2020-21 Campus Improvement Plan

Accountability Rating: B

School Name

Terrell High School

Address

701 Town North Dr.
Terrell, Texas 75160

School ID

129906-002

Principal

Jay Thompson

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Jay Thompson	Principal	Admin
Shaenicia Zomer	Associate Principal	Admin
Courntney Edwards	Assistant Principal	Admin
Cody Holloway	Assistant Principal	Admin
Micah Rice	English Dept Head/Teacher	Teacher
Frances Luse	Math Dept Head/Teacher	Teacher
Diallo Stogner	Science Dept Head/Teacher	Teacher
Absolom Harvey	History Dept Head/Teacher	Teacher
Emily Sauceda	SPED Dept Head/Teacher	Teacher
Gina Belisle	CTE Dept Head/Teacher	Teacher
Raylan Smith	Parent	Parent
Crystal Stewart	Parent	Parent
Kieth Furlough	Property owner	Business Owner
Kim Pfaff	Parent	Parent
Jimmy Tustin	Assistant Principal	Admin

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Mission Statement

The mission of Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and tive, and ethical members of a changing society.

Vision

To establish a culture where Every Child who enters our doors, will be given Every Chance to be successful Every Day!

Core Beliefs

THS believes that all students will: treat each other with kindness and respect, take responsibility for their actions and hold themselves accountable for those actions, become critical thinkers to achieve high academic standards and develop the skills necessary to function in a global society.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.			
TEA Commissioner's Strategic Priorities:			
1 Recruit, support, retain teachers & principals	**2** Build a foundation of reading and math	**3** Connect high school to career and college	**4** Improve low-performing schools
Enablers			
Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances			
Ensure **compliance**, effectively **implement legislation** and **inform** policymakers			
Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)			

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Terrell High School is a minority majority campus with a high rate of economically disadvantaged students. THS expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

THS is a campus of 1,235 students comprised of the following student demographics: African American - 20.89 %, Hispanic - 51.50 %, White - 24.62 %, American Indian - 0.40 %, Asian - 0.57 %, Two or More - 2.02%, Hawaiian/Pacific Islander - 0.00 %. Student demographics for programs include: Limited English Proficient - 12.71 %, Special Education - 9.55 %, Gifted and Talented -7.13 %, CTE - 95.87 %. Other student demographics include: Economically Disadvantaged - 73.85 %, At Risk - 51.98 %, Homeless - 0.0 %. Male to female population is closely aligned with females representing 49.47% and males representing 50.53%.

THS provides professional development for teachers and staff to build content and effective instruction strategies, bring multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Along with this, THS provides 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 other special student populations. THS will provide opportunities for teachers and staff to obtain their ESL certification in order to retain staff and increase student achievement. THS strives to have staff demographics match student demographics. THS strives to implement a campus student mentoring programs. An effort will be made to provide demographically focused parent support and training at the campus level.

Summary of Strengths
What were the identified strengths?

Highly Qualified Staff
Dual Credit Opportunities
Associate Degree Programs
College Awareness programs/special events for students and parents such as college fairs, FAFSA Night, and leadership series
Diversity of student population.
Industry Certification Programs
Increasing student performance

Summary of Needs
What were the identified needs?

Student attendance rates
Lack of diversity in teaching staff
Turn-over rate of staff
Need for additional social and emotional supports for students
Industry Certifications

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance. Develop capacity of employees. Support social and emotional needs for students and teachers. Create positive culture

Student Achievement

Overall Summary

In order to increase student achievement, the campus/district will provide ongoing staff development on specific TEKS based strategies through Collaboration time for all teachers and provide guidance on how to utilize and disaggregate student data. Professional development includes building capacity of teachers through the use of the T-TAGS rubric indicators and subject-specific content development, culture/climate, effective classroom management, and effective instruction.

Continued opportunities will be provided year-round for all students to increase student achievement. The campus will offer advanced level courses for students, provide remedial opportunities, and provide professional development through collaboration time and common planning periods to increase the depth of knowledge in all classes. A systematic MSST multi-tiered system of supports process will be continued with consistent program monitoring for academics, behavior, and attendance. Teachers will also monitor student IEPs, 504 plans, and behavior plans.

Summary of Strengths
What were the identified strengths?

Dual credit opportunities
Embedded Dual Credit Teachers
Associates degree programs
Industry Certification Programs
CTE Agricultural, Manufacturing and Robotics programs
Credit Recovery
Professional Learning Communities (PLCs) Collaboration time built into schedules for all teachers
English Learner (EL) training for all teachers
Extended school day transportation is offered to all students needing extra support Tuesdays, Wednesdays and Thursdays
Targeted Intervention after-school in all areas as needed
ELA and Math College Prep class for students to be TSI/College Ready for College and Career/Military Ready (CCMR)
Restorative Discipline best practices

Summary of Needs
What were the identified needs?

Need to increase literacy
Need to increase digital fluency
Need to increase college and career readiness
Professional accountability to implement learning from professional development
Increase number of students attaining Meets and Masters on state assessments

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended learning and digital fluency. Professional development to increase teacher capacity. To increase student achievement in all areas.

