grade math	83%	1/5	56%		29%		17%
4 <sup>th</sup> grade writing	49%	tie 4/5	23%		7%		51%

### STAAR 2018

	Approaches		Meets		Masters		Did not meet
3 <sup>rd</sup> grade reading	74%	tie 3/4	38%		26%		26%
3 <sup>rd</sup> grade math	79%	2/5	45%		14%		21%
4 <sup>th</sup> grade reading	75%	tie 4/5	35%		16%		25%
4 <sup>th</sup> grade math	83%	2/5	54%		27%		17%
4 <sup>th</sup> grade writing	59%	5/5	24%		5%		41%

	<b>3<sup>rd</sup> Reading</b>	<b>3<sup>rd</sup> Math</b>	<b>4<sup>th</sup> Reading</b>	<b>4<sup>th</sup> Math</b>	<b>4<sup>th</sup> Writing</b>
2019 M/M	44/24	57/19	40/11	56/29	23/7
2018-M/M	38/26	45/14	35/16	54/27	24/5
2017	79/40	84/43	86/50	90/52	83/45
2016	91	86	91	63	74
2015	85	NA	81	NA	67
2014	82	76	69	80	61

Some things to consider to keep up with the rigor of state standards going forward:

- math interventionist
- additional reading interventionist
- lower student:teacher ratios
- educating parents
- assistant principal/behavior interventionist
- more SPED inclusion support
- gaps in reading and math for current 2nd and 3rd graders who missed part of 19-20 due to COVID

### **Student Learning Strengths**

3rd and 4th grade STAAR reading and math scores are exemplary, esp 4th grade math.

District common assessment and benchmark data is consistently high compared to district results.

The current components for student data assessment which affect the results include:

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Amira, iRead, Rigby, STAR, LLI
- SSI: Imagine Math benchmarks
- District common assessments
- Local benchmark or common assessments data
- Student failure and/or retention rates

- STAR math and reading score in Renaissance
- Regular PLC meetings
- Protected intervention times
- Reading interventionist
- Grade level tutors
- Foster grandparents
- Dyslexia specialist
- HB4545 tutoring plan

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Inconsistent class sizes from year-to-year. **Root Cause:** Each grade level has fluctuated in number thus reducing the number of teachers.

**Problem Statement 2:** Inconsistent performance on writing STAAR. **Root Cause:** Need resources to teach writing. New STAAR ELAR writing test format upcoming



# School Processes & Programs

## School Processes & Programs Summary

Our campus has quality teachers and staff that ensure that the students are provided with a quality education. By focusing on the grade level TEKS and assessment data, the teachers teach using a variety of methods and groupings. Teachers collaborate with tutors, interventionists, instructional aids and administration to determine student needs and analyze growth through SST and PLC meetings. Students use a variety of online programs to help address specific TEKS (Education Galaxy, Imagine Math, Amira, IXL, etc.). The district provides teachers with a grade level curriculum coordinator to assist with curriculum, instruction, and assessments. Grade levels meet with their grade level at district wide PLC meetings to collaborate with peers. There are resource needs throughout the campus to help support and align grammar TEKS to help prepare for the fourth grade writing STAAR. Assessment data should be used to drive instruction. Due to the growth of the ELL and SPED population, teachers have a need for professional development on how to best serve this demographic. Teachers and ELL families need access to interpreters. The increase in the special education population, behavior concerns, and student performance on STAAR has led to the need for additional support in the resource classroom in the form of a full time instructional aid.

Wishes/suggestions to consider:

- Grammar resources to help vertically align and prepare students for fourth grade writing STAAR across grade levels.
- Reading curriculum resources to help deepen comprehension (online and print)
- Math TEKS spiraled/aligned
- Benchmarks purposeful and used to guide instruction (EOY benchmarks)
- Lessen gap between grade level common assessments/benchmarks
- ixl ELAR for grades 2-4 to help with specific grammar/reading TEKS
- ESL training on how to better implement ELPS in daily lesson plans.

