

# **Terrell Independent School District**

## **Global Leadership Academy**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: A**

#### **Distinction Designation**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



**Board Approval Date:** October 20, 2025  
**Public Presentation Date:** October 20, 2025

# Mission Statement

The mission of the Global Leadership Academy is to develop college ready leaders through high-quality, personalized, experiential learning with the support of our parent partners.

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

## Vision

The vision of Terrell ISD is to cultivate an innovative learning community where students are prepared to adapt and excel in a complex and rapidly changing world.

The Global Leadership Academy will successfully prepare all students with a hope for the future and a readiness for college, career, and personal success.

## Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,250 students served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

### ***Our Motto:***

Expect more. Achieve more.

### ***Our Values:***

**T** - Treat people right

**I** - Inspire Tiger Pride

**G** - Get better every day

**E** - Every day, we show up and are productive

**R** - Reach toward our common goal as a team

**S** - Say what you mean; mean what you say; do what you say

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at [www.terrellisd.org](http://www.terrellisd.org) or the TEA website at <https://tea.texas.gov>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

TERRELL ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Global Leadership Academy is an elementary campus serving 211 students. The enrollment in GLA has grown from 191 in 2020-2021. The GLA is located in Terrell, Texas which is a part of Kaufman County. At GLA we are comprised of the following demographics: African American- 9.59%, Hispanic- 44.75%, White- 39.73%, Two or More-5.94%. Other student demographics include: Economically Disadvantaged- 52.51%, Emergent Bilingual- 10.50%, Special Education- 2.28% Section 504- 6.85% Gifted and Talented- 48.40%. The Global Leadership Academy average attendance rate is 97.00%, which is above the state average. Student attendance is a focus for our campus.

GLA has 24 staff members. Of these, 20 are professional staff. Professional Learning Communities provide job-embedded, data-driven, classroom focused, and there are collaborative learning opportunities for teachers. GLA provides professional development annually, which includes a combination of teacher driven and district mandated options. The GLA administrative team conducts weekly walkthroughs and feedback sessions to ensure that teachers implement what they learn.

GLA works closely with our Parent Teacher Organization to provide engaging activities for parents and the community. Each school year we have several events for students and families including a Open House, family skate night, teacher appreciation gifts, book fairs, Science and Math nights, etc.

GLA provides professional development for teachers and staff to build content and effective instruction strategies. Our campus utilizes a "house" system in order to bring about unity, community, embrace diversity, and build a culture of trust and respect. GLA will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and high achieving students. We encourage teachers to obtain their ESL certification in order to serve the needs of our ESL population along with GT training or certification. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills are implemented by the school counselor and teachers. A focus is made to provide parent support and training at the campus level.

To address the varied schedules of parents, Title 1 meetings will be held on multiple dates and times.

### Demographics Strengths

Teacher attendance average above 90%; Student attendance average above 96%  
100% teaching in areas of certification  
More than 95% of teachers are ESL/GT trained  
Data Driven Instruction with Data trackers within Google and All In Learning

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Due to teacher turnover there is inconsistency among grade level student culture.

**Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

# Student Learning

## Student Learning Summary

State accountability for 2021-2022 is rated "B." Accountability for 2022-2023 and 2023-2024 has not been released. STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. GLA needs to maintain and/or increase the number of students attaining Meets and Masters on state assessments.

GLA implements the state's curriculum along with depth and complexity and Defined Learning, which is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

GLA places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, and other special student populations. Teachers obtain ESL certification and GT training/certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

Consistent program monitoring for academics, behavior, attendance, and a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support further supports impact the individual needs of students both academically and social/emotionally. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

Teachers and staff facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress through the implementation of Individual Academic Plans. Students in special education under perform in comparison to non-special education students and are commonly targeted for improvement.

GLA is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. GLA provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. Gilbert Willie provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

|  | May 2023 STAAR Reading Language Arts, Grade 3 |              |                |                  |            |       |         | CAMPUS:<br>Global<br>Leadership<br>Academy | 33 | 33 | 1539 | 63.11% | 90.91% | 69.70% | 36.36% |
|--|-----------------------------------------------|--------------|----------------|------------------|------------|-------|---------|--------------------------------------------|----|----|------|--------|--------|--------|--------|
|  | Total<br>Students                             | Raw<br>Score | Scale<br>Score | Percent<br>Score | Approaches | Meets | Masters |                                            |    |    |      |        |        |        |        |

|                              |    |    |      |        |        |        |        |
|------------------------------|----|----|------|--------|--------|--------|--------|
| Economic Disadvantage        | 19 | 34 | 1548 | 64.98% | 94.74% | 78.95% | 36.84% |
| Black/African American       | 1  | 37 | 1581 | 71.15% | 100%   | 100%   | 0%     |
| Hispanic                     | 13 | 31 | 1502 | 58.73% | 92.31% | 61.54% | 23.08% |
| Two or More Races            | 3  | 31 | 1506 | 58.97% | 100%   | 66.67% | 33.33% |
| White                        | 16 | 35 | 1573 | 66.95% | 87.50% | 75%    | 50%    |
| Currently Emergent Bilingual | 1  | 38 | 1596 | 73.08% | 100%   | 100%   | 100%   |
| Third Year of Monitoring     | 1  | 30 | 1490 | 57.69% | 100%   | 100%   | 0%     |
| Special Ed Indicator         | 1  | 38 | 1596 | 73.08% | 100%   | 100%   | 100%   |