District Processes & Programs

Overall Summary

Terrell ISD 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 teaching practices.

At the heart of all professional development, is the improved quality and retention of effective teachers and leaders. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Professional development focusing on classroom practices, data-driven instruction, increasing student achievement, social-emotional intelligence and cultural responsiveness are but a few of the areas addressed. Professional Learning Communities (PLCs) provide job-embedded, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Additionally, teachers new to Terrell ISD attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

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., and secondary math and science. Teacher demographics do not mirror student population demographics and turnover rate is high.

Campus 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 The mentoring program and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers.

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.. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Mentors (Peer Teachers) have been added and trained to support all first and second year teachers.

With the 2020-2021 addition of one-to-one computer technology for students THS incorporated three methods for enrollment: (1) Face-to-Face, (2) Synchronous online instruction with TISD teachers at a designated times, and (3) A-synchronous online instruction at-home digital experiences in core areas and face-to- face elective experiences. 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. Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEAM and STEM opportunities are available to all students K-12. College, career and military guidance and counseling is provided to all students.

Students of character are recognized monthly. 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. Transportation for after-hours activities is available to all students to allow participation in academic tutorials and athletics. Facility improvements provide a safe and secure environment for students, staff, and parents across the district. Additional services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. Additional satellite campuses are established to meet the unique needs of students.

Summary of Strengths
What were the identified strengths?

New teacher mentor programs
One-to-one technology

Summary of Needs
What were the identified needs?

Need for blended learning training
Need for technology integration
Need for increased early literacy growth
Need for automated systems

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Blended Learning & Technology
Early Literacy
Effective instruction

Perceptions

Overall Summary

THS places priority on safety. Safety drills, multiple security cameras, compliance trainings and continuing education training are but a few of the steps taken to ensure student and staff safety.

The campus attendance rate is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. A perception of student apathy exists due to a low attendance rate. However, low attendance can be attributed to a number of other causes.
The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Teachers report student behaviors frequently interrupt and negatively impact instruction. To address behavior issues, a step system code of conduct is utilized and a team of teachers are trainned in Crisis Prevention Institute techniques. Teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and implement ROAR procedures. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A pattern of African American males represent a higher number of disciplinary actions than other populations exist. A ROAR Packet was established to act on reports of threats or bullying.

To communicate opportunities for parent engagement, activities and events such as Back to School Fair, Open Houses, Parent-Teacher conferences, are advertised ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, district publications such as ROAR magazine. The Terrell ISD website houses need to know information regarding the district and updated parent information is maintained on the District database TxEIS.

Terrell ISD and THS hosts various parent and community engagement programs such as: Veterans' Day Program, Alumni Breakfasts, Senior Citizen Appreciation Luncheon, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program, College & Career Fairs, universal breakfast program, citywide feeding programs, and community health clinics and services provided at school. There are additional community involvement opportunities with sports, clubs, organizations. Although tremendous efforts are made, student surveys report that their parents are not fully engaged and do not attend school functions.

The Terrell ISD ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. TISD offers a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. ExCEL hosts adult education courses including, ESL, citizenship, CPR, cooking, GED, and financial literacy. Additionally, senior citizens'/district employees have access to a fitness center to promote balanced and healthy lifestyles.

The district works to provide avenues for parents and stakeholders to share new ideas and create activities that promote wide-spread student participation. To promote parental engagement and partnership, the district strives to utilize multiple forms of communication 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, Twitter, and holding adult education classes. The district also organizes events such as the annual coat and blanket drive.

Summary of Strengths
What were the identified strengths?

ExCEL activities
Safe schools
Numerous parent and community events

Summary of Needs
What were the identified needs?

Student engagement in the classroom
Classroom management practices
Increased student attendance rate
Lower rate of teacher turnover

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Parent and Community Engagement
Classroom management training
Well-rounded student

Additional Information

English I

2016-17 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	394	3870	184	47	210	53	159	40	23	6
Hispanic/ Latino	194	3834	89	46	105	54	78	40	6	3
Black or African American	94	3739	58	62	36	38	25	27	4	4
White	100	4044	34	34	66	66	53	53	11	11
Economically Disadvantaged	284	3804	145	51	139	49	104	37	10	4
Limited English Proficient	65	3514	51	78	14	22	6	9	0	0
Special Education	26	3309	25	96	1	4	1	4	0	0
At-Risk	283	3709	165	58	118	42	77	27	3	1

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	385	3765	196	51	189	49	130	34	14	4
Hispanic/ Latino	208	3765	105	50	103	50	73	35	9	4
Black or African American	89	3695	52	58	37	42	20	22	1	1
White	82	3827	37	45	45	55	33	40	3	4
Economically Disadvantaged	285	3713	157	55	128	45	84	29	10	4
Limited English Proficient	78	3400	66	85	12	15	4	5	0	0
Special Education	20	3246	18	90	2	10	1	5	0	0

