

Ferris Independent School District

Ferris Junior High

2021-2022 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

At Ferris Junior High, we are committed to embracing opportunities for growth and development of 21st-century learners.

Vision

Growing 21st-century learners for 21st Century Careers.

Value Statement

“Embracing Opportunities for Growth”

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Goals


Goal 1: Ferris Jr. High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction aimed at building a foundation of literacy and numeracy.





Performance Objective 1: Teachers will use backward planning and data-driven instruction during PLC time to design highly engaging tier 1 and tier 2 instructional practices.

Evaluation Data Sources: PLC learning walks with immediate feedback
 STAAR Data dives
 NWEA MAP data disaggregation
 Vertically Aligned Lesson Plans
 Weekly data meetings led by the principal on TEKS aligned weekly objective.
 Daily targeted intervention time built on 4 week rotations based on formative checks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Training teachers on using the provided backward planning document.</p> <p>Have a standard lesson plan template that teachers complete when designing lessons.</p> <p>Strategy's Expected Result/Impact: 100% of students will show growth on their math, science, and reading EOY MAP score. 80% of students will show growth on their STAAR test by the end of the year. Year at a Glance Documents shared school wide. Essential Standards vertically aligned Staff Responsible for Monitoring: Campus Administrative Team, Campus Leadership Team, and Ferris Curriculum Team</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Summer Curriculum Writing Strategy's Expected Result/Impact: All Core teachers will spend a minimum of 4 days during the summer evaluating and revising their curriculum. Staff Responsible for Monitoring: Campus Administrative team and district instructional team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will offer tutoring and instructional camps outside of school hours. Strategy's Expected Result/Impact: Students will show growth on math, reading, science, and social studies STAAR and MAP Test scores. Staff Responsible for Monitoring: Teachers and Campus administration. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: During advisory time, students will be pulled for intervention and enrichment, teachers will complete weekly social and emotional lessons, and teachers will mentor their students to build community among staff and students. Strategy's Expected Result/Impact: Flex Time manager will be used to ensure students know their weekly intervention schedule. Teachers will set weekly goals aligned with grade reports for their advisory classes each Monday and will follow up with progress on Friday. Each advisory teacher will set a BOY, MOY, and EOY MAP goal with their class. An intervention specialist will be utilized during advisory periods to ensure students are attending the correct intervention class. Teachers utilize one PLC every 4 weeks to build their intervention groups with the progress monitoring of the principals and the intervention specialist. Staff Responsible for Monitoring: Intervention Specialist GT specialist Admin staff Classroom teacher Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
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Goal 1: Ferris Jr. High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction aimed at building a foundation of literacy and numeracy.

Performance Objective 2: Students will engage in Credit By Exam (CBE) testing for Spanish credit up to Spanish 2.



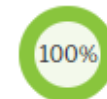




Evaluation Data Sources: Testing participating count
Scores of students

Strategy 1 Details	Reviews			
Strategy 1: Students will receive additional tutoring for the session virtually. Strategy's Expected Result/Impact: Students will receive credit for Spanish 1 and 2 without taking the classes. Students receiving credit will have the opportunity to take AP Spanish 3 earlier in their secondary career. Staff Responsible for Monitoring: Campus testing coordinator and Principal. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Goal 1: Ferris Jr. High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction aimed at building a foundation of literacy and numeracy.

Performance Objective 3: Eighth graders will take the PSAT.






Evaluation Data Sources: Participation Counts

Strategy 1 Details	Reviews			
Strategy 1: Time and finances will be designated to ensure all 8th grade students are given the opportunity to take the PSAT. Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
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Goal 1: Ferris Jr. High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction aimed at building a foundation of literacy and numeracy.

Performance Objective 4: Building a school culture around AVID strategies.








Evaluation Data Sources: Grade Level AVID Elective Participation

Strategy 1 Details	Reviews			
Strategy 1: AVID strategies will be a part of the student learning in class. AVID strategies will be utilized for teacher learning in PD sessions. Learning walks by the AVID site team will ensure fidelity in the AVID strategies in class. College visits and tours. Strategy's Expected Result/Impact: A school wide AVID culture. A minimum of 2 AVID classes per grade level. Strong note taking and organizational skills school wide. Staff Responsible for Monitoring: AVID Site Coordinator, AVID Site Team, Admin team. Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Ferris Jr. High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction aimed at building a foundation of literacy and numeracy.