|                              | May 2023 STAAR Reading Language Arts, Grade 4 |              |                |                  |            |        |         | CAMPUS:<br>Global<br>Leadership<br>Academy | 29 | 30 | 1584 | 57.10% | 96.55% | 65.52% | 20.69% |
|------------------------------|-----------------------------------------------|--------------|----------------|------------------|------------|--------|---------|--------------------------------------------|----|----|------|--------|--------|--------|--------|
|                              | Total<br>Students                             | Raw<br>Score | Scale<br>Score | Percent<br>Score | Approaches | Meets  | Masters |                                            |    |    |      |        |        |        |        |
| Economic Disadvantage        | 15                                            | 26           | 1543           | 50.77%           | 93.33%     | 46.67% | 6.67%   |                                            |    |    |      |        |        |        |        |
| Black/African American       | 4                                             | 30           | 1581           | 57.21%           | 100%       | 75%    | 0%      |                                            |    |    |      |        |        |        |        |
| Hispanic                     | 15                                            | 28           | 1570           | 54.62%           | 93.33%     | 60%    | 13.33%  |                                            |    |    |      |        |        |        |        |
| White                        | 10                                            | 32           | 1606           | 60.77%           | 100%       | 70%    | 40%     |                                            |    |    |      |        |        |        |        |
| Currently Emergent Bilingual | 4                                             | 25           | 1523           | 47.60%           | 100%       | 50%    | 0%      |                                            |    |    |      |        |        |        |        |
| Special Ed Indicator         | 1                                             | 21           | 1483           | 40.38%           | 100%       | 0%     | 0%      |                                            |    |    |      |        |        |        |        |

|                                 | May 2023 STAAR Reading Language Arts, Grade 5 |              |                |                  |            |        |         | CAMPUS:<br>Global<br>Leadership<br>Academy | 38 | 35 | 1653 | 67.61% | 94.74% | 76.32% | 34.21% |
|---------------------------------|-----------------------------------------------|--------------|----------------|------------------|------------|--------|---------|--------------------------------------------|----|----|------|--------|--------|--------|--------|
|                                 | Total<br>Students                             | Raw<br>Score | Scale<br>Score | Percent<br>Score | Approaches | Meets  | Masters |                                            |    |    |      |        |        |        |        |
| Economic Disadvantage           | 25                                            | 36           | 1665           | 69.54%           | 100%       | 76%    | 40%     |                                            |    |    |      |        |        |        |        |
| Black/African<br>American       | 5                                             | 27           | 1543           | 51.54%           | 80%        | 20%    | 0%      |                                            |    |    |      |        |        |        |        |
| Hispanic                        | 21                                            | 37           | 1677           | 70.97%           | 100%       | 85.71% | 38.10%  |                                            |    |    |      |        |        |        |        |
| Two or More Races               | 3                                             | 31           | 1598           | 59.62%           | 66.67%     | 66.67% | 33.33%  |                                            |    |    |      |        |        |        |        |
| White                           | 9                                             | 37           | 1679           | 71.37%           | 100%       | 88.89% | 44.44%  |                                            |    |    |      |        |        |        |        |
| Currently Emergent<br>Bilingual | 4                                             | 37           | 1673           | 70.19%           | 100%       | 75%    | 50%     |                                            |    |    |      |        |        |        |        |

|  | May 2023 STAAR Mathematics, Grade 3 |              |                |                  |            |       |         | CAMPUS:<br>Global<br>Leadership<br>Academy | 43 | 24 | 1536 | 63.73% | 88.37% | 65.12% | 37.21% |
|--|-------------------------------------|--------------|----------------|------------------|------------|-------|---------|--------------------------------------------|----|----|------|--------|--------|--------|--------|
|  | Total<br>Students                   | Raw<br>Score | Scale<br>Score | Percent<br>Score | Approaches | Meets | Masters |                                            |    |    |      |        |        |        |        |

|                           |    |    |      |        |        |        |        |
|---------------------------|----|----|------|--------|--------|--------|--------|
| Economic Disadvantage     | 21 | 24 | 1542 | 65.12% | 90.48% | 66.67% | 38.10% |
| Black/African<br>American | 3  | 21 | 1466 | 55.86% | 100%   | 66.67% | 0%     |
| Hispanic                  | 16 | 24 | 1538 | 64.53% | 87.50% | 62.50% | 37.50% |
| Two or More Races         | 4  | 28 | 1606 | 75%    | 100%   | 100%   | 75%    |