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	396	3777	198	50	198	50	131	33	17	4
Hispanic/ Latino	203	3725	108	53	95	47	59	29	7	3
Black or African American	86	3747	46	53	40	47	24	28	3	3
White	98	3891	40	41	58	59	45	46	6	6
Two or More Races	7	3940	4	57	3	43	2	29	1	14
Economically Disadvantaged	272	3731	147	54	125	46	79	29	12	4
Limited English Proficient	101	3527	73	72	28	28	9	9	0	0
Special Education	24	3217	24	100	0	0	0	0	0	0

English II

2016-17 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	332	3874	130	39	202	61	141	42	13	4
Hispanic/ Latino	160	3886	58	36	102	64	72	45	3	2
Black or African American	77	3702	38	49	39	51	21	27	1	1
White	85	3962	31	36	54	64	41	48	6	7
Economically Disadvantaged	222	3763	104	47	118	53	71	32	4	2
Limited English Proficient	37	3493	23	62	14	38	5	14	0	0

Special Education	23	3216	22	96	1	4	1	4	0	0
At-Risk	172	3586	109	63	63	37	29	17	0	0

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	354	3893	139	39	215	61	147	42	18	5
Hispanic/ Latino	179	3869	73	41	106	59	71	40	6	3
Black or African American	76	3813	37	49	39	51	27	36	4	5
White	93	3999	27	29	66	71	45	48	7	8
Economically Disadvantaged	254	3827	109	43	145	57	95	37	9	4
Limited English Proficient	44	3395	40	91	4	9	1	2	0	0
Special Education	21	3287	20	95	1	5	0	0	0	0

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	353	3900	147	42	206	58	136	39	22	6
Hispanic/ Latino	193	3884	81	42	112	58	73	38	10	5
Black or African American	76	3844	37	49	39	51	25	33	2	3
White	76	3979	26	34	50	66	35	46	8	11
Economically Disadvantaged	227	3842	100	44	127	56	79	35	11	5
Limited English Proficient	64	3460	51	80	13	20	3	5	0	0
Special Education	21	3373	18	86	3	14	1	5	1	5

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	297	3866	60	20	237	80	108	36	36	12
Hispanic/ Latino	143	3903	22	15	121	85	62	43	14	10
Black or African American	70	3681	23	33	47	67	13	19	3	4
White	79	3953	14	18	65	82	31	39	17	22
Economically Disadvantaged	218	3842	45	21	173	79	76	35	22	10
Limited English Proficient	46	3765	13	28	33	72	10	22	4	9
Special Education	27	3500	17	63	10	37	3	11	1	4
At-Risk	228	3782	54	24	174	76	62	27	13	6

2017-18 Algebra I STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	266	3860	69	26	197	74	99	37	45	17
Hispanic/ Latino	142	3900	31	22	111	78	55	39	28	20
Black or African American	60	3789	17	28	43	72	21	35	6	10
White	58	3812	19	33	39	67	19	33	9	16
Economically Disadvantaged	201	3843	55	27	146	73	73	36	33	16
Limited English Proficient	49	3641	22	45	27	55	11	22	3	6
Special Education	24	3390	19	79	5	21	1	4	0	0

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	272	3784	73	27	199	73	90	33	25	9
Hispanic/ Latino	139	3770	35	25	104	75	42	30	12	9
Black or African American	60	3802	17	28	43	72	19	32	7	12
White	64	3822	18	28	46	72	27	42	6	9
Two or More Races	5	3768	1	20	4	80	2	40	0	0
Economically Disadvantaged	191	3761	56	29	135	71	59	31	18	9
Limited English Proficient	70	3708	22	31	48	69	16	23	4	6
Special Education	23	3365	17	74	6	26	0	0	0	0

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	277	4009	37	13	240	87	142	51	37	13
Hispanic/ Latino	141	4016	13	9	128	91	74	52	14	10
Black or African American	53	3896	12	23	41	77	22	42	5	9
White	77	4069	11	14	66	86	42	55	17	22
Economically Disadvantaged	184	3950	29	16	155	84	81	44	19	10
Limited English Proficient	26	3720	7	27	19	73	5	19	1	4
Special Education	20	3520	11	55	9	45	2	10	0	0

| At-Risk | 131 | 3794 | 31 | 24 | 100 | 76 | 35 | 27 | 7 | 5 |

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	319	4017	55	17	264	83	169	53	43	13
Hispanic/ Latino	166	4003	29	17	137	83	86	52	20	12
Black or African American	65	3888	15	23	50	77	28	43	3	5
White	81	4104	11	14	70	86	49	60	16	20
Economically Disadvantaged	222	3971	47	21	175	79	108	49	28	13
Limited English Proficient	40	3604	23	58	17	43	8	20	1	3
Special Education	22	3488	14	64	8	36	3	14	0	0

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	250	4117	37	15	213	85	150	60	52	21
Hispanic/ Latino	130	4071	22	17	108	83	72	55	23	18
Black or African American	52	4075	8	15	44	85	32	62	7	13
White	61	4239	5	8	56	92	42	69	20	33
Economically Disadvantaged	159	4047	25	16	134	84	88	55	24	15
Limited English Proficient	43	3648	18	42	25	58	7	16	0	0
Special Education	19	3556	11	58	8	42	2	11	1	5

