

Teague Independent School District

District Improvement Plan

2021-2022



Board Approval Date: September 28, 2021

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

Demographics

Demographics Summary

Teague Independent School district has experienced a slight decline in enrollment over the past few years. Enrollment for 2020-2021 was 1,155. Enrollment as of August 2021 was 1,171. Enrollment at the high school level is 372. Middle school enrollment is 331, including grades five, six, seven and eight. Elementary enrollment for grades PreK-4 was 448, plus an additional 20 at Lion Academy.

As of the TAPR report for 2019-2020, 30.0% of students enrolled in TISD were Hispanic, 11.4% were African American, 54.5% were white, and the remaining 4.0% was classified as two or more, American Indian, Asian, or Hawaiian/Pacific Islander. 61.3% of students qualify as economically disadvantaged. Students identified as Special Education comprised 13.5% of enrollment as of the 2019-2020 TAPR. Students identified as English Language Learners was 8.1%.

Student attendance was recorded at 95.7% for the 2018-2019 school year.

The graduation rate for Teague ISD in 2019 was 96.9%. The number of Teague ISD students who were college ready based on the TSI test in both ELAR and Math increased to 52.2%, up from 19.1% in the 2017-2018 school year. 45.3% of Teague High School students completed Dual Credit courses in 2018-2019.

Teague ISD employs 188.7 people. Professional staff make up 58.7% of employees, 14.3% are educational aides, and 27.0% are auxiliary staff. 89.1% of teachers are white, 5.4% are African American, and 4.4% are Hispanic. 19.4% of TISD teachers have over 20 years of experience, and 40.1% have 11-20 years of experience. Most teachers have 11-20 years of experience, with 40.1% having 11-20 years of experience. Less than 2.2% of TISD teachers are beginning teachers.

Demographics Strengths

- 58.2% 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
- 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 59.5% 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.

	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	
	Approaches	Approaches	Approaches	Approaches	Meets	Meets	Meets	Meets	Masters	Masters	Masters	Masters	
3rd Reading	73	67	79	86	45	27	39	53	25	14	19	18	
State AVG	72	76	76	68	45	42	44	38	29	24	28	19	
3rd Math	84	82	85	92	47	36	48	62	16	15	23	29	
State AVG	76	77	78	61	48	46	47	30	25	23	24	14	
4th Reading	64	74	76	79	29	37	30	42	16	16	14	10	
State AVG	70	72	74	63	43	45	43	36	24	24	22	18	
4th Math	67	75	83	73	31	32	44	44	10	12	26	19	
State AVG	75	78	74	58	46	47	46	35	27	26	28	21	
4th Writing	49	50	61	52	17	24	27	19	3	1	5	3	
State AVG	63	61	65	53	32	38	33	26	10	10	10	8	
Tests Above State Average	2 of 5	2 of 5	4 of 5	4 of 5	1 of 5	0 of 5	1 of 5	4 of 5	0 of 5	0 of 5	0 of 5	1 of 5	
	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	
	Approaches	Approaches	Approaches	Approaches	Meets	Meets	Meets	Meets	Masters	Masters	Masters	Masters	
5th Reading	84	70	83	74	48	45	37	47	20	16	22	26	
State AVG	71	78	86	72	45	51	51	45	25	25	29	30	
5th Math	83	76	88	69	45	27	33	24	14	6	13	9	
State AVG	81	84	89	69	48	57	56	43	24	30	36	24	
5th Science	76	73	65	59	43	24	31	18	16	7	12	1	
State AVG	73	75	74	61	41	40	48	30	17	16	23	12	
6th Reading	69	69	42	60	31	30	14	25	16	9	5	9	
State AVG	67	66	66	61	36	36	35	31	17	18	17	14	
6th Math	57	65	70	75	57	28	24	34	1	1	3	3	

	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	
State AVG	75	76	79	68	41	43	45	34	17	17	20	15	
7th Reading	78	74	86	79	35	45	61	45	13	21	27	25	
State AVG	72	72	74	68	40	45	47	44	22	27	28	25	
7th Math	77	90	83	68	42	45	45	17	18	15	17	7	
State AVG	68	71	73	54	38	38	41	25	16	17	16	11	
7th Writing	78	73	72	68	41	45	48	30	9	14	13	7	
State AVG	68	67	69	61	37	41	40	31	11	14	17	9	
8th Reading	87	76	83	63	31	26	45	31	10	9	25	16	
State AVG	76	76	84	72	47	46	53	45	22	25	27	21	
8th Math	78	86	92	72	35	47	63	37	4	2	21	9	
State AVG	74	78	87	60	43	49	55	35	12	15	16	10	
8th Science	74	79	87	61	39	45	54	29	11	16	25	10	
State AVG	74	74	79	67	46	50	49	42	18	27	24	23	
8th Social Stu	42	33	70	62	7	12	28	22	1	2	13	4	
State AVG	62	64	67	56	31	34	35	27	18	20	20	13	
Tests Above State Average	10 of 12	7 of 12	6 of 12	8 of 12	5 of 12	3 of 12	5 of 12	4 of 12	1 of 12	1 of 12	3 of 12	1 of 12	
	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	
	Approaches	Approaches	Approaches	Approaches	Meets	Meets	Meets	Meets	Masters	Masters	Masters	Masters	
English 1	71	71	86	77 (THS 80)	45	55	66	60 (THS 63%)	1	4	10	9 (THS 10%)	
State AVG	64	65	63	66	43	44	49	50	8	7	12	12	
English 2	69	75	83	71 (THS 81%)	42	57	68	65 (THS 75%)	2	4	8	8 (THS 8%)	
State AVG	66	67	67	70	45	48	51	57	6	8	8	11	
Algebra	90	92	90	85 (THS 89%)	48	81	78	68 (THS 73%)	31	51	58	43 (THS 47%)	
State AVG	83	83	84	72	74	55	62	41	26	32	39	23	
Biology	93	94	93	91 (THS 92%)	57	60	74	56 (THS 60%)	11	17	25	23 (THS 26%)	
State AVG	86	87	88	81	58	59	63	54	21	24	26	22	

	2017	2018	2019	2021		2017	2018	2019	2021		2017	2018	2019	2021	
US History	91	97	97	94 (THS 94%)		60	74	86	77 (THS 81%)		30	42	56	45 (THS 49%)	
State AVG	92	92	93	88		66	70	75	69		35	40	47	43	
Tests Above State Average	4 of 5	5 of 5	5 of 5	5 of 5		1 of 5	5 of 5	5 of 5	5 of 5		1 of 5	2 of 5	5 of 5	3 of 5	

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

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.

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.

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.

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 monitors and adjusts to meet the instructional needs of learners. 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. 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. 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 Professional Learning Communities (PLCs).
- 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.
- Master schedules are maximized to support instructional time.
- Active and responsive District Educational Improvement Committee.
- 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.

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. TISD has strong community partnerships with the local food banks, various businesses, various community clubs, and faith-based organizations. 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. 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.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- 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
- 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
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- 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





- 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2 - District Processes & Programs 1, 2, 3 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	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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1, 3 Funding Sources: Professional Development (In-person, Webinars, Region 12, Contracted Consultants) - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Student Learning

Problem Statement 2: 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.

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.





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 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2 - District Processes & Programs 2, 3 Funding Sources: Professional Development, Instructional Materials, DMAC, Supplies and Materials - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 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. Problem Statement 2: 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.
District Processes & Programs
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. 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 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2 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 I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.
Problem Statement 2: 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.

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.

Targeted or ESF 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2 - District Processes & Programs 2 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: Math Intervention stipends and supplemental pay, Software Programs for Assessment and Intervention, Tutoring supplemental pay - 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2 - District Processes & Programs 3 Funding Sources: Professional Development, Supplies and Materials - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 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.
District Processes & Programs
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.
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 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability Problem Statements: District Processes & Programs 1 - Perceptions 1 Funding Sources: At-risk interventionist, Communities in Schools, Homeless Student Supplies - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 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.
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 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - District Processes & Programs 3 Funding Sources: Communities in Schools, Math and Science Stipends, TSI testing, SAT/ACT testing - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 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 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 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 Problem Statements: District Processes & Programs 1	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 Problem Statements: District Processes & Programs 1	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 Problem Statements: District Processes & Programs 1 Funding Sources: Technology supplies and materials, Technology devices - Title 1, Part A	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). 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 Problem Statements: District Processes & Programs 1 Funding Sources: Communities in Schools, Counselor materials, Bullying Tip line - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

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.

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

Performance Objective 4: TISD will develop and maintain academically driven and functionally appropriate facilities and programs in regards to student safety, health, technology, and social-emotional growth.

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

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 Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1 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 Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1 Funding Sources: Communication platforms, supplies and materials for meetings - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue aligning instructional materials and instruction to TEKS Resource System (the district-approved curriculum).
1	1	2	Professional development will be provided for all instructional staff.
1	2	1	District-approved curriculum will be provided to instructional staff, including professional development opportunities to help teachers implement the curriculum appropriately and effectively.
2	1	1	Increase the early identification of struggling students and provide intentional intervention as a result.
2	2	1	Students in grades PK-8 will be assessed monthly for reading levels.
2	2	2	Students in grades PK-4 will be assessed monthly for numeracy growth.
2	2	3	Provide professional development specifically addressing literacy, numeracy, and high-yield instructional strategies.
3	1	1	TISD will gather information for the community and stakeholders regarding specific needs and programs to be offered.

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		\$0.00
2	2	3	Professional Development, Supplies and Materials		\$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		\$0.00
3	3	4	Communities in Schools, Counselor materials, Bullying Tip line		\$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
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary			
RECENT QUALIFYING MOVE			
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);			
+			
FAILING OR MOST AT RISK OF FAILING			
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.	Grade Level	Grade Level	Grade Level
Must have at least one of the following designations:	K-3	3-12 and UG	7-12, OS, UG
<ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	<ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	
			Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Teague

Region: 12

Priority for Service (PFS) Action Plan

Filled Out By: Tonya Ramos/ Polo Vielma

Date: 06/04/2021

School Year: 2021 - 2022

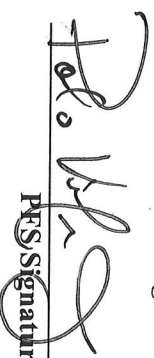
***Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*


<u>Goal(s):</u>	<u>Objective(s):</u>
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.


Required Strategies		Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.				
<ul style="list-style-type: none">Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents	
<ul style="list-style-type: none">Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies	Timeline	Person(s) Responsible	Documentation	
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
<ul style="list-style-type: none">During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.				

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Monthly		
	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	
	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

LEA Signature _____ Date Completed _____

PFS Signature  Date Completed 06/04/21

ESC Signature  Date Received 6/4/21

PFS Signature  Date Completed 6/4/21



ESC Region 12 ID&R PLAN 2021-2022

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		