Performance Objective 5: Students will have an opportunity to utilize 21st century skills to learn and showcase their skills. IE Podcasting, YouTube, and social media

Evaluation Data Sources: Data tracking the Podcast and YouTube hits.
Number of students enrolled in the class.
Cross curricular exemplar products of learning via 21st century platforms.








Strategy 1 Details	Reviews			
Strategy 1: Starting the CTE class Audio visual tech and Communiation arts. We also offer Digital communications for 6th and 7th grade. Strategy's Expected Result/Impact: More students will sign up for and complete the CTE course and understand how to communicate via 21st century methods. Staff Responsible for Monitoring: Mrs. Tarver and Dr. Lowery TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative			Summative
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Goal 2: Ferris Jr. High will actively seek, recruit, develop, and retain highly effective personnel and provide ongoing, relevant professional development that translates to student engagement and success.

Performance Objective 1: Teachers will have professional Learning during PLC time monthly.

Targeted or ESF High Priority






Evaluation Data Sources: Professional Learning will be documented by a dated sign-in sheet.

Strategy 1 Details	Reviews			
<p>Strategy 1: The PLC time will also be utilized for specific learning from technology specialists, curriculum specialists, special education, and English Learner specialist.</p> <p>The counselors will lead a counselor check in monthly to ensure the social-emotional needs of all students are met and they are matched with mentors who volunteer.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning in areas of need EX: EL, Technology integration, data disaggregation, special education, social-emotional supports, how to utilize PLC time, and intervention strategies.</p> <p>Staff Responsible for Monitoring: Sign in sheets for these trainings and they are on the google calendar with who and what is being taught.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Goal 2: Ferris Jr. High will actively seek, recruit, develop, and retain highly effective personnel and provide ongoing, relevant professional development that translates to student engagement and success.

Performance Objective 2: Ferris JH will be represented at a minimum of 2 collegiate job fairs during the 21-22 school year.






Evaluation Data Sources: Documentation will be provided by photographs, emails, and fliers from these job fairs.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be nominated to go to their alma maters to help recruit teachers. Strategy's Expected Result/Impact: To have an increased number of candidates in the job pool. Staff Responsible for Monitoring: The teachers chosen to recruit teachers will connect and follow up with possible candidates. Teachers will tweet out when they go and bring back candidates to interview. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Ferris Jr. High will actively seek, recruit, develop, and retain highly effective personnel and provide ongoing, relevant professional development that translates to student engagement and success.

Performance Objective 3: Teachers will receive training on the workshop model to increase student engagement.








Evaluation Data Sources: Learning Walk forms completed by campus administration, Ferris Curriculum Team, Campus Leadership Team and colleagues.

Strategy 1 Details	Reviews			
Strategy 1: We will scaffold learning for teachers at individual paces as they learn to create a workshop model classroom with small group intervention times built into the daily lesson. Strategy's Expected Result/Impact: By ensuring small group writing instruction, teachers will be able to meet all kids where they are and either extend or intervene where necessary within the class period. Staff Responsible for Monitoring: Teachers attend the Workshop training in PLC which will train, model and provide opportunity for incorporating the workshop model in their classrooms. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
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Goal 2: Ferris Jr. High will actively seek, recruit, develop, and retain highly effective personnel and provide ongoing, relevant professional development that translates to student engagement and success.

Performance Objective 4: Teachers will be empowered as leaders on the campus by leading learning based on personal or professional expertise.

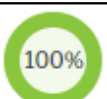
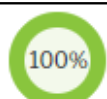
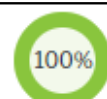




Evaluation Data Sources: Feedback/Evaluation forms after each session.

Strategy 1 Details	Reviews			
Strategy 1: Ed Camp style learning will be used when possible. Strategy's Expected Result/Impact: Participants will gain new knowledge and skills for strategies utilized in the classroom. Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Ferris Jr. High will actively seek, recruit, develop, and retain highly effective personnel and provide ongoing, relevant professional development that translates to student engagement and success.