U.S History

2016-17 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	274	4056	31	11	243	89	153	56	57	21
Hispanic/ Latino	130	4063	12	9	118	91	71	55	29	22
Black or African American	66	3837	16	24	50	76	27	41	5	8
White	68	4239	1	1	67	99	48	71	19	28
Two or More Races	6	4340	0	0	6	100	5	83	3	50
Economically Disadvantaged	184	3993	24	13	160	87	90	49	31	17
Limited English Proficient	24	3587	10	42	14	58	3	13	0	0
Special Education	19	3479	11	58	8	42	1	5	0	0
At-Risk	119	3814	27	23	92	77	40	34	9	8

2017-18 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	271	4096	29	11	242	89	155	57	66	24
Hispanic/ Latino	140	4066	13	9	127	91	75	54	31	22
Black or African American	54	3964	10	19	44	81	26	48	8	15
White	69	4214	6	9	63	91	47	68	21	30
Economically Disadvantaged	163	3988	21	13	142	87	73	45	27	17
Limited English Proficient	18	3625	8	44	10	56	3	17	1	6

Special Education	18	3584	10	56	8	44	4	22	0	0

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	292	4102	41	14	251	86	176	60	77	26
Hispanic/ Latino	147	4083	20	14	127	86	89	61	32	22
Black or African American	53	3911	13	25	40	75	24	45	9	17
White	86	4234	8	9	78	91	59	69	32	37
Economically Disadvantaged	193	4067	30	16	163	84	115	60	43	22
Limited English Proficient	31	3652	14	45	17	55	6	19	1	3
Special Education	21	3594	11	52	10	48	4	19	1	5

Goals and Strategies

Goal 1: : High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)   **CSF 1 - Improve Academic Performance**

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data: English, at least 12% increase at the "meets" level and 16% at the "masters" level; in Math, at least 20% at the "meets" level and 16% at the "masters" level. In regards to our SPED population in English, at least 1% at the "meets" level; in Math, at least 16% at the "meets" level.

Reviews

Formative
Summative

Resources

Amount	136381
Source	424 IMA
Description	Textbooks, Calculators, Chromebooks

Strategy/Activity 2

Provide resources needed to ensure effective and enriched teaching and learning for all students in all content areas, across all programs (English, Math, Science, Social Studies, CTE, Special Ed., ESL, P.E., LOTE, Fine Arts, etc.)

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Student growth. Increase student achievement in all academic areas.

Reviews

Formative
Summative

Resources

Amount	50,000
Source	199 General Fund
Description	Classroom Materials, Supplemental Classroom Supplies Improve Programs/Supporting Effective Instruction,
Amount	24000
Source	State Comp Ed
Description	Supplemental Classroom Supplies Improve Programs/Supporting Effective Instruction

Amount	30000
Source	270 Title V
Budget Reference	263
Description	Supplemental Classroom Supplies

Strategy/Activity 3

Provide professional development to ensure teachers are equipped with effective instructional strategies/practices, deepen content knowledge, and best practices for student learning in all content areas and across programs (English, Math, Science, Social Studies, CTE, Special Ed., ESL, P.E., LOTE, Fine Arts, etc.)

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 7 - Increase Teacher Quality

Targeted Support Strategy

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Student growth. Increase student achievement in all academic areas.

Reviews

Formative
Summative

Resources

Amount	50000
Source	199 General Fund
Description	Teacher Training

Amount	40000
Source	255 Title II
Description	Supporting Effective Instruction
Amount	8500
Source	255 Title II
Description	Region X
Amount	40000
Source	270 Title V
Description	Supporting Effective Instruction

Strategy/Activity 4

Utilize strategies for reading and writing and help teachers/students connect these strategies across all curricula.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

July 2020- May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Create culture of reading and writing among all classrooms on campus. Increase English I & II EOC results

Reviews

Formative
Summative

Resources

Amount	2200
Source	199 General Fund
Description	Region X
Amount	2500
Source	199 General Fund
Description	Composition Notebook Journals
Amount	20000
Source	270 Title V
Description	Teacher Training

Strategy/Activity 5

Utilize technology and online resources available in all content areas such as: STEMscopes, Google Classroom, Gizmo, vocabulary.com, etc.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance** **CSF 2 - Increase the User of Quality Data to Drive Instruction** **CSF 4 - Increased Learning Time** **CSF 6 - Improve School Climate** **CSF 7 - Increase Teacher Quality**

Timeline

July 20 - May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Embedded 1:1 technology, increase student content knowledge.

Reviews

Formative
Summative

Resources

Amount	30000
Source	199 General Fund
Description	STEM Scopes
Amount	3500
Source	199 General Fund
Description	Gizmo, online science labs
Amount	4284
Source	270 Title V
Description	vocabulary.com

Strategy/Activity 6

Provide campus-wide training and continued job-embedded training through Professional Learning Communities to implement effective teaching strategies, T-TAG, Teach Like A Champion, Get Better Faster, (including writing across the curriculum) in all content areas.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

July 20-May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Increased student achievement in all areas.

Reviews

Formative
Summative

Resources

Amount	40000	
Source	255 Title II	
Description	Teacher/Coach Training	
Amount	20000	
Source	270 Title V	
Description	Teacher/Coach Training	

Strategy/Activity 7

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

Aug 20-May21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Increase student achievement in all academic areas.

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Administrators will conduct walk-throughs each week and use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies and support teachers in their growth and development through targeted instructional coaching and mentoring.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

Aug 20-May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Effective classroom instruction and monitoring of teaching and learning.

Reviews

Formative
Summative

Resources

Amount	2200
Source	199 General Fund
Description	Eduphoria Strive

Strategy/Activity 9

Campus Leadership Team (CLT) meets weekly to address values, campus goals, best practices, remediation goals, data talks, celebrations, and timelines.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

Aug 20- May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Maintain focus on campus goals and implement strategies in the classroom.

Reviews

Formative
Summative

Resources

Source	
	199 General Fund

Objective 2:

Increase the percentage of students graduating College, Career or MIlitary Ready

Evaluation Data Source(s):
CCMR data: TSI, ACT, SAT, Dual Enrollment, AP, Industry Certifications, formative/summative evaluations, Odysseyware, etc.

Summative Evaluation:
State Accountability - CCMR

Strategy/Activity 1

Increase the number of students meeting the criteria in both English & Math TSI examinations; increase participation in PSAT, SAT and/or ACT examinations; increase the number of students in Dual Credit

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

TSI tests taken at middle school, TSI test taken at high school, increased number of dual credit classes offered on THS campus Participation in PSAT(10th) and SAT (11th) exams
Increase SAT/ACT participations 45.2% (17-18) to 90% by 21-22
Increase PSAT participation 38 total students (17-18) to 90% by 21-22
Increase the number of students completing dual credit courses from 33.7% (18) to 50%

Reviews

Formative
Summative

Resources

Amount	27500
Source	199 General Fund
Description	TSI/SAT/PSAT Examinations & Prep Materials

Strategy/Activity 2

Expand CTE career cluster options, career education and technical courses to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal,, CTE director, CLT

Strategy's Expected Result/Impact

Increase Pathways available; Increase the percentage of Industry-Based Certifications (IBC) to 8% in 20-21 Increase the number of students that complete the CMA, BSN, or LVN programs

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Improve instruction, participation, and performance in Pre-AP and AP courses

Critical Success Factor(s)   **CSF 1 - Improve Academic Performance**

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increase the percentage of students who score at or above criterion on AP exams

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 3 - Increase Leadership Effectiveness
	CSF 7 - Increase Teacher Quality

Timeline

August 2020

Person(s) Responsible/Monitor

Principal; Counselors

Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Ensure all students meet CCMR by the time they graduate.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal

Strategy's Expected Result/Impact

Increase completion of CCMR will improve student preparation for life after high school and improve campus accountability.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Increase percent of students completing college degrees by expanding partnership with Trinity Valley Community Vollege (TVCC), other higher-ed institutions, businesses, and community programs.

Critical Success Factor(s)   **CSF 1 - Improve Academic Performance**

Timeline

Aug 20-June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased opportunitites for studetns to pursue interest

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Involve the business community in the career and technology programs as supportive partners.

Critical Success Factor(s)   **CSF 3 - Increase Leadership Effectiveness**

                                        CSF 5 - Increase Family and Community Engagement

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Objective 3:
Achieve state targets for Meets and Masters level performance in all subjects and ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):
STAAR results, accountability ratings, distinction designations.

Summative Evaluation:
STAAR EOC, Campus ratings

Strategy/Activity 1

Support all classrooms (including STAAR-EOC) and place emphasis on high expectations, critical thinking and problem solving by providing instructional resources and teacher training.

Critical Success Factor(s)   **CSF 1 - Improve Academic Performance**

Timeline

Aug 20-June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Increased student achievement
More students performing at the Meets & Masters level on EOC exams.
Documentation: EOC test scores. Monitor unit assessments.

Reviews

Formative
Summative

Resources

Amount   30000

Source	199 General Fund
Amount	24000
Source	State Comp Ed
Description	Tutoring
Amount	40000
Source	255 Title II

Strategy/Activity 2

Offer Dual Credit courses with the availability for students to earn an Associate degree.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Have students prepared to be college, career, or military ready.
Have students performance at the advanced, Masters level.
Documentation: Associate Degree Graduates, Dual Credit Class Enrollment, Percent Students who achieve CCMR Performance, TVCC Grades.

Reviews

Formative
Summative

Resources

Amount	85000
Source	199 General Fund

Description	Tuition, books and Fees

Strategy/Activity 3

All 10th grade students will take the PSAT. The top 25% of juniors will take the PSAT and offer one free ACT/SAT test in the fall to all seniors.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Campus Testing coordinator (CTC), Director of College and Career Readiness

Strategy's Expected Result/Impact

National Merit Scholars
PSAT results
Graduation plans

Reviews

Formative
Summative

Resources

Amount	15000
Source	199 General Fund

Strategy/Activity 4

Ensure Gifted and Talented certifications for teachers teaching advanced level courses.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Ensure effective instruction in advanced courses.
Teacher Certification and Training documents.

Reviews

Formative
Summative

Resources

Source	
	199 General Fund

Strategy/Activity 5

Continue to improve the TVCC/TISD partnership to increase industrial certifications and CTE/Dual Credit courses to increase college and/or work ready students. Enbedded Dual Credit teachers on THS campus.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, Director of College and Career Readiness, Counselors

Strategy's Expected Result/Impact

Develop skills necessary to performance at or above grade level.

Reviews

Formative

Summative

Resources

Source	199 General Fund

Strategy/Activity 6

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 4 - Increased Learning Time

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Have students prepared to be college, career, or military ready.
Have students performance at the advanced, Masters level.
Documentation: AP Class Participation, AP Scores, Percent Students who achieve CCMR Performance.

Reviews

Formative
Summative

Resources

Amount	12000
Source	199 General Fund

Strategy/Activity 7

MTSS/RtI strategies (small group instruction, purposeful talk, station differentiation) will be ongoing in the classrooms for all students for the purpose of making sure all students grow academically.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**

CSF 2 - Increase the User of Quality Data to Drive Instruction

Targeted Support Strategy

Comprehensive Support Strategy

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team)

Strategy's Expected Result/Impact

Target student needs to promote student growth.
Documentation: Feedback on Lesson Plans, Walk-through Observations.

Reviews

Formative
Summative

Resources

Source	
	199 General Fund

Strategy/Activity 8

Analyze data and implement enhanced dropout prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Attendance Clerk

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Source	199 General Fund

Strategy/Activity 9

Increase depth of instruction to meet indicators evaluated for the additional targeted support in both Math and Reading

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	Targeted Support Strategy

Timeline

Aug 20 - June -21

Person(s) Responsible/Monitor

Associate Principal, Assistant Principals, Department Heads (Campus Leadership Team), Campus Math and ELA Coordinators, Campus SPED Dept.

Strategy's Expected Result/Impact

Meeting 2021 Targets according to TEA

Reviews

Formative
Summative

Resources

Strategy/Activity 10

The campus will provide Odysseyware for students at risk of not graduating due to credit issues.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 4 - Increased Learning Time
	Comprehensive Support Strategy

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Counselors

Strategy's Expected Result/Impact

Course completion and credits awarded.

Reviews

Formative
Summative

Resources

Amount	33000	
Source	424 IMA	

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)   **CSF 6 - Improve School Climate**

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Source

199 General Fund

Strategy/Activity 2

Follow discipline management system (COC) including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to

and reporting of prohibited conduct, harassment, and/or bullying.

Critical Success Factor(s)   **CSF 4 - Increased Learning Time**

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Immediate response to prohiibited conduct; Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

    Source   199 General Fund

Strategy/Activity 3

Provide training on the duties of school resource officers, and security officers to students in accordance with TEC 38.081.

Critical Success Factor(s)   **CSF 6 - Improve School Climate**

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Campus Leadership Team

Strategy's Expected Result/Impact

Safe environment; Compliance

Reviews

Formative
Summative

Resources

     Source

199 General Fund

Objective 2:
Increase social-emotional supports

Evaluation Data Source(s):
Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:
Aug 20 - May 21

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the campus will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Campus Leadership Team and Counselors

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Amount	4500
Source	199 General Fund
Description	Region X

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Counselors and Assistant Principals

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Amount	4500
Source	199 General Fund

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Counselors

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Source	199 General Fund

Strategy/Activity 4

THS will provide a coordinated school health services, activities, and evaluations including required physical activities and provide a universal feeding program.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 6 - Improve School Climate

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, APs

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative

Summative

Resources

Source	199 General Fund

Strategy/Activity 5

THS will employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services.

Critical Success Factor(s)   **CSF 6 - Improve School Climate**

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, AP's, Counselors, Director of Student Services, Attendance Clerks, PIEMS personnel

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative

Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training.

Critical Success Factor(s)   **CSF 6 - Improve School Climate**

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Counselors, Director of Student Services, AP's

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond.

Reviews

Formative
Summative

Resources

Goal 3: Fiscal Responsibility

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

District and Campus Audits

Summative Evaluation:

Annual CNA,

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campuses and the school district.

Critical Success Factor(s)   **CSF 3 - Increase Leadership Effectiveness**

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Prioritize Campus Goals, Financial security of Campus

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s)   **CSF 3 - Increase Leadership Effectiveness**

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Deputy Sup over Business and Operations, Principal

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Utilize automated and digitized systems to maximize efficiency.

Critical Success Factor(s)   **CSF 2 - Increase the User of Quality Data to Drive Instruction**

CSF 3 - Increase Leadership Effectiveness

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal and CLT

Strategy's Expected Result/Impact

Streamline processes; Data accuracy

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)   **CSF 2 - Increase the User of Quality Data to Drive Instruction**

CSF 3 - Increase Leadership Effectiveness

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

PIEMS Coordinator, Attendance Specialist, Principal

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Amount	8500
Source	199 General Fund
Description	Reporting software

Strategy/Activity 5

Maximize grant funding and outside resources to maintain and increase innovation.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal, CTE Director, Teachers

Strategy's Expected Result/Impact

Outside funding sources will enhance the campus budget

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Participate in recruiting events such as attending/hosting job fairs,virtual interviews and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, AP's, Counselors, Department Heads

Strategy's Expected Result/Impact

Increase teacher quality and recruit a diverse staff. Retain quality staff.

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Decrease teacher turnover rate by increasing ability of campus leaders to coach and support teachers.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

Aug 20 - May 21

Person(s) Responsible/Monitor

Principal, Campus Leadership Team

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Provide supports through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to THS and/or the teaching profession.

Critical Success Factor(s)
    CSF 1 - Improve Academic Performance

    CSF 7 - Increase Teacher Quality

Timeline

July 20 - June 21

Person(s) Responsible/Monitor

Principal, Campus Leadership Team

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Amount	1000
Source	199 General Fund
Description	Luncheons, supplies

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent Surveys, Event attendance

Summative Evaluation:

Opportunities provided for family & commuity involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training to all staff

Critical Success Factor(s)	CSF 5 - Increase Family and Community Engagement
	CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Campus Leadership Team

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative
Summative

Resources

Objective 2:
Parental and community involvement will be pursued.

Evaluation Data Source(s):
The campus will utilize the website, Remind, and campus communicator to keep parents informed. Social Media (Twitter, Facebook, etc.) will play a huge role in communicating with parents.

Summative Evaluation:
Parents informed and participating in campus activities.

Strategy/Activity 1

The campus will provide opportunities for parents to access campuses such as meet the teacher, federal financial aid night, college fair, contests and UIL events, and other programs/events throughout the school year.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**
	CSF 3 - Increase Leadership Effectiveness
	CSF 5 - Increase Family and Community Engagement
	CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Campus Leadership Team

Strategy's Expected Result/Impact

Parental involvement and student performance, attendance, and behavior improve.

Reviews

Formative
Summative

Resources

Source	199 General Fund

Strategy/Activity 2

Administrative team and teachers will establish a good working relationship with parents.

Critical Success Factor(s)
CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline
Aug 20 - May 21

Person(s) Responsible/Monitor
Principal

Strategy's Expected Result/Impact
Parental involvement increases and student performance, attendance, and behavior improves.

Reviews

Formative
Summative

Resources

Source
199 General Fund

Strategy/Activity 3

Provide a list of community social services & resources to parents.

Critical Success Factor(s)
CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline
Aug 20 - May 21

Person(s) Responsible/Monitor
Principal, Counselors, Social Services Reps

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Source	
	199 General Fund

Strategy/Activity 4

Educate parents and students 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.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Targeted Support Strategy

Comprehensive Support Strategy

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Principal and Counselors

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide education and outreach to all parents, including bilingual supports and adult education.

Critical Success Factor(s)   **CSF 5 - Increase Family and Community Engagement**

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Counselors, Bilingual/ESL Specialist

Strategy's Expected Result/Impact

Parents ability to support students in their education and development

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Increase parental involvement, decrease dropout rates, and increase students enrolling in higher ed., technical schools, military, or receiving career licenses through partnership with Community in Schools and other avenues.

Critical Success Factor(s)   **CSF 1 - Improve Academic Performance**

CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Counselors, Communities In School Personnel

Strategy's Expected Result/Impact

Increase parental involvement, decrease dropout rates, and Increase students enrolling in post-secondary education or military

Reviews

Formative
Summative

Resources

Amount	30000
Source	199 General Fund
Description	CIS personnel

Objective 3:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data, Number of partnerships,

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs (Veteran's Day, Cultural Days, Hall of Fame, etc.)

Critical Success Factor(s)	**CSF 5 - Increase Family and Community Engagement**
	CSF 6 - Improve School Climate

Timeline

Aug 20 - June 21

Person(s) Responsible/Monitor

Communications Director, Principal, Counselors

Strategy's Expected Result/Impact

Increase opportunites for community involvement

Reviews

Formative
Summative

Resources

TERRELL HIGH SCHOOL

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
TERRELL HIGH SCHOOL	JULIE FISHER, EXEC. DIRECTOR/CONT. IMPROVEMENT
Campus Number:	Superintendent Name:
129-906-002	DR GEORGEANNE WARNOCK
Date:	

TEA
Texas Education Agency

Terrell HS

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the Implementation of a Turnaround Plan. If so, please indicate if this Targeted Improvement Plan is the Implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	TERRELL ISD	Campus Name	TERRELL HIGH SCHOOL	Superintendent	DR. GEORGEANNE WARNOCK	Principal	JAY THOMPSON
District Number	129906	Campus Number	000000002	District Coordinator of School Improvement (DCSI)	JULIE FISHER	DSC Number	10
Is this a Turnaround Implementation Plan?	NO	What Year was the TAP first implemented?	2019	Was TAP Implementation Ordered or Voluntary?	ORDERED	DSC Support	N/A

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI — I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
JULIE FISHER, 8/25/2020

Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor. — I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
DR. MELANIE MAGEE, 8/25/2020

Principal — I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.
JAY THOMPSON, 8/25/2020

Board Approval Date

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.   https://tea4.tea-max.esalesforce.com/apex/ViewSchool.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: At or above state averages in both Math and Reading; Speed meeting targets in both Math and Reading. Rationale: Increase in both means student fluency, comprehension, stamina and their problem solving skills will help propel all students' academic future.
		Domain 2B: Maintain our Post Secondary Readiness Distinction, Achievement in Science, and earn a Top 25% Academic Growth. Rationale: Increase is CCMR, SAT, ACT and TSI while preparing our students to further their academic careers.
	What changes in student group and subject performance are included in these goals?	Domain 3: Targeted interventions for Sub populations as well as SPED In English, at least 12% increase at the "meets" level and 16% at the "masters" level. In Math, at least 20% at the "meets" level and 16% at the
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Our goal for CCMR is to maintain our above state averages and increase our graduation rate from 95% to 98%.

Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
	5 – Full Implementation
1.1 Develop campus instructional leaders with clear roles and responsibilities.	
	4 – Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 – Beginning Implementation

Terrell HS

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	2 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RDA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the rationale this campus chose to focus on these Essential Action this year.

Capacity Builder: For each prioritized focus area selected, list any internal/external capacity building efforts of cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: [link]

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Rationale	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
How will the campus build capacity in this area? Who will you partner with?	Coaching and documentation; Campus Leadership Team	Specific, timely feedback; Coaching; documentation; Collaboration time. Campus Leadership Team, Mentor teachers	Data driven instruction; "data days" with collaborative teams; Coaching; Documentation. Campus Leadership Team
Barriers to Address throughout this year	Not enough feedback from SBDMC, Staff and students about school expectations and our goals. Lack of follow through with survey to measure progress on S and T experiences and expectations	Basic format to produce a lesson plan in eduphoria; Teacher rely on off-the-cuff instruction with no foundation	Looks at most assessment data with EOC only, Non-EOC typically will not use data to drive instruction.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Collaboration time, CLT meetings, Staff meetings, surveys	Eduphoria, assessment data, using lesson plans as the foundational document (are we teaching the correct items, at the right time...), IFD, Coordinators during Collaboration, YAG, Scope and Sequence	Assessment calendar includes data days, Coaching after each assessment, lesson exemplars, effective instructional strategies,
Desired Annual Outcome	increase student achievement in all areas	increase student achievement in all areas	increase student achievement in all areas
District Commitment Theory of Action	If... then,	If... then,	If... then,

Terrell HS

Terrell HS

CYCLE 1 90-DAY OUTCOMES (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
Desired 90-day Outcome	All staff can articulate vision and goals of the campus	Effective, timely feedback to ensure lesson plans reflect the appropriate rigor as it aligns to the standards and based on previous data.	Analyzing formative and summative assessment data to drive instruction.
Barriers to Address During this Cycle	Not enough feeback from SBDMC, Staff and students about school expectations and our goals. Lack of follow through with survey to measure progress on S and T experiences and expectations	Basic format to produce a lesson plan in eduphoria; Teacher rely on off-the-cuff instruction with no foundation	Looks at most assesment data with EOC only, Non-EOC typically will not use data to drive instruction.
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

Terrell HS

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
and values are permeating to the classroom.	3.1	Aug-Nov		CLT	All staff can articulate vision for the campus and grades increase, dicipline decreases, attendance rises.	Nov 30th	Some Progress	
Ensure T are following lesson objectives, is the objective to broad, are the using formative assessments	5.1	Aug-Nov	Walk-throughs, Observation	CLT	Effective, timely feedback to ensure lesson plans reflect the appropriate rigor as it aligns to the standards and based on previous data. Articulate the learning objective and formative assessments	Nov 30th	Some Progress	
T using Formative assessments daily	5.1	Aug-Nov	Walk-throughs, Observation	CLT	Effective, timely feedback to ensure lesson plans reflect the appropriate rigor as it aligns to the standards and based on previous data. Articulate the learning objective and formative assessments	Nov 30th	Some Progress	
Teachers will meet during Collaboration time to discuss best practices.	5.3	Aug-Nov	Lesson plans, Planning time	CLT	Collaboration time set up for non-core classes	Nov 30th	Some Progress	
T leaders model best practices	5.3	Aug-Nov	Lesson plans, Planning time	CLT	Analyzing formative and summative assessment data to drive instruction.	Nov 30th	Some Progress	
Objective misconceptions identified and addressed	5.3	Aug-Nov	Lesson plans, Planning time	CLT	Analyzing formative and summative assessment data to drive instruction.	Nov 30th	Some Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the Implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	**New Action Steps**
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Increase student achievement in all areas	Increase student achievement in all areas	Increase student achievement in all areas
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If...then,	If...then,	If...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps