

Teague Independent School District
District Improvement Plan
2022-2023



Mission Statement

The mission of the Teague ISD is to educate to the fullest extent possible all children attending our schools. We will strive to do this through the quality of instruction, equity for all students, and accountability and improvement of our instruction. All students will develop essential academic skills and knowledge based on which to build life-long learning. Citizenship, economic responsibilities, and an appreciation of our American heritage, including its multicultural richness, are important factors in the education of our children. All facets of the TISD education community will seek continual improvement in our educational endeavors.

Vision

Empowering every student, every day, to learn, collaborate and contribute with discipline in the community.

Value Statement

Teague ISD: Because our students, our staff and our community matters.

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Comprehensive Needs Assessment

Revised/Approved: April 27, 2022

Demographics

Demographics Summary

Teague Independent School district had an enrollment for 2021-2022 of 1,158. Enrollment as of May 2022 was 1,158. Enrollment at the high school level was 354. Middle school enrollment was 331, including grades five, six, seven, and eight. Elementary enrollment for grades PreK-4 was 455, plus an additional 18 at Lion Academy. Below is a chart showing the comparison of enrollment from May 2022 and May 2021.

GRADE	CLASSROOM	Last Year
EE	2	
PK	43	
KG	88	
1ST	84	
2ND	70	
3RD	92	
4TH	76	
ELEM CAMPUS TOTAL	455	423
5TH	62	
6TH	80	
7TH	93	
8TH	96	
JH CAMPUS TOTAL	331	355
9TH	102	
10TH	97	
11TH	76	
12TH	79	
HS CAMPUS TOTAL	354	345
9TH	1	
10TH	5	
11TH	6	
12TH	6	
TLA CAMPUS TOTAL	18	19
DISTRICT TOTAL	1158	1142

As of the TAPR report for 2020-2021, 31.7% of students enrolled in TISD were Hispanic, 11.2% were African American, 53.5% were white, and the remaining 3.5% was classified as two or more, American Indian, Asian, or Hawaiian/Pacific Islander. 60.9% of students qualify as economically disadvantaged. Students identified as Special Education comprised 14.6% of enrollment as of the 2020-2021 TAPR. Students identified as English Language Learners was 8.8%.

Student attendance was recorded at 97.7% for the 2019-2020 school year.

The graduation rate for Teague ISD in 2020 was 100%. The number of Teague ISD students who were college-ready based on the TSI test in both ELAR and Math increased to 70.7%, up from 52.5% in the 2018-2019 school year. 81.8% of Teague High School students that graduated were classified as College Ready.

Teague ISD employs 186.9 people. Professional staff make up 59.4% of employees, 15.2% are educational aides, and 25.4% are auxiliary staff. 17.3% of TISD teachers have over 20 years of experience, and 42.6% have 11-20 years of experience. Most teachers have 11-20 years of experience, with 42.6% having 11-20 years of experience. 5.6% of TISD teachers are beginning teachers.

Demographics Strengths

- 59.9% of district teachers have 11 or more years of experience
- Increase in average ACT scores and average SAT scores
- Comprehensive extra-curricular and co-curricular programs
- Increase in enrollment in dual credit
- New partnership with TSTC for more high school offerings
- Health insurance paid premiums among the top in the state
- Competitive teacher pay, including 3% pay raises for all staff for the past few years
- \$4000 retention stipends for teachers
- Recognition of staff through Employee and Teacher of the Month
- TISD builds teacher capacity through coaching that takes place by the Instructional Coaches (ICs) and with district and campus professional development
- TISD has implemented and prioritized professional development for all staff
- Teachers who have 11 - 20+ years of experience make up 59.9% of teachers

Student Learning

Student Learning Summary

TISD continues to strive towards increasing STAAR scores with an overall positive effect on student learning. STAAR scores from 2021 were higher in many areas than in the three years prior. The STAAR tests were not taken during 2020 due to COVID-19. Due to COVID-19, schools were not rated for the 2020 nor the 2021 school years. See the [STAAR scores summary](#) by clicking the link. STAAR scores are compared to TISD as well as to the state since 2017. The link also shows the progress from 2017 to current in TISD STAAR scores.

Student Learning Strengths

- Campus and district-level training and support for high student academic achievement in all areas
- Data analysis and instructional systems and processes are being put into place at each campus
- Campus data meetings and PLC meetings are being held
- Accommodations in Frontline Education for Section 504, Special Education, and English Language Learners
- Released STAAR tests are used for data disaggregation prior to STAAR testing in all tested areas
- Beginning of the Year Assessments were conducted
- Intervention is being designed intentionally to help increase student learning
- DMAC is used for online testing environment

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Curriculum implementation and alignment lacks consistency across grade levels and campuses. Implementing new instructional strategies and TEKS has produced misalignment of the TEKS across grade levels. **Root Cause:** This implementation has impacted curriculum implementation fidelity across grade levels.

Problem Statement 2 (Prioritized): Foundational skills of literacy and numeracy are priorities for TISD. **Root Cause:** Foundational skills have not been a focus nor maintained across grade levels, creating gaps in learning for many students.

Problem Statement 3: The attendance rate at all TISD campuses declined during the 2021-2022 school year. **Root Cause:** Students who have excessive absences tend not perform well in academic areas. COVID-19 and illness have contributed to students having lower attendance.

District Processes & Programs

District Processes & Programs Summary

Instructional Expectations and Processes

TISD works to equip campus and district leaders with a simple, powerful, and repeatable process to meet the coming changes in accountability and educational expectations. Teague ISD references a model of three guiding principles for instructional reform: high instructional expectations, professional collaboration, and monitoring and adjusting. Assistance with the administration of Title I, Part A programs is provided by Region 12.

The instructional expectation in Teague ISD is that every classroom will follow the scope and sequence of the TEKS Resource System. TEKS Resource System is fully aligned with the state standards and meets the highest standards of rigor and relevance. The curriculum provides a clear understanding of student expectations and serves as the centerpiece in teacher planning and collaboration. The district requires that teachers teach the state standards and follow the YAG and IFD from the TEKS Resource System. The teachers utilize professional lesson design, common assessments, and best practices for instructional delivery. Pacing guides and Lead4ward Field Guides are also tools to help with planning, alignment, and instructional practices (Title I, Part A 1.4).

Teague ISD invests in the growth of its teachers and students every day. Teague ISD is beginning implementation and/or continuation of Professional Learning Communities (PLC) on every campus. The PLCs should center on –Data Analysis, Student Expectations, and Interventions. Principals work through a process at the campus level to define protocols and processes behind each area.

Teague ISD supports district campuses in an effort to reduce the overuse of discipline practices that remove students from instructional settings. Discipline practices are monitored and evaluated periodically (Title I, Part A 11).

Teague ISD monitors and adjusts to meet the instructional needs of learners (Title I, Part A 1.1). Monitoring takes place through the Teague ISD common assessment schedule (CBAs), classroom observations utilizing the walk-through data, and PLC conversations with grade-level or content teams. Teague ISD provides interventions through a Response to Intervention (RtI) process which provides research-based interventions, dedicated instructional time for student interventions throughout the school day. Teague ISD's intervention process provides intervention, reinforcement, and enrichment in order to support all students at increasing levels of intensity based on their individual needs (Title I, Part A 1.2 & 1.3). Teague ISD has a variety of special programs designed to address the learning needs of our students, including Gifted Education, full-day Pre-Kindergarten, ESL, Special Education, Dyslexia, Career and Technical Education, Pre-Advanced Placement, Advanced Placement, Dual/Articulated Credit, Athletics, and Fine Arts (Title I, Part A 13.1). Accelerated instruction will be provided during the school year in the form of Accelerated Instruction Days, Saturday School, and tutoring, as well as through the regular school day. High school and Middle school schedules operate on an eight-period day, with a built-in intervention period focused on the areas of literacy and numeracy. The elementary master schedule allows time for intervention, reinforcement, and enrichment during the school day with a concentration on reading and math.

District Processes & Programs Strengths

- Systemic district-wide assessment program.
- Guaranteed and viable curriculum.
- District-wide targeted staff development program.
- Implementation of Data-Driven Instructional practices.
- Intervention program to include research-based interventions and dedicated time daily in the master schedules.
- Multiple opportunities for students to earn articulated/dual credit, industry-level certifications, and advanced-level coursework (Title I, Part A 10.2, 12.1 & 12.2).
- Master schedules are maximized to support instructional time.
- Active and responsive District Educational Improvement Committee (Title I, Part A 3.1 & 3.2).
- Surveys and Exit Interviews.
- The majority of the instructional materials required for student learning are available online, including textbooks and instructional software solutions.
- Devices are available at school for students. TJH, TLA, and THS are one-to-one with student devices. TES has multiple devices available per classroom.
- Technology support is managed at the district level.
- Teachers have regular instructional technology available to them.
- Recognize and address disparities in equity between low-income and minority students (Title I, Part A 2).
- Technology and digital literacy skills are taught at all levels in an effort to improve literacy skills and overall academic achievement (Title I, Part A 13.2)

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district must maintain efficient and clear processes. **Root Cause:** Continue to implement and tune systems already in place.

Problem Statement 2 (Prioritized): TJH and TES have struggled to meet accountability standards. **Root Cause:** An aligned curriculum along with rigorous instruction and assessments were not evident in previous years.

Problem Statement 3 (Prioritized): Instructional staff needs professional development in instructional strategies and instructional technology. **Root Cause:** New technology has been placed on campuses and staff need training to more effectively use the technology within classroom instruction.

Perceptions

Perceptions Summary

Parents, guardians, and community members are welcomed on campus and are encouraged to participate in their children's education and in the school community. Community members, TISD staff, and parents are active participants in the District Site-Based Decision-Making Committee (SBDM). In addition, parents and community members serve on special committees regarding specific issues facing the district, as well as provide opinions and suggestions through open meetings, surveys, and face-to-face conversations (Title I, Part A 3.1 & 3.2). TISD has strong community partnerships with the local food banks, various businesses, various community clubs, and faith-based organizations (Title I, Part A 10.1). The District strives to engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships, and meaningful communication. Multiple events are being held on the campuses to encourage parent and community participation, such as awards programs, theatrical events, musical programs, Grandparents' Day celebrations, Donuts with Dads, Muffins with Moms, Veterans Day programs, and many other events and celebrations throughout the district.

Teague Independent School District aims to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. School safety is paramount to the efficacy of the district. TISD partners with our local community and local law enforcement agencies to ensure safety on all campuses and at all school events. Creating an atmosphere of open communication with employees, students, parents and the community is essential. TISD utilizes tools such as district publications, Facebook, Twitter, Remind, and websites containing vital and timely information. E-notes, a messaging system is used to inform parents of student attendance, grades, events, and programs happening on campuses. Skyward Family Access is also available for parents and students to access to keep track of grades and attendance (Title I, Part A 9). Surveys are also routinely sent to parents and students to gather feedback.

Perceptions Strengths

- Programs support student health and safety.
- Counselors are available on each campus and TISD also employs a full-time LSSP.
- Several district-wide initiatives support student well-being, engagement, and resiliency.
- Partners with state, local, and municipal law enforcement agencies to provide services that maintain a safe environment within all schools.
- Communication with parents, students, and the community is very abundant.
- Parents are welcome in the schools and to participate in ongoing conversations about needs and concerns.
- Schools also partner with outside agencies such as the local fire department and police departments to offer educational programs to students.
- Community values are recognized and entrusted within the schools.
- Support is provided for all students in regard to attendance and overall success, including homeless children and youth (Title I, Part A 6).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication must continue to be abundant at all levels. **Root Cause:** In the past, communication has not been strong with parents.

Priority Problem Statements

Problem Statement 1: Curriculum implementation and alignment lacks consistency across grade levels and campuses. Implementing new instructional strategies and TEKS has produced misalignment of the TEKS across grade levels.

Root Cause 1: This implementation has impacted curriculum implementation fidelity across grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: The district must maintain efficient and clear processes.

Root Cause 3: Continue to implement and tune systems already in place.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 6: Communication must continue to be abundant at all levels.

Root Cause 6: In the past, communication has not been strong with parents.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: Foundational skills of literacy and numeracy are priorities for TISD.

Root Cause 2: Foundational skills have not been a focus nor maintained across grade levels, creating gaps in learning for many students.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: TJH and TES have struggled to meet accountability standards.

Root Cause 4: An aligned curriculum along with rigorous instruction and assessments were not evident in previous years.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Instructional staff needs professional development in instructional strategies and instructional technology.

Root Cause 5: New technology has been placed on campuses and staff need training to more effectively use the technology within classroom instruction.

Problem Statement 5 Areas: District Processes & Programs

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
- 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

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices

Goals

Goal 1: TISD will provide high-quality instruction to all students to promote academic excellence for all students.

Performance Objective 1: TISD will provide opportunities for professional development to all instructional staff.

Evaluation Data Sources: Professional Development Certificates, Campus Reports, Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: Continue aligning instructional materials and instruction to TEKS Resource System (the district-approved curriculum). Strategy's Expected Result/Impact: An increase in student achievement and a decrease in students' gaps of knowledge from grade level to grade level. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: TEKS Resource System, DMAC, Lead4ward Resources, Instructional Resources and Materials, Professional Development (contractors, in-person, webinars, and Region 12), - Title 1, Part A, ESSER and Title V, Part B RLIS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided for all instructional staff. Strategy's Expected Result/Impact: Increase in instructional delivery, planning, and student engagement. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: Professional Development (In-person, Webinars, Region 12, Contracted Consultants) - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: TISD will provide high-quality instruction to all students to promote academic excellence for all students.

Performance Objective 2: TISD will provide high-quality instructional materials and resources to all campuses.

Evaluation Data Sources: Budget Reports, Requisitions, Campus Documentation

Strategy 1 Details	Reviews			
Strategy 1: District-approved curriculum will be provided to instructional staff, including professional development opportunities to help teachers implement the curriculum appropriately and effectively. Strategy's Expected Result/Impact: Decrease in misalignment and increase in usage of high-quality instructional materials. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: Professional Development, Instructional Materials, DMAC, Supplies and Materials - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: TISD will continue to identify, evaluate, and create intentional plans to increase literacy and numeracy, including having all students meeting and/or mastering state standards in reading and mathematics.

Performance Objective 1: TISD will increase the early identification of struggling students in order to provide intentional intervention.

Evaluation Data Sources: Intervention Logs, Tutoring Documentation

Strategy 1 Details	Reviews			
Strategy 1: Increase the early identification of struggling students and provide intentional intervention as a result. Strategy's Expected Result/Impact: Increase overall student achievement by closing gaps and reinforcing new content. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: At-Risk Intervention Position at JH, Math and ELAR Intervention Stipends at JH, At Risk LA Teacher at Lion Academy, Math and Reading Intervention provided by teacher's aides at Elementary, tutorial supplemental pay - Title 1, Part A, Credit recovery program (Edgenuity); Labor, supplies, and bus services for after school and Saturday tutoring for all students across the district; Teacher labor for intervention services provided during the day (per the master schedule). - Comp Ed Funds	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: TISD will continue to identify, evaluate, and create intentional plans to increase literacy and numeracy, including having all students meeting and/or mastering state standards in reading and mathematics.

Performance Objective 2: TISD will continue to focus on increasing literacy and numeracy across grade levels.

High Priority

Evaluation Data Sources: Monthly reports from programs being utilized

Strategy 1 Details	Reviews			
Strategy 1: Students in grades PK-8 will be assessed monthly for reading levels. Strategy's Expected Result/Impact: Increase in student growth and progress in reading. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: Assessment Programs, DMAC, Professional Development, Reading Intervention stipends, tutorial supplemental pay - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students in grades PK-4 will be assessed monthly for numeracy growth. Strategy's Expected Result/Impact: Increase in foundational numeracy. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: Math Intervention stipends and supplemental pay, Software Programs for Assessment and Intervention, Tutoring supplemental pay, student calculators - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development specifically addressing literacy, numeracy, and high-yield instructional strategies. Strategy's Expected Result/Impact: Increase in instructional strategies to increase student literacy and numeracy levels. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: Professional Development, Supplies and Materials - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: TISD will continue to identify, evaluate, and create intentional plans to increase literacy and numeracy, including having all students meeting and/or mastering state standards in reading and mathematics.