Performance Objective 5: Teachers and administrators will attend various conferences and professional learning opportunities to enhance instructional strategies and school culture.







Evaluation Data Sources: Professional Development will be taught by staff who attend the outside learning opportunities. Evidence of learning implementation within the classroom as seen in learning walks, lesson plans and learning walk form.

Strategy 1 Details	Reviews			
Strategy 1: Teacher and administrators will attend the TCEA conference in February and the ISTE conference in June 2022. Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Goal 3: Ferris Jr. High will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 1: The counselors will work together to create social-emotional lessons, check-ins, and support groups for students.






Evaluation Data Sources: Google form of check in's
 SEL Advisory lessons
 Student response team members
 Incorporate Restorative Circles in all classrooms.
 PASS and Student Wellness survey
 SOS Training for students

Strategy 1 Details	Reviews			
Strategy 1: We will have a counselor check-in with the teachers once a month so they can voice concerns as information is disseminated amongst them. There is a Google Form for students, parents, and teachers to fill out so the counselor can call them down to work with them as needed. We will utilize the skill of Ms. Guarascio, a Military response trained teacher, to build our safety plan. The SRO will work to build relationships with students in the halls and at lunch. Staff Responsible for Monitoring: There is a google form for the counselors as she checks in all students and logs the 3 monthly meetings with information and follow up. Bible will have a log book of a safety plans. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Goal 3: Ferris Jr. High will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 2: Foster the relationship with the community to strengthen the community communication, assist parents in navigating school systems, supporting English Learners, increase non English speaking parent involvement, and supporting dual coded English Learner/Special Education.






Evaluation Data Sources: Parent Liaison Parent Logs
 All Remind communication sent via English and Spanish.

Strategy 1 Details	Reviews			
Strategy 1: Parent Liaison works specifically with the students and parents in high needs areas of non-English speakers and Special Education students. Strategy's Expected Result/Impact: The parents of the high needs areas will become more involved in the activities of the school and feel as if they have an advocate. Parent Liaison will also increase communication between community and school. Students labeled as both Sped/EL will hit their MAP growth goals. Staff Responsible for Monitoring: School Liaison Campus administrative staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Goal 3: Ferris Jr. High will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 3: The school will ensure all entrances and hallways are monitored at all times.

Evaluation Data Sources: E-hall pass data and digital passes will ensure students are able to be quickly located and common areas are not over populated.








Strategy 1 Details	Reviews			
Strategy 1: The teachers have stations they are required to check at each class period considered Hot Spots by the PBIS team. All teachers are expected to stand outside their doors between class periods. Strategy's Expected Result/Impact: Decreased negative student interactions. Increased positive student/student and teacher/student interactions. Staff Responsible for Monitoring: All Staff and Admin TEA Priorities: Improve low-performing schools	Formative			Summative
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Goal 4: Ferris Jr. High will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 1: FJH PTO will increase in number of members.

Evaluation Data Sources:

PTO






Strategy 1 Details	Reviews			
Strategy 1: We will work with the PTO president to ensure that the PTO grows and is seen in the school and community. Strategy's Expected Result/Impact: 100% of teachers join PTO Incentives for parents and students to join PTO and participate. Staff Responsible for Monitoring: Monthly PTO meetings with updates and all positions filled with events planned. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
				
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Goal 4: Ferris Jr. High will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 2: The principal will communicate effectively with parents, students, staff, and community.

Evaluation Data Sources: S'MORE data

Strategy 1 Details	Reviews			
Strategy 1: We do not allow Mass emails to be sent without principal permission. There is a weekly S'more sent to staff, parents, and students to communicate out information and celebrations. Make videos to share out on social media to show off the great happenings.	Formative			Summative
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<p>We will utilize Remind, Twitter, Facebook, and Instagram to communicate with parents.</p> <p>Strategy's Expected Result/Impact: The staff, students, and parents feel communication is effective and getting better.</p> <p>Staff Responsible for Monitoring: Evaluating Principal for teacher communications and Mr. Lowery for school communication.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				
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Goal 5: Ferris Jr. High will grow and develop a school culture that integrates technology through blended learning and research based instructional strategies to meet the academic and social/emotional needs of all students; ensuring students understand the importance of college, career, and military readiness.