|                              |                                     |           |             |               |            |        |         |                                   |    |    |      |        |        |        |        |
|------------------------------|-------------------------------------|-----------|-------------|---------------|------------|--------|---------|-----------------------------------|----|----|------|--------|--------|--------|--------|
| White                        | 20                                  | 23        | 1532        | 62.03%        | 85%        | 60%    | 35%     |                                   |    |    |      |        |        |        |        |
| Currently Emergent Bilingual | 1                                   | 27        | 1579        | 72.97%        | 100%       | 100%   | 0%      |                                   |    |    |      |        |        |        |        |
| Third Year of Monitoring     | 2                                   | 28        | 1590        | 74.32%        | 100%       | 100%   | 50%     |                                   |    |    |      |        |        |        |        |
| Special Ed Indicator         | 1                                   | 30        | 1649        | 81.08%        | 100%       | 100%   | 100%    |                                   |    |    |      |        |        |        |        |
|                              | May 2023 STAAR Mathematics, Grade 4 |           |             |               |            |        |         |                                   |    |    |      |        |        |        |        |
|                              | Total Students                      | Raw Score | Scale Score | Percent Score | Approaches | Meets  | Masters | CAMPUS: Global Leadership Academy | 39 | 23 | 1570 | 57.56% | 87.18% | 43.59% | 20.51% |
| Economic Disadvantage        | 19                                  | 21        | 1535        | 52.37%        | 84.21%     | 36.84% | 10.53%  |                                   |    |    |      |        |        |        |        |
| Black/African American       | 5                                   | 22        | 1549        | 54.50%        | 80%        | 40%    | 20%     |                                   |    |    |      |        |        |        |        |
| Hispanic                     | 15                                  | 24        | 1583        | 59.33%        | 93.33%     | 46.67% | 26.67%  |                                   |    |    |      |        |        |        |        |
| Two or More Races            | 2                                   | 30        | 1668        | 73.75%        | 100%       | 100%   | 50%     |                                   |    |    |      |        |        |        |        |
| White                        | 17                                  | 22        | 1553        | 55%           | 82.35%     | 35.29% | 11.76%  |                                   |    |    |      |        |        |        |        |
| Currently Emergent Bilingual | 5                                   | 22        | 1570        | 56%           | 80%        | 40%    | 20%     |                                   |    |    |      |        |        |        |        |
| Special Ed Indicator         | 1                                   | 25        | 1586        | 62.50%        | 100%       | 100%   | 0%      |                                   |    |    |      |        |        |        |        |
|                              | May 2023 STAAR Mathematics, Grade 5 |           |             |               |            |        |         |                                   |    |    |      |        |        |        |        |
|                              | Total Students                      | Raw Score | Scale Score | Percent Score | Approaches | Meets  | Masters | CAMPUS: Global Leadership Academy | 38 | 25 | 1671 | 59.09% | 81.58% | 52.63% | 21.05% |
| Economic Disadvantage        | 25                                  | 26        | 1693        | 62.95%        | 88%        | 60%    | 24%     |                                   |    |    |      |        |        |        |        |
| Black/African American       | 5                                   | 20        | 1585        | 47.62%        | 60%        | 20%    | 20%     |                                   |    |    |      |        |        |        |        |
| Hispanic                     | 21                                  | 27        | 1698        | 64.74%        | 95.24%     | 66.67% | 19.05%  |                                   |    |    |      |        |        |        |        |
| Two or More Races            | 3                                   | 14        | 1505        | 34.13%        | 33.33%     | 0%     | 0%      |                                   |    |    |      |        |        |        |        |
| White                        | 9                                   | 25        | 1710        | 60.58%        | 77.78%     | 55.56% | 33.33%  |                                   |    |    |      |        |        |        |        |
| Currently Emergent Bilingual | 4                                   | 31        | 1744        | 72.62%        | 100%       | 75%    | 25%     |                                   |    |    |      |        |        |        |        |

|  | May 2023 STAAR Science, Grade 5 |              |                |                  |            |       |         | CAMPUS:<br>Global<br>Leadership<br>Academy | 38 | 26 | 4104 | 65.79% | 86.84% | 57.89% | 42.11% |
|--|---------------------------------|--------------|----------------|------------------|------------|-------|---------|--------------------------------------------|----|----|------|--------|--------|--------|--------|
|  | Total<br>Students               | Raw<br>Score | Scale<br>Score | Percent<br>Score | Approaches | Meets | Masters |                                            |    |    |      |        |        |        |        |

|                              |    |    |      |        |        |        |        |
|------------------------------|----|----|------|--------|--------|--------|--------|
| Economic Disadvantage        | 25 | 26 | 4132 | 66.67% | 92%    | 60%    | 44%    |
| Black/African American       | 5  | 20 | 3704 | 52.31% | 60%    | 20%    | 0%     |
| Hispanic                     | 21 | 26 | 4157 | 67.64% | 95.24% | 61.90% | 47.62% |
| Two or More Races            | 3  | 21 | 3765 | 54.70% | 100%   | 33.33% | 0%     |
| White                        | 9  | 28 | 4316 | 72.65% | 77.78% | 77.78% | 66.67% |
| Currently Emergent Bilingual | 4  | 27 | 4204 | 69.87% | 100%   | 75%    | 50%    |

2023 Beginning of Year MAP Math data K-5: 2% Low; 3% Low Average; 14% Average; 29% High Average; 52% High

2023 Beginning of Year MAP Reading data K-5: 2% Low; 7% Low Average; 15% Average; 30% High Average; 46% High

Previous Years' Data:

| Reading                           | 2021-2022  |       |         |          |        | 2020-2021  |       |         |          |        |
|-----------------------------------|------------|-------|---------|----------|--------|------------|-------|---------|----------|--------|
| 3rd Grade                         | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled |
| State of Texas                    | 75%        | 50%   | 30%     | 52%      | 83%    | 68%        | 38%   | 19%     | 42%      | 73%    |
| Region 10                         | 75%        | 51%   | 31%     | 52%      | 83%    | 69%        | 41%   | 21%     | 44%      | 75%    |
| Terrell ISD - Districtwide Scores | 68%        | 38%   | 18%     | 41%      | 71%    | 53%        | 24%   | 9%      | 29%      | 55%    |
| GLA                               | 100%       | 95%   | 72%     | 89%      | 97%    | 91%        | 63%   | 34%     | 63%      | 91%    |
| 4th Grade                         | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled |

| Reading                           | 2021-2022         |              |                |                 |               | 2020-2021         |              |                |                 |               |
|-----------------------------------|-------------------|--------------|----------------|-----------------|---------------|-------------------|--------------|----------------|-----------------|---------------|
| State of Texas                    | 76%               | 52%          | 28%            | 52%             | 83%           | 63%               | 36%          | 18%            | 39%             | 69%           |
| Region 10                         | 75%               | 54%          | 30%            | 53%             | 84%           | 64%               | 39%          | 20%            | 41%             | 71%           |
| Terrell ISD - Districtwide Scores | 68%               | 37%          | 15%            | 40%             | 70%           | 45%               | 19%          | 7%             | 24%             | 50%           |
| GLA                               | 95%               | 80%          | 38%            | 71%             | 93%           | 95%               | 75%          | 45%            | 72%             | 93%           |
| <b>5th Grade</b>                  | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> |
| State of Texas                    | 80%               | 56%          | 36%            | 57%             | 87%           | 72%               | 45%          | 30%            | 49%             | 81%           |
| Region 10                         | 80%               | 57%          | 38%            | 58%             | 88%           | 73%               | 48%          | 33%            | 51%             | 82%           |
| Terrell ISD - Districtwide Scores | 67%               | 36%          | 19%            | 41%             | 71%           | 62%               | 35%          | 21%            | 39%             | 69%           |
| GLA                               | 100%              | 91%          | 68%            | 86%             | 97%           | 97%               | 79%          | 48%            | 75%             | 94%           |
| <b>Math</b>                       | 2021-2022         |              |                |                 |               | 2020-2021         |              |                |                 |               |
| <b>3rd Grade</b>                  | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> |
| State of Texas                    | 70%               | 41%          | 20%            | 44%             | 75%           | 61%               | 30%          | 14%            | 35%             | 60%           |
| Region 10                         | 77%               | 44%          | 23%            | 48%             | 80%           | 63%               | 32%          | 16%            | 37%             | 65%           |
| Terrell ISD - Districtwide Scores | 57%               | 28%          | 13%            | 33%             | 58%           | 49%               | 20%          | 8%             | 26%             | 52%           |
| GLA                               | 100%              | 85%          | 59%            | 81%             | 95%           | 97%               | 86%          | 46%            | 76%             | 94%           |
| <b>4th Grade</b>                  | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> |
| State of Texas                    | 68%               | 41%          | 22%            | 44%             | 75%           | 58%               | 35%          | 21%            | 38%             | 67%           |
| Region 10                         | 69%               | 43%          | 25%            | 46%             | 78%           | 61%               | 38%          | 24%            | 41%             | 71%           |
| Terrell ISD - Districtwide Scores | 56%               | 26%          | 12%            | 31%             | 56%           | 38%               | 19%          | 9%             | 22%             | 49%           |
| GLA                               | 88%               | 65%          | 33%            | 62%             | 91%           | 90%               | 65%          | 45%            | 67%             | 92%           |
| <b>5th Grade</b>                  | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> |
| State of Texas                    | 75%               | 45%          | 23%            | 48%             | 80%           | 69%               | 33%          | -3%            | 33%             | 58%           |
| Region 10                         | 76%               | 48%          | 26%            | 50%             | 82%           | 72%               | 46%          | 28%            | 49%             | 81%           |
| Terrell ISD - Districtwide Scores | 57%               | 24%          | 9%             | 30%             | 56%           | 53%               | 29%          | 14%            | 32%             | 57%           |
| GLA                               | 91%               | 64%          | 32%            | 62%             | 91%           | 88%               | 67%          | 39%            | 65%             | 91%           |
| <b>SCIENCE</b>                    | 2021-2022         |              |                |                 |               | 2020-2021         |              |                |                 |               |
| <b>5th Grade</b>                  | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>DOMAIN 1</b> | <b>Scaled</b> |
| State of Texas                    | 65%               | 37%          | 17%            | 40%             | 70%           | 61%               | 30%          | 12%            | 34%             | 59%           |
| Region 10                         | 65%               | 37%          | 17%            | 40%             | 70%           | 63%               | 32%          | 14%            | 36%             | 62%           |
| Terrell ISD - Districtwide Scores | 54%               | 25%          | 11%            | 30%             | 56%           | 55%               | 24%          | 7%             | 29%             | 55%           |
| GLA                               | 95%               | 82%          | 45%            | 74%             | 94%           | 97%               | 55%          | 27%            | 60%             | 90%           |

### **Student Learning Strengths**

Growth made from 2022 to 2023 STAAR, MOY to EOY in K-2 DRA and MAP MOY and EOY

Projected 93 Achievement

Teacher supports: Mentoring, Coaching, Teacher Leaders, Tiger Academy, New Teacher Orientation, Collaborative Team Meetings

Defined Learning

Campus Wide Clubs

Student Ambassadors

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

**Problem Statement 1 (Prioritized):** Due to teacher turnover there is inconsistency among grade level student culture.

**Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

# School Processes & Programs

## School Processes & Programs Summary

Global Leadership Academy has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective leadership. The National Institute of Excellence in Teaching's TLR System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher learning rubric, calibrates results, and holds staff accountable for increasing student performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The needs for effective instruction, enhanced interventions to close academic gaps, and increased literacy are evident. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence and cultural responsiveness are but a few of the areas professional development will address. Professional Learning Communities (PLCs) lay the framework for collaborative team meetings, job-embedded professional development, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. Additionally, a Teacher Leader is assigned to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science also provide coaching to our teachers. Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, and utilize the Get Better Faster model to support feedback sessions.

GLA actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. All teachers new to GLA attend New Teacher Orientation. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is well above the state average and is addressed through incentives, training, and supports. Incentives are provided to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers, retention bonuses, extra duty stipends, and other incentives. The District has applied to participate in the state's Teacher Incentive Allotment whereby teachers, based on their effectiveness, may earn distinctions levels of Recognized, Exemplary, or Masters and receive additional compensation based on those distinctions.

Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments and embed essential skills. A Literacy Director supports the campus focus on early literacy acquisition and ensure the implementation of a balanced literacy program including guided reading, phonics, writing, vocabulary, and other literacy elements and reading interventionist have been hired for each K-5 campus to support at-risk students. Per House Bill 3 (HB 3), all K-3 teachers and principals must attend Reading Academies by the 2022-2023 school year. A Director of MSST/SEL also supports GLA Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available.

We provide opportunities for all stakeholders to provide input for improving GLA. Committees such as: District Educational Improvement Council (DEIC), Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organization (PTO) allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees. The Teacher Leaders, Mentoring Program, and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Academy is available for teachers exploring administrative roles.

At Global Leadership Academy we monitor high expectations and critical thinking for high student achievement. Development of a district curriculum is an ever-going process with a scope and sequence geared toward meeting the needs of all students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). The district provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to

intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs) and Collaborative Teams, vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Additionally, at GLA, teachers are provided at least 1 Friday per month for full day of PD and planning while students are off campus.

GLA provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Students receive 1:1 technology devices.

At GLA we provide 1:1 technology for all of our students. Defined Learning implementation K-5 allows GLA students true project based learning and leadership experiences. K-1 students are provided Ipad, while our 2-5 graders receive Chromebooks. They utilize programs such as Google Suite, Defined Learning, IXL, iReady, Seesaw, and many more. GLA provides for the continuation of digital programs including Defined Learning, StemScopes, Lowman, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

Data driven decision making drives material and resource selection for classroom teachers, as well as campus initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and trainings are provided such as Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, technology upgrades, hardware upgrades, are but a few of the instructional tools utilized. Additionally, Title I Campus, Student Incentives, Student Genius, Tiger Time, Student Data Folders, Safety Plan, TIP, master schedule, Teach Like A Champion, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Tiger Academy, Mentor Program, New Teacher Orientation, Teacher incentives, SALT, and Site Based Decision.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEM opportunities are available to all students K-5 through STEM classes. Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, newcomer interventions are in place.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students. Students participate in enrichment activities associated with STEM and online programs. For parents who need support with students on Fridays, they attend ILDs provided by the district. We usually have around 8-10 students in attendance.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to district calendar start/end times and local certification. Safety plans and safety drills in place at all campuses.

Coaching and retaining our teachers with the following: Teach Like A Champion, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, ROAR, Mentor Program, New Teacher Orientation, Teacher incentives, Site Based Decision, and Adoption of 4 day calendar.

Growing Students: Defined Learning, SEL, 1:1 Technology, Title I Campus, Student Incentives, Goal setting built into schedule daily.

Campus: PTO, Safety Plan, and House system that includes house meetings, house leaders, community based service projects.

## **School Processes & Programs Strengths**

Teachers:

Global Leadership Academy  
Generated by Plan4Learning.com

- Common planning/collaboration time
- Targeted professional development
- Campus culture tracker using Get Better Faster
- K-5 Blended Learning common language

Students:

- Built in interventions during the school day
- House System
- Data folders for goal setting
- Campus Wide Clubs
- Defined Learning

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

**Problem Statement 1 (Prioritized):** Due to teacher turnover there is inconsistency among grade level student culture.

**Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

# Perceptions

## Perceptions Summary

Many great things are happening at GLA! We offer campus wide clubs, student panels (Ambassadors), robotics, k-kids and a "house" system as options to our student to create a sense of belonging on our campus. As part of our house meetings house leaders are elected by their peers in an effort to create leadership opportunities for our students. We have junior leaders which provides younger students leadership opportunities. Key communicators have been elected as well to assist house leaders as needed. For parent engagement, the opportunities are abundant, including our yearly Open House, Brag Night, monthly PTO meetings, and SBDM team meetings. Parents volunteer frequently to help teachers with classroom needs and clubs.

GLA places priority on safety. We complete safety drills, view multiple security cameras, have an armed guard, attend district safety meetings, complete compliance training and continuing education training.

To address any behavior issues that may arise, GLA has implemented a step system code of conduct, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A ROAR Packet was established to act on reports of threats or bullying, also known as prohibited conduct.

GLA staff participate in Site Based Decision Making meetings at least twice per year, House Committee Meetings, Leadership Team Meetings in an effort to prepare engaging opportunities for the students on our campus.

To communicate opportunities for parent engagement, GLA advertises district activities and events such as neighborhood Back to School Bashes, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, flyers/brochures, campus newsletters, campus publications and Remind. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership.

GLA hosts parent and community engagement programs such as: Project based learning "expert" visitors to support project planning, monthly PTO meetings, K-Kids, yearly service projects utilized by "house" groups, College and Career weeks, and campus wide clubs.

The ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. We offer a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. The Excellence Center for Enhanced Learning (ExCEL) Center is utilized to support year-round student engaging academic and enrichment activities. ExCEL also hosts adult education courses such as ESL, citizenship, CPR, cooking, GED, and financial literacy.

Communication and transparency are important to GLA. We work to provide avenues for parents and stakeholders to share new ideas and create activities that promote wide-spread student and family participation/engagement. To promote parental engagement and partnership, the district strives to maximize communication through multiple outlets, including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, hosting various types of open houses, and Brag Night. GLA provides the Community Resource Guide in both English and Spanish and houses "need to know" information regarding the campus on its website. The district superintendent provides weekly 'What's Up with Warnock' to highlight campus programs and provide topic specific communication to parents. GLA implements the house system, Depth and Complexity Framework, and Defined Learning to promote community and family on our campus.

## Perceptions Strengths

TEA "A" Rated campus 23-24, 24-25

2023 School Transforming Learning recognition

Honor Roll students house points and parties

Ambassadors receive shirts that can be worn on the day of their choice each week

SEL time built in master schedule

Parental Involvement rates are high on our campus, parents are willing participants in their child's education

PTO support student and teacher needs as often as they are able

Weekly Campus Clubs on Thursdays

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

**Problem Statement 1 (Prioritized):** Due to teacher turnover there is inconsistency among grade level student culture.

**Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

# Priority Problem Statements

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture.

**Root Cause 1:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 1:** Improve SUPPORTS to positively impact student learning to ensure a well-rounded education.

**High Priority**

**Evaluation Data Sources:** Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Reviews   |     |      |           |
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| <b>Strategy 1:</b><br>To ensure that 80% of all students reach their individual academic growth goals in Mathematics and in Reading/Language Arts by providing and monitoring the effective use of instructional programs and interventions--including personalized learning/digital platforms and targeted interventions such as IXL--and by supplying the materials, supplies, and resources needed to reinforce high-quality teaching and learning in all subject areas for all student groups (neglected/delinquent, At-Risk, GT, Special Education, Homeless, English Learners, Dyslexia, Section 504, Migrant, etc.), ensuring a well-rounded education for every student.<br><br><b>Strategy's Expected Result/Impact:</b> Increase the percentage of all students scoring at the Meets' and Masters' level<br>Close the achievement gaps for our AA student population<br>Quarterly checks of usage and student performance data [STAAR, TELPAS, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.]<br><br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>- <b>Targeted Support Strategy</b><br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><br><b>Funding Sources:</b> Materials and Programs - 199 General Fund - \$4,382 |  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Nov       | Feb | June |           |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |      |           |
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| <b>Strategy 2: INTERVENTIONS &amp; MULTI-TIERED SYSTEM OF SUPPORT</b><br>Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.<br><b>Strategy's Expected Result/Impact:</b> Targeted instructional supports for students in need of assistance. Changes in student behavior to increase student learning.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Counselor, Teachers<br><br><b>Results Driven Accountability</b><br><b>Funding Sources:</b> Materials for positive interventions, Dojo Store - 199 General Fund - \$500  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov       | Feb | June |           |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |      |           |
| <b>Strategy 3: CURRICULUM</b><br>Maintain a viable curriculum aligned to state standards.<br><b>Strategy's Expected Result/Impact:</b> Alignment of the the written, taught, and tested curriculum<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Teachers, Leadership Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Defined Learning, L4W, Depth & Complexity - 199 General Fund - \$22,862, All in Learning - 289 TITLE IV - \$950 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov       | Feb | June |           |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |      |           |
| <b>Strategy 4: PROFESSIONAL DEVELOPMENT &amp; COACHING</b><br>Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff.<br><b>Strategy's Expected Result/Impact:</b> Increased teacher and student performance<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Principal Coaching - 255 ESSA Title II, Part A TPTR - \$1,000                                                                                                      | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov       | Feb | June |           |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |      |           |
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| <b>Strategy 5: RESEARCH-BASED BEST PRACTICES</b><br>Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.<br><b>Strategy's Expected Result/Impact:</b> Targeted instruction and student learning<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> ESS - 211 ESSA Title I, Part A - \$1,000                                                                                                                                                                                                                                                                                                                      | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Feb | June |           |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |      |           |
| <b>Strategy 6:</b> Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to FINE ARTS, and preparation for COLLEGE, CAREER, OR MILITARY POST-SECONDARY READINESS, ADVANCED ACADEMICS, ensuring academic ENRICHMENT and EXTRA-CURRICULAR support and COLLEGE EXPOSURE opportunities for students such as summer camps, out-of-school time programs, school clubs, sports, and at-home extension activities..<br><b>Strategy's Expected Result/Impact:</b> Student involvement and enrichment<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> STEM Teacher - 211 ESSA Title I, Part A - \$35,928, STEM Teacher - 289 TITLE IV - \$42,320, STEM Robotics Game - 289 TITLE IV - \$1,000 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Feb | June |           |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |      |           |
| <b>Strategy 7: DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUATION</b><br>Analyze data and implement enhanced drop out prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate AND/OR provide an alternative choice high schools to meet the needs of at-risk students.<br><b>Strategy's Expected Result/Impact:</b> Recover drop outs. Prevent potential dropouts.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b>                                                                                                                                                                                                                                                                                                                                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Feb | June |           |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |      |           |
| <b>Strategy 8: TARGETED IMPROVEMENT PLANS</b><br>Monitor and support all Targeted Improvement Plans to ensure frameworks for effective schools and high student outcomes.<br><b>Strategy's Expected Result/Impact:</b> Close achievement gaps<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Feb | June |           |
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| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |      |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 9: MIGRANT:</b><br>Establish Migrant Priority for Service (PFS) Action Plan in cooperation with Educational Service Center, Region 10.<br><b>Strategy's Expected Result/Impact:</b> Targeted focus on highly at risk population<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                            | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |      |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |      |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| Student Learning                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| School Processes & Programs                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| Perceptions                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 2:** Ensure SPECIAL EDUCATION services are effectively provided to each student needed and ensure all processes and procedures are effectively monitored.

**High Priority**

**Evaluation Data Sources:** Results Driven Accountability Data  
IEPs  
Student Performance including behaviors

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |      |           |
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| <b>Strategy 1:</b> To ensure students in Special Education are receiving adequate and proper services, performance routine audits to ensure Child Find processes are effective and student folders are accurate and in compliance.<br><b>Strategy's Expected Result/Impact:</b> Continuity of services for students.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |      |           |
| <b>Strategy 2:</b> SPECIAL EDUCATION:<br>Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1                                                                                                                                                      | Formative |     |      | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                |           |     |      |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |

### Student Learning

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

### School Processes & Programs

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

### Perceptions

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 3: EMERGENT BILINGUAL -**  
EB students will increase their proficiency levels in the TELPAS domains of listening, speaking, reading and writing.

**High Priority**  
**Evaluation Data Sources:** TELPAS, OLPT, EL Progress Measures

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |      |           |
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| <b>Strategy 1:</b> Students will achieve ENGLISH LANGUAGE PROFICIENCY through meaningful learning experiences, language rich instruction, and interventions to improve academic performance and close achievement gaps.<br><b>Strategy's Expected Result/Impact:</b> English Language Acquisition<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |      |           |
| <b>Strategy 2:</b> EMERGENT BILINGUAL - BILINGUAL INSTRUCTION will be provided for elementary grades including support programs and instructional materials/resources.<br><b>Strategy's Expected Result/Impact:</b> LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1                           | Formative |     |      | Summative |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                 |           |     |      |           |

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |

### Student Learning

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

### School Processes & Programs

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

### Perceptions

**Problem Statement 1:** Due to teacher turnover there is inconsistency among grade level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 4:** Readily and strategically infuse TECHNOLOGY in teaching and learning to improve outcomes for all students.

**Evaluation Data Sources:** Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |      |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: NETWORK SAFETY:</b><br>Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system.<br><b>Strategy's Expected Result/Impact:</b> Cybersecurity Awareness and Prevention<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                               | Formative |     |      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |      |           |
| <b>Strategy 2: CLASSROOM TECHNOLOGY:</b><br>Ensure classroom computers and other technology instructional needs are operational.<br><b>Strategy's Expected Result/Impact:</b> Instructional technology use in classrooms.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                              | Formative |     |      | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |      |           |

**Goal 2: SCHOOL CULTURE:** Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 1:** Increase student attendance and decrease student referrals and student behaviors warranting suspension or alternate settings .

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |      |           |
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| <b>Strategy 1:</b> Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1                                                                                                                      | Formative |     |      | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |      |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| Student Learning                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| School Processes & Programs                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| Perceptions                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |

**Goal 2: SCHOOL CULTURE:** Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 2:** Increase social-emotional supports

**Evaluation Data Sources:** Teacher Retention Rate, Discipline Rates, Attendance Rates

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |      |           |
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| <p><b>Strategy 1:</b> Provide TARGETED SUPPORT and support COUNSELING , SOCIAL SERVICES, GUIDANCE LESSONS, and TRAININGS to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs.</p> <p>This may include targeted supports and personnel (psychologist, behavior specialists, mental health provider/programs, specialized instructional support services, etc.) to meet student/staff needs and trainings in a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of student needs and knowledge of how to respond<br/>Teacher capacity to assist student needs increases<br/>Decreased disciplinary referrals; Increased student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Counselor</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p> | Formative |     |      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |      |           |
| <p><b>Strategy 2:</b> Provide COORDINATED SCHOOL HEALTH SERVICES, activities, and evaluations including required PHYSICAL ACTIVITIES [TEC 11.253(d)(10)] and provide a universal FEEDING PROGRAM in partnership with the SHAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Addressing needs of whole child: social, emotional, physical</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative |     |      | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |      |           |

**Performance Objective 2 Problem Statements:**

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| <b>Demographics</b>                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| <b>Student Learning</b>                                                                                                                                                                                                                                                                                            |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| <b>School Processes &amp; Programs</b>                                                                                                                                                                                                                                                                             |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| <b>Perceptions</b>                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |

**Goal 3: HUMAN CAPITAL AND RESOURCES:** Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

**Performance Objective 1:** RECRUIT and RETAIN sufficient PERSONNEL to provide effective leadership, teaching, custodial, maintenance, nutrition, special services and other positions instrumental to the effective operation of the district.

**Evaluation Data Sources:** Employee Roster  
Turnover Rate

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |      |           |
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| <b>Strategy 1:</b> Attend and host RECRUITING EVENTS such as JOB FAIRS, and implement supports to RECRUIT, SUPPORT, AND RETAIN and DEVELOP excellent and Fully Certified and Highly Qualified Principals, Teachers, and Staff (food service, custodial, bus drivers, paraprofessionals, etc.) and Significantly increase SOCIAL MEDIA BRANDING and recruitment strategies and redirect budgets toward this end.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher quality and recruit diverse staff<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Leadership Team<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |      |           |
| <b>Strategy 2:</b> ONBOARDING PROGRAM:<br>Provide meaningful orientation and specialized supports and resources for new employees.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Leadership Team<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1                                                                                                                                                                                                                                                                                                                                                                              | Formative |     |      | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |      |           |
| <b>Strategy 3:</b> Increase RETENTION RATE of employees and decrease TEACHER TURNOVER rate reflect state average.<br><b>Strategy's Expected Result/Impact:</b> Stability of teaching staff and decreased expense of training<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1                                                                                                                                                                                                                                                                                                            | Formative |     |      | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |      |           |
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| <b>Strategy 4:</b> Maintain district status as a DISTRICT OF INNOVATION with the Texas Education Agency.<br><b>Strategy's Expected Result/Impact:</b> Local Board control over district calendar and other Board approved topics<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                       | Formative |     |      | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |      |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| Student Learning                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| School Processes & Programs                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |
| Perceptions                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Due to teacher turnover there is inconsistency among grade level student culture. <b>Root Cause:</b> The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS). |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 1: FINANCIAL STABILITY**  
Propose a budget that promotes fiscal responsibility and supports instructional growth.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: PEIMS:</b><br>Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                        | Formative |     |      | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |      |           |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 2: CAPITAL IMPROVEMENTS**  
Develop a long-term facilities plan to address future growth and facility improvement needs.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: BUILDING &amp; PROPERTY MAINTENANCE:</b><br>Prioritize items at critical failure and utilize alternate resources to address most critical needs identified in the facility assessment.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                   | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Feb | June |           |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |      |           |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 3: SAFETY & SECURITY**

Training and emergency management preparation will be provided to assure the safety and security of every student and staff member in the District, and of all stakeholders on District premises.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |      |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: TRAINING &amp; EMERGENCY RESPONSE PLANS</b><br>Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety.<br>This will include training campus administrators to handle their unique campus emergency response plans, account for student mental health and emotional issues , and use anti-bullying training and protocols.<br><b>Staff Responsible for Monitoring:</b> Campus Principal | Formative |     |      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |      |           |
| <b>Strategy 2: EMERGENCY OPERATIONS:</b><br>District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                           | Formative |     |      | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                      |           |     |      |           |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 4: COMPLIANCE**  
District will maintain compliance with all state and federal guidelines.

| Strategy 1 Details                                                                                                                                          | Reviews   |     |      |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| Strategy 1: Monitor state, federal and special programs to ensure compliance.<br>Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team | Formative |     |      | Summative |
|                                                                                                                                                             | Nov       | Feb | June |           |
|                                                                                                                                                             |           |     |      |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>        |           |     |      |           |

**Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH:** Elevate district pride by strengthening partnerships with families, community, and the business community.

**Performance Objective 1: COMMUNICATION MEDIUMS -**  
The district will utilize multiple mediums to ensure effective communication to all stakeholders.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |      |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: COMMUNICATION MEDIUMS:</b><br>District will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.<br><b>Strategy's Expected Result/Impact:</b> Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Leadership Team<br><br><b>Funding Sources:</b> Remind - 211 ESSA Title I, Part A - \$1,916 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |      |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                          |           |     |      |           |

**Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH:** Elevate district pride by strengthening partnerships with families, community, and the business community.

**Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT**

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |      |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: OUTREACH:</b><br>Provide district-wide outreach program for parents to help build connections and capacity<br><b>Strategy's Expected Result/Impact:</b> EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                                                                                                    | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |      |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |      |           |
| <b>Strategy 2: ACCESS:</b><br>District will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Veteran's Day, Cultural Days, Hall of Fame, Dudes at the Door, etc.) .<br><b>Strategy's Expected Result/Impact:</b> Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                                         | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |      |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |      |           |
| <b>Strategy 3: PARENT &amp; FAMILY ENGAGEMENT POLICY:</b><br>The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.<br><b>Strategy's Expected Result/Impact:</b> Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy.<br><b>Staff Responsible for Monitoring:</b> Campus Principal | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Feb | June |           |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |      |           |
| <b>Strategy 4: VOLUNTEERS &amp; PARTNERSHIPS:</b><br>TISD will increase the number of volunteers and community partnerships .<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Feb | June |           |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 5:</b> EDUCATE PARENTS and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.<br><b>Staff Responsible for Monitoring:</b> Campus Principal | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |      |           |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>              |           |     |      |           |

# Title I Personnel

| <u>Name</u>      | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| Julianna Sheeran | STEM Teacher    |                | .55        |

# Site Based Decision Making Committee

| Committee Role             | Name             | Position                   |
|----------------------------|------------------|----------------------------|
| Parent                     | Jennifer Smith   | Parent                     |
| District Rep               | Kenah Loya       | District Rep               |
| Business                   | Pam Merino       | Business                   |
| Community Rep              | Lynn Vaughn      | Community Rep              |
| Non-Classroom Professional | Christina Fauber | Non-Classroom Professional |
| Admin                      | Tracie Pritchett | Admin                      |
| Teacher                    | Nichole Miller   | Teacher                    |