Performance Objective 3: TISD will put an emphasis on attendance and the importance of students attending school.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: TISD will make changes to processes and attendance communications in an effort to increase student attendance. Strategy's Expected Result/Impact: Increase in all academic areas and in the attendance rate for each campus. Staff Responsible for Monitoring: District and Campus Administration Problem Statements: District Processes & Programs 1, 2 - Perceptions 1 Funding Sources: Software to assist in attendance reporting and communication - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 1: The district must maintain efficient and clear processes. Root Cause: Continue to implement and tune systems already in place. Problem Statement 2: TJH and TES have struggled to meet accountability standards. Root Cause: An aligned curriculum along with rigorous instruction and assessments were not evident in previous years.
Perceptions
Problem Statement 1: Communication must continue to be abundant at all levels. Root Cause: In the past, communication has not been strong with parents.

Goal 3: TISD will provide safe and challenging learning environments for all students.

Performance Objective 1: TISD will meet or exceed state standards for all state and federal programs including CTE, ESL, SPED, etc.

Evaluation Data Sources: RDA report, TAPR report, Campus reports

Strategy 1 Details	Reviews			
Strategy 1: TISD will gather information for the community and stakeholders regarding specific needs and programs to be offered. Strategy's Expected Result/Impact: Increase stakeholder information to better student learning opportunities. Staff Responsible for Monitoring: District and Campus Administration Results Driven Accountability Funding Sources: At-risk interventionist, Communities in Schools, Homeless Student Supplies - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: TISD will provide safe and challenging learning environments for all students.

Performance Objective 2: TISD will continue to encourage and challenge students to enter advanced academic and graduation requirements.

Evaluation Data Sources: TAPR Report, Graduation data, Transcript data

Strategy 1 Details	Reviews			
Strategy 1: High school graduates will meet or exceed the criteria for CCMR. Strategy's Expected Result/Impact: Increase the successful completion of CCMR objectives by graduates. Staff Responsible for Monitoring: District and Campus Administration Funding Sources: Communities in Schools, Math and Science Stipends, TSI testing, SAT/ACT testing - Title 1, Part A, JJAEP placement program; Employee labor, training, supplies, and other costs associated with running the Lion's Academy - Comp Ed Funds	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: TISD will provide safe and challenging learning environments for all students.

Performance Objective 3: TISD will develop and maintain academically driven and functionally appropriate facilities and programs in regards to student safety, health, technology, and social-emotional growth.

Evaluation Data Sources: Safety Audit, observations, Campus reports, Budget reports

Strategy 1 Details	Reviews			
Strategy 1: Continue upgrades through budget according to long-range facility improvement plans. Strategy's Expected Result/Impact: Upgraded and safe facilities. Staff Responsible for Monitoring: District Administration and Maintenance Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TISD will address the needs of students and staff in regards to suicide prevention, conflict resolution, violence prevention, dyslexia, accelerated education, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. Strategy's Expected Result/Impact: Ensure students' safety and health needs are being met. Staff Responsible for Monitoring: District and Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Integration of technology in instructional and administrative programs will be increased, evaluated, and updated as necessary. Strategy's Expected Result/Impact: Technology in both instructional and administrative programs will be up-to-date and efficient. Staff Responsible for Monitoring: District Administration and Technology Director Funding Sources: Technology supplies and materials, Technology devices, flat-screen panels at TES, student calculators - Title 1, Part A, ESSER and Title V, Part B RLIS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The district's freedom from bullying policy and procedures include detailed requirements for the prevention, identification, response to and reporting of bullying. The policy and procedures can be found in the school district's board policy FFI (Legal) and FFI (Local).	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: The district will continue to monitor policy and procedures for providing a bully-free school district. Staff Responsible for Monitoring: District and Campus Administration Funding Sources: Communities in Schools, Counselor materials, Bullying Tip line - Title 1, Part A				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: TISD will strive to implement programs for teacher retention.

Performance Objective 1: Mentor teachers will be provided for staff new to the district.

Evaluation Data Sources: Budget reports, Mentor Teacher training notes

Strategy 1 Details	Reviews			
Strategy 1: New teachers to TISD will receive coaching and assistance from mentors. Strategy's Expected Result/Impact: Allow new teachers to seamlessly integrate into TISD. Staff Responsible for Monitoring: District and Campus Administration Problem Statements: Student Learning 1 - District Processes & Programs 1, 3 Funding Sources: Mentor PD - Title 1, Part A, Mentor Stipends - ESSER	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Curriculum implementation and alignment lacks consistency across grade levels and campuses. Implementing new instructional strategies and TEKS has produced misalignment of the TEKS across grade levels. Root Cause: This implementation has impacted curriculum implementation fidelity across grade levels.
District Processes & Programs
Problem Statement 1: The district must maintain efficient and clear processes. Root Cause: Continue to implement and tune systems already in place. Problem Statement 3: Instructional staff needs professional development in instructional strategies and instructional technology. Root Cause: New technology has been placed on campuses and staff need training to more effectively use the technology within classroom instruction.

Goal 5: TISD will increase parental and family engagement and amplify communication throughout the school year.

Performance Objective 1: TISD will provide multiple outlets for parent and community communication efforts.

Evaluation Data Sources: Communication Documentation, Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: TISD will provide multiple opportunities for parents, families, and the community to engage in student learning opportunities and celebrations. Strategy's Expected Result/Impact: Provide a more family and parent-friendly environment to celebrate and encourage students. Staff Responsible for Monitoring: District and Campus Administration Funding Sources: Communities in Schools at HS, Supplies and Materials for parent/family functions - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TISD will provide multiple communication outlets for parents, families, and the community to receive timely and effective communication. Strategy's Expected Result/Impact: Increase communication and collaboration with stakeholders. Staff Responsible for Monitoring: District and Campus Administration Funding Sources: Communication platforms, supplies and materials for meetings - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The following items are paid for with comp ed funds: Employee labor, training, supplies, and other costs associated with running the Lion's Academy. Credit recovery program (Edgenuity). Labor, supplies, and bus services for after-school and Saturday tutoring for all students across the district. Teacher labor for intervention services provided during the day (per the master schedule). JJAEP placement program.

District Funding Summary

Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System, DMAC, Lead4ward Resources, Instructional Resources and Materials, Professional Development (contractors, in-person, webinars, and Region 12),		\$0.00
1	1	2	Professional Development (In-person, Webinars, Region 12, Contracted Consultants)		\$0.00
1	2	1	Professional Development, Instructional Materials, DMAC, Supplies and Materials		\$0.00
2	1	1	At-Risk Intervention Position at JH, Math and ELAR Intervention Stipends at JH, At Risk LA Teacher at Lion Academy, Math and Reading Intervention provided by teacher's aides at Elementary, tutorial supplemental pay		\$0.00
2	2	1	Assessment Programs, DMAC, Professional Development, Reading Intervention stipends, tutorial supplemental pay		\$0.00
2	2	2	Math Intervention stipends and supplemental pay, Software Programs for Assessment and Intervention, Tutoring supplemental pay, student calculators		\$0.00
2	2	3	Professional Development, Supplies and Materials		\$0.00
2	3	1	Software to assist in attendance reporting and communication		\$0.00
3	1	1	At-risk interventionist, Communities in Schools, Homeless Student Supplies		\$0.00
3	2	1	Communities in Schools, Math and Science Stipends, TSI testing, SAT/ACT testing		\$0.00
3	3	3	Technology supplies and materials, Technology devices, flat-screen panels and student calculators		\$0.00
3	3	4	Communities in Schools, Counselor materials, Bullying Tip line		\$0.00
4	1	1	Mentor PD		\$0.00
5	1	1	Communities in Schools at HS, Supplies and Materials for parent/family functions		\$0.00
5	1	2	Communication platforms, supplies and materials for meetings		\$0.00
			Assistance with the administration of Title I, Part A programs provided by Region 12		
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

4	1	1	Mentor Stipends		\$0.00
Sub-Total					\$0.00

Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Credit recovery program (Edgenuity); Labor, supplies, and bus services for after school and Saturday tutoring for all students across the district; Teacher labor for intervention services provided during the day (per the master schedule).		\$0.00
3	2	1	JJAEP placement program; Employee labor, training, supplies, and other costs associated with running the Lion's Academy		\$0.00
Sub-Total					\$0.00

Addendums

- [Priority for Service \(PFS\) Action Plan for Migrant Students](#)
- [ESC Region 12 ID&R Plan 2022-2023](#)