Performance Objective 1: Teachers will ensure high rigor and expectations during all instructional planning and delivery times.

Targeted or ESF High Priority

Evaluation Data Sources: Learning Walks
 Lesson Plans
 Formative and summative data
 Usage Data (Nearpod, NewsELA, No Red Ink, Education Galaxy, and Wizer)
 Weekly formative check data talks in PLC with the principal.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained and evaluated on their backward planning model.</p> <p>The leadership team will model and train the teachers on data-driven instructional practices.</p> <p>Strategy's Expected Result/Impact: The leadership team will utilize learning walks and feedback conversations during planning and instruction to ensure high levels of instruction are occurring.</p> <p>MAP data and formative/summative data will be evaluated by the instructional teams and team leads to ensure that the students are growing and progressing.</p> <p>Blind assessments for core content areas will be utilized to ensure adequate pacing and instruction are occurring.</p> <p>Staff Responsible for Monitoring: One day a week is designated to "Data" talks by the principal. The counselors will lead a counselor check in once a month to ensure social emotional needs of all students and teachers are met and they are matched with mentors who volunteer.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education Teacher will create aligned and individually rigorous goals for all special needs students.</p> <p>Strategy's Expected Result/Impact: Goalbook will ensure the goals and objectives for each students are scaffolded and aligned with TEKS and at the level the student is learning. Caseload managing teachers will check on their students at least once a week. The designated special education support teacher will field and answer any questions relating to special education for their curriculum during PLC and class time.</p> <p>Staff Responsible for Monitoring: Caseload manager for each student and designated subject.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Goal 5: Ferris Jr. High will grow and develop a school culture that integrates technology through blended learning and research based instructional strategies to meet the academic and social/emotional needs of all students; ensuring students understand the importance of college, career, and military readiness.

Performance Objective 2: Students will push themselves towards mastery with a growth mindset as they identify and close achievement gaps with the end goal that higher education is achievable for all.






Targeted or ESF High Priority

Evaluation Data Sources: NWEA MAP scores

STAAR growth measure

STAAR mastery levels








The percentage of students who experience college visits and other high educational opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: We are giving a BOY, MOY, and EOY MAP test to check for growth in math, reading, and science.</p> <p>We schedule and complete grade-level meetings to ensure students know why growth matters.</p> <p>Advisory teachers go over MAP and weekly growth goals with students while checking performance at the end of each week and MAP date.</p> <p>All returning teachers were able to see their percentage of students who met growth and trained on why growth is important.</p> <p>Strategy's Expected Result/Impact: Comparing the BOY and MOY MAP scores to their previous score, teachers will ensure students are getting individualized TEKS aligned support . 100% of students will reach their MAP growth goals in math, reading and science.</p> <p>Staff Responsible for Monitoring: All staff monitor our MAP, formative, and Summative data to ensure students are growing throughout the year.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	Formative			Summative
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Goal 5: Ferris Jr. High will grow and develop a school culture that integrates technology through blended learning and research based instructional strategies to meet the academic and social/emotional needs of all students; ensuring students understand the importance of college, career, and military readiness.

Performance Objective 3: Students will be afforded the opportunity to visit institutions of higher education, learn from military recruiters, and have exposure to career centers and opportunities.







Evaluation Data Sources: Log the number of students who attend each opportunity.









Strategy 1 Details	Reviews			
Strategy 1: Mr. Lowery will foster relationships with universities to ensure students can come visit. Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 5: Ferris Jr. High will grow and develop a school culture that integrates technology through blended learning and research based instructional strategies to meet the academic and social/emotional needs of all students; ensuring students understand the importance of college, career, and military readiness.

Performance Objective 4: The special education department will run an inclusion model for all core subjects.

Evaluation Data Sources: Master Schedule and IEP data

Strategy 1 Details	Reviews			
Strategy 1: Mr. Morton has been given the title of department lead. Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: The master schedule was developed around the inclusion model. Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: All teachers with inclusion students are trained on how the inclusion model works by Region 10. Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: All core teachers have been trained in the data and research of "why the inclusion model" and how they can continue to push it. Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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