Recruiting and retaining highly qualified employees remains a top priority for the district and Terrell. The district has established plans to address recruitment and retention efforts, succession plans, and staff stability. Although Denison ISD is small, key positions are filled with staff who are capable and willing to wear many hats. While the district is growing their own, they also seek highly qualified staff outside the district. A competitive salary schedule allows the district to recruit teachers within Texas as well as outside of the state. We would like to consider the following actions to improve Staff Recruitment, and Retention:

- Increase staff diversity
- Buddy program for established teachers in a new role
- Mentor program for paraprofessionals
- Specialized unit PLCs
- Time to observe other teachers/campuses
- Exit interviews and data
- Increase staff recognition and rewards
- At least 2 ESL certified teachers on each grade level.
- Instructional aids

Our school district supports high quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, and competitive salary/stipend schedules. Terrell organizes instruction through the framework of a Master Schedule to ensure that all grade levels are provided time to schedule appropriate instruction to fully meet the needs of all learners. A daily block of protected intervention time is provided to each grade level during which interventions, enrichment, speech therapy, and guidance services are provided and tutors may be utilized. Teachers have a voice in decision making and school policies through attendance and participation at Monday staff meetings, weekly and monthly school and district PLCs, and school committees. Some grade level teachers have the ability to some extent to “tweak” common assessments in monthly district PLC meetings and summer staff development. Data reflects a decline in enrollment after school boundary lines were redrawn two years ago. We need more diversity in gender and race within our staff.

History has shown at Terrell that students will rise to the occasion when strong school organization and high expectations are in place.

Wishes/Suggestions to consider

- Trauma-informed professional development.
- Lower student: teacher ratios
- Instructional paraprofessionals, in addition to our behavioral paraprofessionals
- Additional available spots in the bilingual program for Spanish speaking student
- A yearly rotation of master schedule to provide variety to grade levels (same grade level not always having morning conference time or end of day rotations)

At Terrell the staff is overall pleased with the technology that we have. We feel we are strong in the area of having a multitude of different types of technology available to our staff and students. We strive to provide the best technology for our students to meet their academic needs.

Technology Needs:

Additional classroom technology-

newer printers

Software Needs

Software training for those who need it

In addition to these curricular elements, we are striving this year to increase parental involvement. This includes PTO, attending programs at the school, positive social media presence, and improving interface with the sign-in system.

### **School Processes & Programs Strengths**

Current best practices/strengths that we want to continue:

- Assessments/Data help to guide small group
- Eduphoria to analyze data
- Grade level tutors
- Reading Interventionists
- K-2 report cards focus on standards based grading
- Monthly SST meetings
- Weekly campus grade level PLC
- District grade level PLC
- District curriculum coordinators
- Grade level scope and sequence
- Online math resources: ixl, TTM, Reflex Math
- iPads/apps in the lower grades have increased engagement

- Updated mission statement
- Updated classroom management support
- Updated common commitments

Our current Staff Recruitment, and Retention actions that we want to continue (strengths):

- Well-educated, dedicated, and hard-working staff
- Helpful, warm, and compassionate staff
- Established structure, routines, and expectations
- Mentor program for new teachers
- PLC – collaboration
- Professional development opportunities for teachers
- District and campus celebration of 10+ years of service

Best Practices/Strengths that we would like to see held in place:

- Protected intervention times
- Conference times
- PBIS/morning announcements/morning meetings
- Terrell Way
- Dismissal organization, structure, and expectations
- Locked front door and entrance procedures
- 2, rather than 4, Lone Star Celebrations per year
- Variety of staff development offerings and choices

Our campus has wireless internet throughout. We now also have 1:1 laptops/iPads. Bandwidth could be improved.

Each classroom on our campus is equipped with computers, wireless internet, smartboard, projector, document camera, printer, and a phone. The software on our campus is utilized daily. Currently we have many iPad apps, Education Galaxy, Imagine Math, Amira, iRead, IXL, ESGI, and others.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Class sizes fluctuate during the year, causing large class sizes. **Root Cause:** Mobility rate over 10%. COVID quarantines and household changes.

**Problem Statement 2:** SPED (resource and Journey) class sizes are too large for specialized learning classroom. **Root Cause:** Increase in number of students served. Several "new to Terrell" students were added to Journey classroom.

**Problem Statement 3:** ELL/Spanish-speaking students are achieving at lower levels than their peers. **Root Cause:** The district bilingual program is full; Terrell needs additional ESL training.

# Perceptions

## Perceptions Summary

We strive to involve our Terrell families in academic and family centered activities. Communication efforts include a weekly Terrell newsletter, marquee information, the Terrell website, Terrell Elementary Facebook.

Our PTO is somewhat involved. They have planned many family and community involvement opportunities such as the Fall Festival, Santa Night, Mother/Son Kickball Tournament, Father/Daughter Dance, and Terrell Family Picnic---most of which are on hold due to COVID.

We are thankful to have many community partners that donate their time to our school. Waples Methodist Church has volunteers that read with our students weekly. They also provide school supplies for our students, pajamas for our students at Christmas, and an end of the year lunch for our staff. Trinity Methodist Church supplies students in need with weekend food bags. Park Avenue Church of Christ and First Baptist church have both donated coats for our students, and FBC men have done an outside "sprucing up" recently. First United Bank has donated supplies. Students participate in various community field trips such as Eisenhower, Downtown Denison, Frontier Village and plays at DHS---many of which are on hold due to COVID. Many members of the community participate in Read Across America week by reading to each class to promote a love of reading. There are also various local businesses that donate food coupons and PBIS prizes to our students.

We are continually aiming to improve our family and community participation. We would like to incorporate the following to increase parental awareness and support:

- List of learning websites per grade level for home/school use added to Terrell's website for easy access at home and school
- Parenting classes
- Interpreter for non-English speaking parents (forms offered in Native language)
- Parent involvement night for parents to get tips on how to help their child at home (stations/games)
- Create an environment that welcomes families in at any time.
- COVID support for staff and families

The following suggestions were offered which will be passed on to PTO and admin for their consideration:

- Arts and crafts night
- Family Reading Night (in conjunction with the Book Fair)
- Math Game Night (in conjunction with the Academic Fair)

We at Terrell Elementary School share common aspirations with many schools in our wants and needs for our campus culture and climate. The difference is in our planning and execution to achieve, not only hope for, positive change where needed or to preserve those aspects that already meet campus needs.

## Perceptions Strengths

Here is a complete list of our current activities that we want to continue (strengths):

- Terrell monthly newsletter
- Marquee information
- Award Celebrations
- Meet the teacher night

- Open House
- Fall festival
- Pictures with Santa night
- Book Fair night (Fall and Spring)
- Class parties
- Mother/Son event
- Father/daughter dance
- Terrell family picnic
- 4<sup>th</sup> grade play performance
- Foster Grandparents
- Waples Methodist Church reading volunteers
- Trinity Methodist Church food bags
- Read Across America reading volunteers
- Local restaurants food coupon donations
- Donations from community organizations for PBIS prizes
- Donations/support for families at Christmas (Terrell and churches)

Strengths we wish to continue:

- Mrs. Jones social and emotional development/reinforcement for students
- Our school philosophy of positive reinforcement
- Dedication to having our school managed in the most highly organized way possible (Terrell Way, classroom and rotation procedures, etc.)
- Sense of family from teachers/staff in being willing to help anyone in need
- Support not only for physical and emotional needs but also spiritual (we are a campus that prays)
- EducatorsHandbook for discipline data
- Safety committee, procedures, documentation (drills to fire marshall), district safety forum, LobbyGuard.
- Remind, DOJO, Schoology for communication at classroom level
- Updated Mission Statement
- Terrell Staff Common Commitments

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Increase parent involvement. **Root Cause:** Work or other commitments keep them from attending.

**Problem Statement 2:** SEL needs of students are high. Classroom behavior needs are high **Root Cause:** COVID, quarantines, shutdowns have affected student behavior and needs.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## 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
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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 (Rtl) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices




# Goals





**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 1:** Improve all students' academic performance.

**Evaluation Data Sources:** Students will reach meets or mastery level in core content areas on Spring 2022 STAAR.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate data for all students, including at-risk</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Minutes, Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use PLC time to analyze data and formulate a plan for those who did not learn</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use PLC time to develop research-based engaging lessons to enhance learning</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Minutes, Lesson Plans, Walkthroughs, Classroom Observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collaboratively create, administer and disaggregate formative assessments with appropriate modifications</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Classroom Teachers, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide additional time, support, and opportunities for students who are not successful</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Intervention Periods/Plans, Walkthroughs, Classroom Observations, tutoring</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Special Ed Teachers, Reading Teachers, Intervention Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224-Special Ed. (old)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide enrichment opportunities for students who are initially successful</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Intervention Periods/Plans, Walkthroughs, Classroom Observations, ACES, tutors, volunteers, software programs</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Intervention Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Employ a teaching assistant to assist classroom teachers by enhancing the reading program through assisting students in selecting appropriate leveled books, setting reading goals, and working on text fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' book selections, walkthroughs, fluency charts, AR, Ren. Place Star, iStation</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, and classroom teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Library assistant - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Refine the curriculum in core academic areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Core Curriculum Documents, Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Director of Instruction, Curriculum Coordinators, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 2:** Improve students' mathematical concepts and skills.

**Evaluation Data Sources:** Percent of students who pass the appropriate grade level and subject area STAAR will increase by a minimum of 2%.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional learning time for struggling students in the form of in- school tutoring &amp; in-school intervention / after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, daily and formative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Intervention Personnel, &amp; Special Education staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Tutors, materials - 211 Title I, - 199 Regular Education, - 224 Special Education, Tutors - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Specifically focus on students' needs during intervention times</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, daily and formative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224 Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review and persistently implement RtI processes</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, daily and formative assessments, Comprehensive RtI Packets</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Interventionists - 211 Title I, - 199 Regular Education, Interventionist - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum Document(s)</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Complete and implement plans for remediation and growth for all students in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments, students' IEP progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, - 199 Regular Education, - 224 Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Attend professional development sessions and grade level PLCs to improve math strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, training attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 3:** Improve students' science concepts and skills. and prepare students for STAAR Science Exams.

**Evaluation Data Sources:** Percent of students who pass the appropriate grade level assessments will increase.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend training sessions to prepare for the rigor and state expectations for Science TEKS</p> <p><b>Strategy's Expected Result/Impact:</b> Session Attendance Records, District workshops (ex. Science Solutions)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Curriculum Coordinators, Director of Instruction, Classroom Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and modify the common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated Common Assessments, teacher input</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Curriculum Coordinators, Classroom Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Complete and implement plans for remediation for all students demonstrating weaknesses in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Response to intervention records, PLC minutes, daily and formative assessments, and students' IEP progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, classroom teachers, and special education teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 4:** Improve students' reading abilities and prepare students for STAAR Reading exams.

**Evaluation Data Sources:** Percent of students that reach meets on STAAR reading will meet or exceed 50%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend 3rd and 4th grade PLCs to inform staff of test changes including an awareness of readiness and supporting standards &amp; improve reading strategies  <b>Strategy's Expected Result/Impact:</b> Session Attendance Records, Teacher Lesson Plans  <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Campus Principals, Classroom Teachers  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify and provide specialized instruction for students with dyslexia  <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments  <b>Staff Responsible for Monitoring:</b> Campus Principals, Dyslexia Coordinator, Director of Instruction, Classroom Teachers, Reading Interventionists  <b>Title I Schoolwide Elements:</b> 2.6  <b>Funding Sources:</b> Reading Interventionists (2) - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide additional learning time in the form of in-school and after school tutoring &amp; reading intervention for all students.  <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments  <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> - 211 Title I, - 199 Regular Education, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Complete and implement plans for remediation / growth for all students in reading</p> <p><b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224 Special Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 5:** Enhance students' technology skills and abilities.





**Evaluation Data Sources:** Students will show an increase in technology skills and abilities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will attend computer lab classes at least one time per week under the direction of a computer lab tech. Grade level technology TEKS will be addressed.  <b>Strategy's Expected Result/Impact:</b> Daily classroom assessments and computer lab software assessments.  <b>Staff Responsible for Monitoring:</b> Campus Principal and computer lab tech  <b>Funding Sources:</b> - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review the state expectations for technology skills by grade level.  <b>Staff Responsible for Monitoring:</b> Principal, Technology Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide time for students to master and apply technology skills to learning assignments.  <b>Strategy's Expected Result/Impact:</b> Student products  <b>Staff Responsible for Monitoring:</b> Principal, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Evaluate students' abilities at the end of the school year.  <b>Strategy's Expected Result/Impact:</b> End of Year Report  <b>Staff Responsible for Monitoring:</b> teachers, principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 6:** Improve Services for English Language Learners (ELL) including Bilingual & English as a Second Language (ESL) Students

**Evaluation Data Sources:** Students will show an increase in their PreLAS and LAS Links Reading Assessment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to encourage teachers to obtain ESL certification <b>Strategy's Expected Result/Impact:</b> Increased number of ESL certified teachers. <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 7:** The percentage of 3rd grade students who meet or master grade level in reading will increase from 49% to 50% by May 2022.  
(Five year goal 2024 =57%)

**HB3 Goal**

**Evaluation Data Sources:** Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and TPRI/Tejas Lee results for 1st and 2nd grades are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p><b>Staff Responsible for Monitoring:</b> PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 211 Title I, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education, - 255 Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in reading skills will be evident with focused instruction in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 211 Title I, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 8:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 50% by May 2022. (Five year goal 2024 = 65%)

**HB3 Goal**





**Evaluation Data Sources:** Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Imagine Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 288 Indian Education Grant, - 199 24 Compensatory Education, - 289 Title IV, - 199 23 Special Education, - 199 25 ESL, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 255 Title II, Part A, - 211 Title I, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Math scores will improve</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 1:** Improve student attendance.





**Evaluation Data Sources:** Overall student attendance for all students will remain at 95% or better.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitoring of attendance <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. <b>Staff Responsible for Monitoring:</b> Principal, Elementary Attendance Clerk, Parental Involvement Coordinator, Classroom Teachers, Guidance Counselor, School Nurse <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Recognize and celebrate semester perfect attendance and all year perfect attendance. This will be done during our semester Celebration Roundups and End-of-Year Celebration Roundups. <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. <b>Staff Responsible for Monitoring:</b> Principal, attendance clerk, classroom teachers, & guidance counselor.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Place phone calls and make home visits. <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. <b>Staff Responsible for Monitoring:</b> Principal, attendance clerk, parental involvement coordinator, classroom teachers, & guidance counselor. <b>Title I Schoolwide Elements:</b> 3.1 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Work closely with local court personnel. <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. Decreased occurrences of court appearances. <b>Staff Responsible for Monitoring:</b> Principal and attendance clerk.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 2:** Reduce the number of student disciplinary offenses.





**Evaluation Data Sources:** Disciplinary referrals will decline from the 2020-2021 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Inform all students, parents, and staff of the expected behavior as stated in the District/Campus Code of Conduct. <b>Strategy's Expected Result/Impact:</b> Signed Letters <b>Staff Responsible for Monitoring:</b> Principal, teachers	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 3:** Use trauma-informed strategies and restorative practices to work with Tier 3 gen ed behavior students.





**Evaluation Data Sources:** Educator's Handbook documentation and staff feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Zones of Regulation training <b>Strategy's Expected Result/Impact:</b> office referrals will decline <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Counselor <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** Provide a safe and orderly school climate that is conducive to learning.





**Performance Objective 1:** Provide a safe campus environment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement the District Emergency Operation Plan <b>Strategy's Expected Result/Impact:</b> District emergency plan <b>Staff Responsible for Monitoring:</b> Central Administration Staff, Campus Principals, School Safety Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to implement the Terrell Emergency Operation Plan <b>Strategy's Expected Result/Impact:</b> Terrell emergency plan <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct monthly emergency drills (evacuation, lock down, & tornado) <b>Strategy's Expected Result/Impact:</b> Timely and orderly drills <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Provide a safe and orderly school climate that is conducive to learning.

**Performance Objective 2:** Promote, teach, instill, and encourage the Terrell Way , PBIS, and Ron Clark's Essential 55.





**Evaluation Data Sources:** Parent, staff, and student input at end of 2021-2022 school year--survey.

Strategy 1 Details	Reviews			
Strategy 1: Implement Morning Meetings to implement Terrell Way and Essential 55.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Training for new staff for PBIS.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop parent survey.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 1:** Improve parent communication.





**Evaluation Data Sources:** Parent Survey at end of 2021-2022 school year to assess.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent notification will be sent for students being placed on TIER II or TIER III for remediation</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of letters, Meeting Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent letter will be sent for students identified as At-Risk in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of letters</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Principals, Counselors, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve General Parent Communication through weekly office / counseling newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits &amp;/or phone contacts, Student Handbook.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent for Administration, Director of Special Programs, Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Parent Involvement Coordinator - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 2:** Encourage parent involvement.

**Evaluation Data Sources:** Parent survey at end of 2021-2022 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Translate documents in the home language of each child. <b>Strategy's Expected Result/Impact:</b> Translated documents. <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, DISD Public Relations Office	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue the automated calling system. <b>Strategy's Expected Result/Impact:</b> Logs of calls <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, DISD Public Relations Office	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide access to student's grades online with the Gradebook Parent Viewer. <b>Strategy's Expected Result/Impact:</b> Online Gradebook <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, DISD Public Relations Office	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Assist preschool children in the transition from early childhood programs to kindergarten. <b>Strategy's Expected Result/Impact:</b> Classroom walk-throughs <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, Guidance Counselor, and PreK & Kinder teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Terrell Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Terrell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kristy Weda	Dyslexia Specialist	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

At Terrell Elementary, we complete our Needs Assessment each year based on our Assessments and data. We share this data with our Campus Improvement Committee and have input from all of our stakeholders including parents.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

At Terrell Elementary, the Campus Improvement Plan is developed based on our needs from the previous year's data. Input is given from staff members and the Campus Improvement Committee which includes parents and community members

### **2.2: Regular monitoring and revision**

We annually monitor our plan four times a year and adjust our plan as needed.

### **2.3: Available to parents and community in an understandable format and language**

We have copies of the CIP available to parents in the office if needed. This is discussed during our CIP meeting.

### **2.4: Opportunities for all children to meet State standards**

At Terrell, we want all students to be successful and meet State standards. We have weekly PLC meetings and use tracking sheets to monitor the students and how they are doing in class. We use the tracking sheets to monitor their progress during the year.

### **2.5: Increased learning time and well-rounded education**

Each student at Terrell is given the opportunity for small group instruction if needed. We look at each student as an individual and meet them at their needs

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

We offer many ways to communicate with families: Title I meetings, PTO meetings, weekly newsletters to parents, conferences as needed.

### **3.2: Offer flexible number of parent involvement meetings**

Parents can attend PTO meetings, Title I meetings, Open House, Meet the teacher, Kinder Roundup, etc...

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ariel Dawson	Instructional Aide	Reading/MATH	1
Caitlyn Lunkley	Instructional Aide	Reading / Math	1
Carly Guerrero	parent involvement coordinator		1
Kelly Hayes	LRC	Reading	1
Kelly Hurley	Interventionist	Reading/Math	1



# Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	8	2			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
<b>Sub-Total</b>					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors		\$0.00

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Interventionist		\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
<b>Sub-Total</b>					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	7	Library assistant		\$0.00
1	2	1	Tutors, materials		\$0.00
1	2	2			\$0.00
1	2	3	Interventionists		\$0.00
1	2	5			\$0.00
1	4	2	Reading Interventionists (2)		\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	8	1			\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$0.00
1	8	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
4	1	3	Parent Involvement Coordinator		\$0.00
<b>Sub-Total</b>					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	4	4			\$0.00
<b>Sub-Total</b>					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2			\$0.00
1	8	2			\$0.00
<b>Sub-Total</b>					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4			\$0.00
1	8	3			\$0.00
<b>Sub-Total</b>					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
<b>Sub-Total</b>					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
224-Special Ed. (old)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums