

Terrell Independent School District
Herman Furlough, Jr. Middle School
2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: November 18, 2019
Public Presentation Date: November 18, 2019

Mission Statement

The mission of the 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 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**.

Value Statement

Established in 1883, Terrell Independent School District has a proud history of providing quality education to students. It is our belief that the future of our community, state, and nation hinges on the quality of the student being educated by our school system. Terrell ISD is located east of Dallas, has an approximate enrollment of 4,825 students served by eight campuses.

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at <https://tea.texas.gov/2019accountability.aspx>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year.

The members of the team chose the strategic objectives which are completely aligned with each campus plan.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

FMS is comprised of 1,116 students in grades six, seven and eight with the following student demographics: African American - 22.76%, Hispanic - 50.54%, White - 21.33%, American Indian - 0.18%, Asian - 0.54%, Two or More - 4.48%, Hawaiian/Pacific Islander - 0.18%. Student demographics for programs include: Limited English Proficient - 16.85%, Special Education - 9.59%, Gifted and Talented - 7.08%, CTE - 49.73%, Dyslexia - 5.73%. Other student demographics include: Economically Disadvantaged - 81.81%, At Risk - 51.97%, Homeless - 0.09%.

FMS will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other underperforming student populations. FMS will provide opportunities for teachers and staff to obtain their ESL certification in order to retain staff and increase student achievement. FMS will implement TELPAS training for teachers and TELPAS practice sessions for students to prepare our students for increased success on the assessment. FMS will increase the number of sections of Pre-AP classes and ensure all Pre-AP teachers are GT certified. FMS will increase the rigor of our Pre-AP classes to support college readiness. FMS will strive to hire a diverse staff that meets the needs of our student demographics. FMS will implement a mentoring program at the campus level, which will be led by our counselors and community in schools partners. An effort will be made to provide demographically focused parent support and training at the campus level.

Demographics Strengths

- The student body is diverse
- Focused efforts to improve student attendance from 95% to 98%
- Volunteer program
- Equitable teachers/student ratios
- College & career awareness opportunities
- Community in Schools partnership
- Counselor & Assistant Principal per grade level
- High School credit opportunities
- ESL certified teachers
- Pre-AP classes
- Pre-AP teachers required to be GT certified

- Early detection and intervention for students at risk
- TELPAS training for staff
- TELPAS practice sessions for students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus did not meet all performance objective targets in 2018-2019 in all sub-population areas. **Root Cause:** The need to address specific academic needs of individual students so all student groups deepen their understanding.

Student Achievement

Student Achievement Summary

Student data disaggregation is critical to the academic success of FMS. Data is consistently monitored on a weekly basis to identify areas needing improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students. Leadership teams meet regularly to identify campus goals and make changes as necessary.

In order to continue to increase student achievement in all areas, FMS will provide ongoing staff development on specific TEKS-based strategies through PLCs and provide guidance on how to utilize and disaggregate student data. Professional development will include building capacity of teachers through the use of effective, research-based instructional strategies that support student engagement, targeted feedback, and monitoring/adjusting during a lesson based on evidence of student learning. Student achievement will focus on the "Meets" level of performance with emphasis on the "Masters" level in Pre-AP classes. EL students required to take the TELPAS assessment will receive practice sessions throughout the year to increase success on the test. Subpopulations that are underperforming will be monitored and interventions/targeted instructional strategies will be implemented to meet the diverse needs of the learners and close the achievement gap. Targeted intervention tutoring will be offered after school at least twice a week with bus transportation provided.

We will implement TTESS and incorporate Student Learning Objectives to monitor teacher progress towards meeting student needs. Student Learning Objectives will be monitored and adjusted throughout the year. Administration will conduct walk throughs weekly and analyze data from the walk throughs to identify areas of need and coach staff accordingly. Administrators will work with students that did not meet standard on STAAR to develop IAP's (Individual Academic Plans). IAP's will be monitored throughout the year and students not showing progress will meet with qualified staff to re-evaluate goals and develop interventions.

Continued opportunities will be provided for all students to increase student achievement at FMS while offering more advanced level courses for students and providing staff development to help increase rigor in classes.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

Grade	Subject	Approaches	Meets	Masters
6th Grade	Reading	55	27	11
7th Grade	Reading	68	39	20
8th Grade	Reading	72	43	18
7th Grade	Writing	61	34	14
8th Grade	Social Studies	56	23	15
8th Grade	Science	69	38	18
6th Grade	Math	79	39	18
7th Grade	Math	65	30	9
8th Grade	Math	77	40	4
Algebra 1	Math	100	91	66

Student Achievement Strengths

- Academic Distinction in Student Growth earned on 2018 Accountability
- Students achieved at higher levels than the previous year in Algebra I, 8th grade ELAR & Math with second round administration, 8th grade Science, and 7th grade math.
- Content area intervention/tutorials available to students
- Rosetta Stone for EL student
- TELPAS practice sessions for EL students
- Reading Plus for all students below grade level in reading
- Math Lab for students not successful on STAAR
- Double blocking ELAR instruction for all students

- Double blocking Math at 6th grade
- Teacher review of student data
- TTESS Rubric teacher evaluation tool utilized to drive classroom instruction
- Coaching sessions for teachers based on evaluation and walk through data to ensure high quality instruction
- Individual Academic Plans for students not meeting standard on STAAR
- Axiom to identify strengths, weaknesses, and targeted student groups to increase overall school rating
- T-PESS for principals and assistant principals
- High School credit opportunities for students
- Content planning sessions (PLC)
- OnDataSuite dashboard & Eduphoria Aware for quick access to data
- Writing Wednesdays
- Additional Pre-AP classes with GT certified teachers to increase the number of college ready students
- Incentives for attendance
- After school tutoring with bus transportation at least twice per week

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Students did not meet growth measures and the campus scored a D in closing gaps. **Root Cause:** The need to address specific academic needs of all students and student groups.

School Culture and Climate

School Culture and Climate Summary

FMS provides an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students. Our motto is "RISE"-- Respond, Inspire, Support, and Engage. All decisions should answer "yes" to does it Respond to the needs of the learners, 'Does it inspire the learners?', 'Does it support the different needs of the learners?', and 'Does it engage the learners?'. Quality work is expected for all stakeholders. Decisions are data drive with a focus on student learning outcomes. FMS ensures that students are provided a safe and disciplined environment conducive to student learning. Attendance (and its impact on student achievement) is emphasized daily. Discipline intervention plans will be implemented to decrease the number of students out of placement, keeping students in the classroom and building restorative practices in our staff. Failure intervention plans will be required for teachers with high student failure rates each six weeks.

FMS strives to utilize multiple forms of communication including the use of social media and Remind. Campus staff makes contact with parents on a regular basis to build relationships and connections with parents and students. A district-wide continuation of the ROAR procedures is utilized, along with discipline intervention strategies and restorative discipline techniques. The campus will continue to upgrade safety features and training, (i.e., cameras, locks, professional development opportunities, etc.). FMS will utilize the AIM for Success program to support making positive choices and decreasing student discipline situations.

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

School Culture and Climate Strengths

- Safety Firstvestibule entry to campus, locked classroom doors, security cameras, monitoring or restrooms/hallways, etc.
- Compliance and safety training completed by all staff members
- TISD Excellence Foundation Grant Opportunities
- ROAR Procedures are in place - Discipline, Counseling, and Social Worker
- Home/school communication- posting grades in a timely manner, parent access to Parent Portal, Remind messenger, phone calls, etc.
- Positive working relationships among teachers
- Administrators treat staff with respect
- Leadership Team members bring concerns to the monthly meeting
- Community in Schools program and staff added to FMS campus

- Counselor per grade level so each grade has their own assistant principal and counselor working together to meet the needs of the student
- AIM for Success program
- Mentor program
- Community Events
- Increase in student organizations
- CPI Training for appropriate staff members
- Recognition of our Students of Character
- Recognition of Teacher and Support staff of each six weeks
- Motivation videos for staff and students
- Daily Professional Learning Communities for tested areas
- Teachers clear about responsibilities and reflect on their craft
- Failure intervention plans
- Discipline intervention plans

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Campus attendance rates did not meet district goal of 98 percent. **Root Cause:** Failure of the campus to effectively communicate the urgency, importance, and impact of student attendance on student learning.

Problem Statement 2: Drop out rate increased. **Root Cause:** Failure to supply supplemental supports necessary for student retention.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to retain high-quality teachers, FMS personnel new to TISD will be involved in a mentor system during the school year to provide continuing support. The primary focus will be on the specific teacher's needs and will be addressed in a timely manner. Additionally, teachers new to the profession will participate in the district's Tiger Academy each month.

The district and campus will provide staff development of the TTESS rubric, content knowledge, effective instructional strategies, culture/climate, and classroom management and will hold all staff accountable for increasing student achievement. Staff development will be systemically embedded through daily PLCs with curriculum coordinators and campus administrators. Through these efforts and other professional development and cross-training opportunities, the District will build the professional capacity of all staff. Staff members will be encouraged to take ownership through a variety of campus/district committees. Staff development will be differentiated to meet the individual needs of all employees. Recognition for staff successes will be acknowledged in a variety of ways. Staff will have targeted coaching sessions with administrators to ensure personalized development in regard to their student and professional growth goals.

Finally, efforts will be made to recruit and retain teachers with composite, bilingual/ESL, and GT certifications and current personnel will be encouraged to obtain necessary certifications when needed. For those who pass, the District will reimburse ESL Certification examinations.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly qualified staff
- Assistant Principal per grade level
- Counselor per grade level
- Curriculum coordinators meet 2-3x weekly with tested content areas
- Quality teacher training provided
- High teacher retention
- Principals are involved in the recruiting process
- TTESS rubric and evaluation provide clear expectations
- Ongoing communication between administrators and teachers
- Staff collaboration
- Daily PLCs
- Interpreters for meetings
- The number of teachers holding ESL certification is increasing
- Rubric based evaluation tools for all teachers, counselors, principals

- Addition of CTE courses for High School credit
- Stipends for high needs areas/teacher shortage areas
- Targeted recruiting efforts

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers require additional training, monitoring, and supports. **Root Cause:** High percentage of 1-5 year teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

FMS implements district curriculum and unit assessments as required. All curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and District pacing guides. Administrators monitor teacher lesson plans regularly. Teachers are provided with instructional resources and professional development opportunities. Teacher evaluations are reviewed and discussed by campus administration. Daily PLCs are held for teachers to review the curriculum, resources, and collaboratively discuss teaching strategies that best support the "What?" and "How?" of their lessons. FMS staff reviews student assessments in order to provide targeted instruction for improvement of student outcomes. Data is used to monitor and adjust the curriculum, instruction, and assessments as needed.

FMS targets staff development activities to increase student achievement in all areas. Instruction must be connected to Response to Intervention and the TTESS rubric instructional framework. Instructional decisions must be able to pass the RISE test: "Does the decision Respond to student need?", "Inspire students?", "Support the diverse needs of the students?", and "Engage the students in the learning process?" Along with this, the campus will provide substitutes for staff development sessions in order for teachers to improve lessons based on research-based instructional strategies that engage learners and respond to the feedback given by students through formative and summative assessment so they may provide high quality instruction to all students. Staff development includes but is not limited to the following: PLC's, vertical alignment activities, TTESS, Leadership Team meetings, Lead4Ward instructional strategies, campus site visits, Student Learning Objectives, effective teaching strategies, culture/climate, classroom management, and content area professional development. Administrators will perform walk-throughs weekly and hold coaching sessions with teachers to increase their capacity.

Decisions are made daily regarding Curriculum, Instruction, and Assessment. Development of a district curriculum will be ongoing in order to have access to a scope and sequence geared toward the needs of FMS students. Unit assessments will be developed, with teacher input, in order to teach with the end in mind. Teachers will develop needs-based SLO's setting high expectations for growth and monitor progress towards those goals throughout the year. Data goals will be set at the "Meets" standard for regular classes and "Masters" standard for Pre-AP classes.

The campus provides materials for classroom teachers and students that follow district initiatives, i.e. Eduphoria Suite, District Pacing Guides, TRS Framework (scope and sequence), Reading Plus, Computers on Wheels (COWs), technology upgrades and hardware upgrades.

Curriculum, Instruction, and Assessment Strengths

- TEK aligned Scope/Sequence, Pacing Guides, and TRS Curriculum Frameworks
- TEKS & STAAR aligned common assessments
- Daily PLCs with administrator support and guidance
- New COWS available for student use
- Backward Design: Teachers planning with the end in mind

- The ability to interpret and use common assessment dates to drive instructional decisions
- Curriculum Coordinators in core areas available 2-3 times per week
- eSped
- Multiple PreAP course offerings
- Reading Plus and other academic software
- Eduphoria system (AWARE data disaggregation, evaluation, etc.)
- Use of TTESS Rubric while planning
- Walk-throughs and follow up coaching sessions
- Data walls set at the "Meets" and "Masters" standard
- High School credit courses--including the addition of Professional Communications, Principles of Information Technology, Principles of Manufacturing, and BIM

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. **Root Cause:** The need to address specific academic needs of all students and student groups setting the goals at the "Meets" level rather than the "Approaches" level.

Parent and Community Engagement

Parent and Community Engagement Summary

FMS works to create a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of the campus and high mobility rate, we begin in the summer months updating websites and planning for the new school year including as many dates as possible for parents to plan ahead. Built into the District calendar is a day set aside for Parent & Teachers to conference about the student and their needs/progress. Teachers are required to make three parent contacts per week. The campus will send out a REMIND and/or provide fliers for high turn out events such as Open House, Parent-Teacher conferences, Aim for Success, Summer Academy, etc. A Community in Schools program has been implemented to incorporate additional parent outreach programs. Updated parent information will be maintained on the district database - TxEIS. A parent survey in English and Spanish will be utilized to address specific needs. Facilitation of parent involvement nights will be organized according to feedback from the parental survey. Volunteer opportunities will be emphasized district-wide. The district will continue to provide the Community Resource Guide in both English and Spanish. Additionally, social media outlets such as Facebook and Twitter will apprise families of district events. The Terrell ISD website will house need to know information regarding the district. Adopt-A-Classroom sponsors will be thanked personally by staff. The events, activities, and camps offered at the ExCEL will be advertised. Students and parents will be encouraged to participate in these activities.

Parent and Community Engagement Strengths

- Great community involvement with sports, clubs, organizations (i.e. Builders Club, ETerrell, TISD Excellence Foundation, Stand by Me, etc.)
- Back to School Fair
- L.E.D. marquee sign
- PTO
- Community in Schools program
- Remind
- Open House night
- Aim for Success parent program followed by student program at school
- Students of Character
- Relay for Life
- Parent fliers (English and Spanish)
- Health services provided on campuses
- Community health clinics and services provided at school
- Special Olympics
- Community hygiene donations
- Various communication mediums

- ExCEL offerings will be regularly advertised

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent participation in campus activities. **Root Cause:** Need to connect with all demographics and make the parent/school partnership relevant to families.

School Context and Organization

School Context and Organization Summary

At FMS there is a high standard for best instructional practices as well as building social character. We are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved without student success. FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs.

Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent-Teacher Organizations (PTO), and Leadership Teams. Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits.

FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time. FMS adheres to the District's system for Suicide Prevention, including training, at-risk assessments, and follow-up prevention. FMS provides Dyslexia training and follows a research-based intervention program for students with Dyslexia. FMS participates in Red Ribbon Week, College Week, adheres to ROAR procedures, and uses restorative discipline intervention practices to decrease the number of students out of placement.

School Context and Organization Strengths

- Site-Based Decision Making Committees
- Leadership Teams
- District Educational Improvement Council (DEIC)
- Master schedules are developed through a collaborative process with the Student Achievement department, campus administrators, and counselors.
- Student organizations
- Assistant Principal per Grade Level
- Counselor per grade level
- Staff meetings
- Weekly Tiger Top Ten email
- Robust Professional Development program (Restorative Discipline, Effective Feedback, TTESS, Lead4Ward Strategies, Rigor, Questioning, Building Relationships, Ethical Boundaries, etc.)
- Safety drills are performed frequently and efficiently
- Teacher developed discipline intervention plans
- College Week
- Red Ribbon Week

- ROAR
- Discipline intervention strategies
- Suicide prevention training
- Dyslexia training

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Daily collaboration among teachers is limited to horizontal meetings. **Root Cause:** Content area PLC's are not aligned across the grade levels, limiting vertical collaboration.

Technology

Technology Summary

Terrell ISD provides FMS with wireless internet, mounted projectors, document cameras, and teacher laptops. This school year FMS received an upgrade of antiquated devices. Improvements included the addition of eight Chromebook Computers on Wheels stations (25 computers each set) for teachers to check out for student use, 2 complete computer labs for the keyboarding classes, and every core teacher (as well as most elective teachers) received a new laptop. Additionally, FMS hardwired its classroom projectors as well as Wi-Fi accessibility to ensure connectivity during instruction. Additional COW's were purchased to support the Reading Plus program in the ELAR classrooms. CTE labs were added to support Principles of Information Technology and BIM classes for which students will receive High School credit.

Resources and training are provided in the use and care of technological equipment, including hardware and software. Along with this, students will be trained in the use and care of technological devices. FMS will focus on the implementation of basic student technology skills (i.e., keyboarding, projects utilizing technology, etc.) and encourage participation of CTE programs. Online programs including but not limited to Exploros, Rosetta Stone, Stem Scopes, Go Math, Reading Plus, Odysseyware and other academic softwares are provided by the district.

Technology Strengths

- Network improvements
- Hardwired projectors with Wi-Fi capabilities
- Multiple Computers on Wheels (COWs) Chromebook carts
- Teacher resources: laptops, document cameras, projectors
- Academic Online Programs: Reading Plus, USA Test Prep, Stem Scopes, Go Math, Odyssey Ware, Eduphoria, Exploros, etc.
- Addition of new CTE classes for High School credit

Problem Statements Identifying Technology Needs

Problem Statement 1: Multiple technology options are available, however, the staff does not effectively utilize technology in the classroom. **Root Cause:** Need specialized technology training focusing on content specific applications.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data

Parent/Community Data

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







Revised/Approved: November 18, 2019













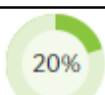
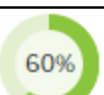
Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.




















Performance Objective 1: State Assessment scores for reading, math, writing, science, and social studies will meet or exceed state standards and targets for all student groups.

Evaluation Data Source(s) 1: STAAR Results, Accountability Ratings, PBMAS, TELPAS Results, System Safeguards

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) 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.)	Principals Assistant Principals	Increased student achievement			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 270 ESSA Title V Rural Low Income Schools Grant - 53000.00, 199 General Fund - 20000.00, 410 IMA Funds - 200000.00, 263 ESSA Title III, LEP - 3000.00				
2) Provide professional development to ensure teachers are equipped with effective instructional strategies/practices, deep 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.)	Principals Assistant Principals	Increased teacher effectiveness. Increased student achievement.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Region 10 ESC - 15000.00, 255 ESSA Title II, Part A TPTR - 40000.00, 263 ESSA Title III, LEP - 5000.00, 270 ESSA Title V Rural Low Income Schools Grant - 10000.00				
3) Use computerized programs such as Reading Plus, Istation Math and Odyssey Ware to reinforce reading/math instruction and enrichment, to improve fundamental math skills, reading fluency & comprehension..	Principals Teachers	increased performance on assessments Increase individualized instruction to students.			
	Problem Statements: Student Achievement 1 - School Culture and Climate 2 Funding Sources: 199 General Fund: SCE - 2000.00, 270 ESSA Title V Rural Low Income Schools Grant - 48000.00, 199 General Fund - 50000.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
4) Provide campus-wide training and continue job-embedded training through Professional Learning Communities to implement effective teaching strategies (including writing across the curriculum) in all content areas.	Principal, Student Achievement Coordinators, Classroom Teachers, T-TESS Rubric	Student achievement will increase: 7th grade STAAR Writing TELPAS writing Benchmark Assessments Performance Levels Decrease in PBMAS			
Funding Sources: 270 ESSA Title V Rural Low Income Schools Grant - 20000.00, 199 General Fund - 150000.00, 255 ESSA Title II, Part A TPTR - 40000.00, Region 10 ESC - 15000.00					
5) Provide teacher training to support the needs of the EL population. EL students will be supported in acquiring the English language utilizing the ELPS in all content areas. Reading Plus and or Rosetta Stone software will be used for EL.	Principal, Coordinators, ESL teachers, Bil/ESL Student Achievement Specialist	Increase number students exiting the ESL program. Increase performance on TELPAS and state assessments			
Funding Sources: 410 IMA Funds - 0.00, 199 General Fund - 0.00					
6) Utilize resources such as Reading Plus and Rosetta Stone for ESL/EL students to create a culture of reading.	Principal/APS ESL Teachers	Improved reading levels Improved TELPAS scores and increased performance on assessments			
Funding Sources: 263 ESSA Title III, LEP - 2000.00, 199 General Fund: SCE - 8000.00					
7) Provide campus-wide staff development on the Texas Teacher Evaluation and Support System (TTESS) rubric.	Campus/District Administration	Effective classroom instruction; Increase student achievement by 10% or more in all areas.			
Funding Sources: 199 General Fund - 2050.00					
8) Administrators will conduct campus site visits using the TTESS rubric to evaluate teacher performance.	Campus/District Administrators	Effective classroom instruction; Increase in STAAR Scores and TTESS Rubric Evaluations.			
9) Each campus administrator will conduct a minimum of ten (10) weekly classroom walk-throughs and at least two formal observations will be conducted for each teacher using the TTESS rubric to monitor instructional delivery evaluating curriculum implementation and student achievement.	Principals, T-TESS rubric, District and campus administration, Teachers	Effective classroom instruction daily, and increased student achievement			
Funding Sources: 199 General Fund - 0.00					
10) All STAAR tested content area teachers will be required to participate in Professional Learning Communities (PLCs) five days a week to collaborate on instructional practices/pedagogy, develop strengths within the TTESS rubric, and to review assessment data to improve delivery of instruction within their classrooms. PLCs will be led by department heads, administrators and student achievement coordinators.	Principals and Student Achievement Coordinators	Effective classroom instruction that results in greater student achievement			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
11) Individualized, academically focused data disaggregation will occur every six weeks to target students' needs based on data. Assistance to struggling students will be provided including, but not limited, accelerated instruction (AI), tutorials, and extended school year services if necessary.	Principal, Teachers, SPED Teachers	Targeted and effective classroom instruction that results in greater student achievement Decrease PBMAS Performance Levels Increase teacher knowledge of students.			
Funding Sources: 199 General Fund: SCE - 0.00					
12) FMS students in grades 6-8 will participate in required physical education activities and be assessed with the state required Fitness Gram assessment.	Principal Physical Education Teachers	State compliant Address physical fitness needs of student			
13) Utilize the TEKS Resource System, district curriculum guides and the use of unit test data to monitor student achievement and adjust instruction as needed with the use of AI.	Principal, Coordinators, Teachers	Increased student achievement and effective classroom instruction			
Funding Sources: 199 General Fund - 0.00, 199 General Fund: SCE - 0.00					
14) Implement curriculum-based technology such as STEMScopes, Go Math for math and science instruction.	Principal, Coordinators, Teachers	Increased math and science achievement			
Funding Sources: 410 IMA Funds - 0.00					
15) Intensive accelerated instruction and remediation will be provided for students in 6-8 who fail Unit tests, and or state assessment(s) (STAAR)	Principal, Counselors, Coordinators, Teachers	Students will be at or above grade level upon completion of the next state assessment			
Funding Sources: 199 General Fund: SCE - 4500.00					
16) The district will ensure Personal Graduation Plans are created, executed, and implemented for students in grades 7-12.	Principal	Personal Graduation Plans Deficiency Plans in place upon exiting FMS			
Funding Sources: 199 General Fund - 0.00					
17) The Eduphoria suite will be utilized by teachers and administrators to track student data, manage the district's curriculum, create lesson plans, monitor individual academic plans/personal graduation plans, record teacher evaluation data, and track professional development.	Executive Director of Student Achievement Principals	Data driven decision making			
Funding Sources: 199 General Fund - 4500.00					
18) Assess students' knowledge of the curriculum in the core areas after each unit of study	Principals Teachers	Data driven decision making Increased student achievement Increase teacher effectiveness			
Funding Sources: 199 General Fund - 0.00					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:














Student Achievement
Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Students did not meet growth measures and the campus scored a D in closing gaps. Root Cause 1: The need to address specific academic needs of all students and student groups.
School Culture and Climate
Problem Statement 2: Drop out rate increased. Root Cause 2: Failure to supply supplemental supports necessary for student retention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Root Cause 1: The need to address specific academic needs of all students and student groups setting the goals at the "Meets" level rather than the "Approaches" level.

Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.

Performance Objective 2: State Accountability Masters level performance standards will be met in reading, math, writing, science, and social studies for all student groups.

Evaluation Data Source(s) 2: STAAR Results, Accountability Ratings, Distinction Designations.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Emphasis on high expectations and rigor of instruction through use of Reading Plus, STEMscopes, Go Math, and pacing guides, and similar instructional tools.	Campus administrator Teachers	Increased unit test scores, Increase in reading fluency levels, TTESS walk-through data indicates effective teaching			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 263 ESSA Title III, LEP - 10000.00, 270 ESSA Title V Rural Low Income Schools Grant - 43000.00, 410 IMA Funds - 230000.00				
2) Increase recognition of student and teacher growth & achievement at all levels	Classroom teachers/ Counselors	Reinforce culture and expectation of personal growth; increase student self-esteem			
	Funding Sources: 199 General Fund - 1000.00				
3) Continue to monitor student improvement and growth within each class, as well as on STAAR and EOC.	Principals, Coordinators, Teachers	Increased STAAR Results, Benchmark Results, and Unit Test Results			
	Funding Sources: 199 General Fund - 3500.00				
4) Continue GT certification programs for Pre-Advanced Placement teachers annually.	Administration, Principals, Coordinators	Increase in students performing at the Meets & Masters Level			
	Funding Sources: 199 General Fund - 2400.00				
5) Continue to offer Pre-AP classes and monitor advanced level students.	Curriculum department, Principal	Increase in students taking Pre-AP classes and performing at Meets & Masters level of achievement			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Students did not meet growth measures and the campus scored a D in closing gaps. Root Cause 1: The need to address specific academic needs of all students and student groups.









Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Root Cause 1: The need to address specific academic needs of all students and student groups setting the goals at the "Meets" level rather than the "Approaches" level.







Goal 2: Build a college and career going culture throughout the district that promotes critical, creative, progressive, and innovative thinking.

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state standards.

Evaluation Data Source(s) 1: TAPR Reports, Dropout Reports, Longitudinal Summary Completion Reports, PEIMS Reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Provide additional targeted instruction, instructional engagement, and social/emotional supports, resources, and training to increase completion rates and decrease dropout rates.	Principal, APs, Counselors	Higher attendance, completion rate, student engagement and Increase in student achievement			
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 270 ESSA Title V Rural Low Income Schools Grant - 30000.00, 255 ESSA Title II, Part A TPTR - 40000.00				
2) Attain an attendance rate of 98% campus-wide.	Principals/APs, Counselors, Student Services Director	Higher attendance & completion rate Increase in student achievement			
3) Personal Graduation Plans will be developed, created, and executed for each 8th grade student.	Principal, Counselors	All PGPs in place before the start of all students' eighth grade year			
4) Furlough MS will develop state required Campus Improvement Plans to address PBMAS and Domain weaknesses.	District Coordinator of School Improvement (DCSI) District Leadership Team (DLT) Campus Leadership Team (CLT) Director of Testing & Accountability Special Education Director	Higher attendance, completion rate, student engagement and student achievement			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
5) Actively identify students who are at-risk to provide necessary supports and increase attendance rates.	Counselor	Knowledge of who to provide additional supports to.			
	Funding Sources: 199 General Fund - 70000.00				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 1 Problem Statements:
















Student Achievement
Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Students did not meet growth measures and the campus scored a D in closing gaps. Root Cause 1: The need to address specific academic needs of all students and student groups.
Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers require additional training, monitoring, and supports. Root Cause 1: High percentage of 1-5 year teachers.
Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all performance objectives targets in 2018-2019. Root Cause 1: The need to address specific academic needs of all students and student groups setting the goals at the "Meets" level rather than the "Approaches" level.

Goal 2: Build a college and career going culture throughout the district that promotes critical, creative, progressive, and innovative thinking.

Performance Objective 2: The percentage of students meeting grade level or above criteria on the STAAR test will exceed state averages in all categories.

Evaluation Data Source(s) 2: STAAR results, TAPR Report, PEIMS report.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Support Career and Tech courses at FMS, continue CTE courses and create additional courses	Principals, Counselors, CTE Coordinator	Increased enrollment in CTE courses at the HS level Increase in student certifications Prepare students for success at High School			
2) Publicize Career and College Readiness standards to students and parents.	Principals, Counselors, CTE Director	More student/parental involvement			
3) Educate all 8th grade students and parents of graduation plans, endorsements, and distinguished options under House Bill 5.	Principal, Counselors	Students will graduate with their original graduation plan from 8th grade.			
4) Support career and technical courses with STEM, Robotics, and additional CTE programs.	Principals Robotic Coach/Sponsor	Increased Student Participation Team Placement/Ranking at Robotics Competitions			
	Funding Sources: Outside Funding Source - 0.00, 199 General Fund - 0.00				
5) Host and conduct college and career readiness week.	Principals Counselors	Educate parent/student, Increase parental involvement, Prepare student for high school and college			
	Funding Sources: 199 General Fund - 500.00				
6) Inform middle school students and parents of higher education opportunities including but not limited to TEXAS, Teach for Texas Grants, admissions and financial aid information.	Principals Counselors	Educate parent/student, Increase parental involvement			
	Funding Sources: 199 General Fund - 0.00				
7) Utilize the PSAT to help students determine what is necessary to become college ready.	Principals Counselors Director of College and Career Readiness	Increase in College Ready students			
	Funding Sources: 199 General Fund - 3850.00				









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>					

Goal 3: Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.

Performance Objective 1: The district will provide high quality staff development.

Evaluation Data Source(s) 1: Highly Qualified Report.

Summative Evaluation 1:








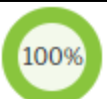



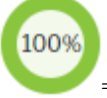


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
Targeted Support Strategy RDA 1) Provide high quality staff development for all teachers and administrators in order to build capacity, including but not limited to, T-TESS , instructional best practices, Lead4Ward, and attending content specific educational workshops/conferences.	Director of Student Achievement, Principal	Higher attendance, effective classroom instruction, increased student engagement and increase in student achievement			
	Funding Sources: 199 General Fund - 5321.00, 270 ESSA Title V Rural Low Income Schools Grant - 25000.00, 255 ESSA Title II, Part A TPTR - 52000.00				
2) Provide Professional Learning Communities continuous support and ongoing professional development.	Director of Student Achievement, Principal, Coordinators	Effective classroom instruction, increased student engagement and increase in student achievement			
3) Provide teacher training to support the needs of the EL population.	Principal, Coordinators, ESL teachers	Higher number of students that have acquired the English language and are not required to be in ESL class. Effective classroom instruction, increased student engagement and increase in student achievement			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff.

Evaluation Data Source(s) 2: District Staffing Report, TAPR Report.

Summative Evaluation 2:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Give hiring preference to fully certified candidates.	Principal, HR Director	Effective classroom instruction, increased student engagement and increase in student achievement			
Funding Sources: 199 General Fund - 0.00					
2) New teacher orientation to be sustained on campus. Campus teacher assistance program.	Principal/APs, Mentor teachers	Increased teacher retention, Higher attendance, effective classroom instruction, increased student engagement and increase in student achievement			
Funding Sources: 255 ESSA Title II, Part A TPTR - 0.00					
3) Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses at 100%	Human Resources, Administration, Principal	Higher attendance, effective classroom instruction, increased student engagement and increase in student achievement			
4) Recruit and retain a diverse HQ staff.	Central Administration, Principal	Higher attendance, Impact culture and climate and increase in student achievement			
Funding Sources: 199 General Fund - 0.00					
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 1: Technology will be integrated throughout the district.

Evaluation Data Source(s) 1: Adequate Network, Hardware and Software.

Summative Evaluation 1:












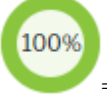


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Teachers will be provided laptops, document cameras, projectors and such as needed for instructional use.	Principal Teachers Instructional Technologists	Effective classroom instruction will impact student achievement			
2) Teachers will incorporate technology, multimedia, and resources beyond the curriculum.	Principal, Coordinators	Effective classroom instruction will impact student achievement			
3) Update and increase quantity and quality of available technology devices (including but not limited to PCs, laptops, iPads, tablets, smart boards, projectors, etc.)	Director of Technology/Special Projects/Energy Management Executive Director of Student Achievement Principals	Effective classroom instruction will impact student achievement			
Funding Sources: 199 General Fund - 0.00					
4) Utilize curriculum and technology for scheduled interventions for at-risk students in reading and math	Principals Teachers	Targeted instruction for at-risk students, increased student achievement			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 2: Students in need of specialized programs or services will be properly identified and served.

Evaluation Data Source(s) 2: TAPR, PBMAS, and AMAO Reports.

Summative Evaluation 2:




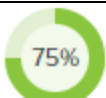








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Ensure continuum of services to address student needs in all areas of services to be provided (Ex. SPED, 504, dyslexia, ESL, etc).	Special Education Director, Principal, MTA teacher	Target individual student needs, provide needed supports, increase student achievement			
Funding Sources: 199 General Fund: SCE - 0.00					
2) Provide support for ELs to progress and attain Advanced High on TELPAS and meet state standards on STAAR reading, writing, and math. Use Rosetta Stone English, Reading Plus, and Lexia software.	Executive Director of Student Achievement, Principal, Bilingual/ESL Specialist	Target individual student needs, provide needed supports, increase student achievement in all areas			
Funding Sources: 199 General Fund: BE ESL - 0.00, 410 IMA Funds - 0.00					
3) Response to Intervention (RTI) policies and procedures will be implemented and continually monitored, updated and followed.	Administration Coordinators Teachers	Less tier II and III students, Target individual student needs, provide needed supports, increase student achievement			
4) Ensure data integrity through training of campus personnel.	Central administration, Principal, Counselors	Clean data			
5) Provide robotics programs for middle school students	Deputy Superintendent Advanced Academic Director	Increase student participation and engagement, increase student achievement, prepare for career pathway			
 = Accomplished  = No Progress  = Discontinue					








Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 3: A safe and orderly learning environment will be provided on all campuses.

Evaluation Data Source(s) 3: PBMAS and PEIMS Discipline Reports.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Implement the district's discipline management plan effectively and equitably.	Principal, Assistant Principals, Counselors	Reduction in office referrals & PEIMS discipline reports, Decreased performance levels PBMAS, increase instructional time in class			
2) Implement the ROAR program to address prohibited conduct and harassment.	Administrators	Reduction in office referrals Decreased performance levels on PBMAS Improved school climate and culture			
Funding Sources: 199 General Fund - 0.00					
3) Campus will support proactive discipline strategies and look for alternative options for ISS (P.A.S.) using Restorative Discipline Practices.	Principals, Counselors	Increase student time in class, maximize instructional time, increase achievement			
4) Monitor special education discretionary ISS, OSS, and DAEP placements, and provide alternative methods for discipline.	Administration, Counselors	Reduction in placements and higher academic achievement Decrease PBMAS performance target indicators.			
Funding Sources: 199 General Fund - 0.00					
5) Promote "Students of Character" each six weeks to enhance morale and ethical behavior of students.	Administration, Counselors	Decrease in referrals and discipline placements			
Funding Sources: 199 General Fund - 0.00					
6) Promote campus-wide character development with the implementation of Students of C.L.A.S.S.	Counselors Administrators	Reduction in discipline referrals, and DAEP placements, increase attendance. Decrease PBMAS report performance target indicators			
Funding Sources: 199 General Fund - 0.00					










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
7) Provide drug education (Red Ribbon Week) prevention programs, crisis management programs, and mental health support.	Counselor District Social Worker	Reduction in referrals and reduction in prohibitive conduct.			
	Funding Sources: 199 General Fund - 0.00				
8) The campus will conduct and monitor safety drills and address areas within the district's safety audit.	Principal and Assistant Principals	Ensure clean audits and campus safety			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 4: Parental and community involvement will be encouraged.

Evaluation Data Source(s) 4: Increased parent communication and participation.

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) The campus will utilize the district's website and social media to keep parents informed.	Principal, Counselors	Increased parental involvement social media followers			
2) The campus will provide opportunities for parent involvement activities to include but not limited to: Parent Conference day, Aim for Success Parent Meeting, Achieving Success Parent Meeting, and PTO.	Principal and Counselors	Increased parental involvement Volunteer forms Social media comments			
	Funding Sources: 199 General Fund - 0.00				
3) The campus will utilize the District's Remind account to increase school-to-home effective communication efforts	Principals Teachers	Increased effectiveness of school communication			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 5: The district will maintain compliance with state and federal laws and regulations.

Evaluation Data Source(s) 5: State and Federal mandates and legal requirements.

Summative Evaluation 5:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Legislative updates pertinent to state and federal mandates and pertinent for school operations will be shared with campus personnel.	Principal	Transparency and communication will increase			
2) Campus program evaluations will be conducted to review the effectiveness of program procedures and ensure compliance.	Principal	Maintain focus on student achievement			
 = Accomplished  = No Progress  = Discontinue					

Goal 5: To be a District of Innovation.

Performance Objective 1: Maintain District of Innovation status with TEA

Evaluation Data Source(s) 1: District of Innovation status secured through TEA

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Comply with all district developed District of Innovation Plans. Implementing DoI as needed to better serve FMS students.	Executive Director of Student Achievement	Designation			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Goal 6: Address targeted supports and improvements needed and any improvements needed for Domain scores less than "C".

Performance Objective 1: Utilize Effective Schools Framework, ESF Survey, and Targeted Improvement Plan to to address targeted needs.

Evaluation Data Source(s) 1: Annual Accountability Report from TEA

Summative Evaluation 1:

Targeted or ESF High Priority

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Brenda Navaja	Principal
Administrator	Jason Turner	AP
Administrator	Kyle Causey	AP
Administrator	Mallory Malouf	AP
Parent	Jana Kennimer	Parent
Classroom Teacher	Glenajo Shambeck	Teacher
Counselor	DaVieda Pierson	Counselor
Community Representative	Peter McNabb	Community Rep
Classroom Teacher	Frances Brown	Teacher
Classroom Teacher	George Parrish	Teacher
Classroom Teacher	Julie Tarrer	Teacher
Classroom Teacher	Jamie Edington	Teacher
Classroom Teacher	Denise Harris	Teacher
Classroom Teacher	Krystal Heflin	Teacher