

**White Settlement Independent School District**  
**Tannahill Intermediate**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

## Vision

Developing passion to learn ... discovering purpose for tomorrow.

## Core Beliefs

We believe:

- Students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
  - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Our campus needs are to continually support and raise expectations for our SPED, ELL and advanced students.

# Demographics

## Demographics Summary

Campus Type - Intermediate School

Campus Size - 1004 Students

Grade Span - 05 - 06

Percent Economically Disadvantaged - 61%

Percent English Language Learners - 16.5%

Mobility Rate - 14%

SPED - 11%

## Demographics Strengths

TIS students represent several cultural and ethnic groups. TIS students demonstrate tolerance and respect for differences. TIS students are adaptable/resilient to frequent change. Identification of students in special programs across ethnicity, at risk, and economic status are representative of total enrollment. TIS students have GRIT and a growth-mindset which enables them to think and respond critically across multiple cultures. TIS strives to implement opportunities for cultural celebrations such as: Culture Night and Hispanic Heritage Day.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** TIS struggles to provide cultural awareness on a consistent basis. **Root Cause:** There is a lack of cultural diversity and training among our current staff.

**Problem Statement 2:** The mobility rate has increased from 10% to 14% over the last five years. **Root Cause:** Low income housing, military families, open enrollment, and affidavits increase the mobility rate on our campus.

## Student Achievement

### Student Achievement Summary

Tannahill strives to meet standards on Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness by providing a wide range of instructional programs and teams who regularly assess student needs/interests. Tannahill promotes GT student achievement through GLO competitions, provides award-winning Fine Arts programs, and competing clubs such as: Running Bears, Pokemon Tournaments, Spelling Bee, Intramural Championships, Field Day Championships, UIL meets, and STUCO elections.

### Student Achievement Strengths

- Tannahill increased scores in 5th grade reading (79%-80%).
- Tannahill increased ELL scores in 5th grade reading (35%-44%).
- Tannahill increased scores in 6th grade math (77%-78%).
- Tannahill increased Economically-Disadvantaged scores in 6th grade math (71%-74%).
- Tannahill increased ELL scores in 6th grade reading (46%-47%).
- Tannahill increased scores in 5th grade math (79%-82%).
- Tannahill increased Economically-Disadvantaged scores in 5th grade math (73%-81%).
- Tannahill increased SPED 5th grade math scores (30%-43%).
- Tannahill increased ELL scores in 5th grade math (58%-78%).
- Tannahill increased ELL scores in 5th grade science (50%-57%).
- Running Bears club participated in multiple runs, earning 1st, 2nd, and 3rd place awards.
- Running Bears club was awarded the Cowtown Scholarship, awarding runners with new shoes.
- TIS Band received a Division 1 in the Cleburne competition.
- GLO competed in the Edible Car Competition, earning various medals.
- STUCO grew in numbers (30-50 members).
- Tannahill received multiple attendance awards, achieving 96% or greater.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** TIS African American populations did not meet system safeguards in Science (50%). **Root Cause:** African American discipline rates are higher than other student sub-pops.

**Problem Statement 2:** In 2017, TIS did not meet system safeguards in the area of Special Education in Reading (33%), Math (55%), or Science (30%) **Root**

**Cause:** In 2017, TIS students with learning disabilities were served through resource instead of a co-teach model.

**Problem Statement 3:** TIS ELL students did not meet system safeguards (60%) in 2017. ELL students scored 56% on the Science STAAR assessment in 2017. **Root Cause:** ELL students did not receive an adequate amount of vocabulary remediation to increase their understanding of assessment questions and answers.

**Problem Statement 4:** 6th grade reading STAAR scores decreased (71%-68%). **Root Cause:** The instructional and tested curriculum was not completely aligned to state readiness standards.

## School Culture and Climate

### School Culture and Climate Summary

TIS has created an atmosphere with teams and GRIT houses to ensure a family atmosphere. In addition, teachers are sponsoring 12 after school clubs, athletic intramurals, running bears, UIL academics, STUCO, Hope Squad, and a High School PALs program.

### School Culture and Climate Strengths

Tannahill has a staff that is dedicated to student development and ensuring the districts mission, vision, motto and beliefs are carried out. The TIS Leadership team has worked to create school-wide systems of intervention to ensure that all students are learning and achieving at high levels. TIS staff have also embraced strategies from the Ron Clark Academy, including the "house system", to develop a culture of GRIT, student engagement and campus unity.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Surveys and STAAR data indicate a need for professional development that supports differentiation in the classroom. **Root Cause:** A growing school population has increased our students who are served through 504, SPED, LPAC, and Pre-AP courses.

**Problem Statement 2:** STAAR data and teacher evaluative surveys reflect that there is a need for improved Professional Learning Communities at TIS. **Root Cause:** The overall benefits of PLC and true understanding of PLC outcomes are still in a developmental stage by staff.

**Problem Statement 3:** Academic, attendance, and behavior concerns indicate a need for school-wide systems of accountability through tiered RTI interventions. **Root Cause:** Our large population of low-socioeconomic and special needs students have caused a need for a more stringent accountability system on campus.

**Problem Statement 4:** Tannahill does not have an active beautification program. **Root Cause:** We do not have an irrigation system or a team in place to implement plans.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

TIS strives to find teachers who are highly qualified, including ESL and SPED certifications. In addition, TIS hiring committees seek out teachers and staff that align to our students demographics. We expect to retain staff, and therefore, we are dedicated to providing research-based, professional development opportunities such as: the Ron Clark Academy, Solution Tree, Region 11 workshops, and strategy-based workshops. Furthermore, TIS is committed to retention through establishing a highly effective community, shared responsibility mindset, and an enjoyable atmosphere of appreciation/recognition.

### **Staff Quality, Recruitment, and Retention Strengths**

All TIS teachers are highly-qualified and para-professionals have received their educational aide certifications. Teachers have a healthy working relationship and respect for one another. There is a desire by all stakeholders to improve as individuals and as a campus to improve student development. We have a low staff turnover and good staff attendance rate.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** According to data from system safeguards, TIS has struggling demographic populations that are under-represented in the staff population. **Root Cause:** TIS is committed to hiring the most qualified applicant, and does not have a recruitment program in place.

**Problem Statement 2:** TIS has multiple teachers who need to obtain their ESL certification. **Root Cause:** Teachers were either hired prior to ESL certification laws, or they were hired for non-ESL responsibilities.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

TIS curriculum is updated continually and audited to ensure best practices. Instructional strategies are based on the needs of individual students in each classroom. TIS has implemented a backwards design plan to ensure instruction is matching the rigor of our curriculum. Assessments are created from STAAR released questions and are the main component of backwards designing during PLC's.

### **Curriculum, Instruction, and Assessment Strengths**

TIS teachers consistently review assessment data including formative and summative performance indicators during weekly PLCs. The district has supplied a full-time instructional coach to our campus. Our IC ensures backwards design implementation, organizes JIT (Just in Time) trainings to improve classroom instruction, and acts as a support in implementing instructional initiatives including: workshop model, fundamental five, thinking maps, and rigor/relevance tools.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Assessments for 6th grade ELAR are not currently created using released STAAR questions. **Root Cause:** Teachers continue to use dated assessments more appropriately aligned to TAKs.

**Problem Statement 2:** Local and State assessment data indicates that 6th ELAR instructional curriculum is not aligned to readiness standards. **Root Cause:** Teachers continue to plan the bulk of instructional time around supporting standards.

**Problem Statement 3:** The 5th grade Science PLC has determined backwards design as an area for growth. **Root Cause:** In past academic years, PLC was less focused on backward design as a regular and vital step.

## Family and Community Involvement

### Family and Community Involvement Summary

TIS strives to incorporate family and community involvement opportunities each six weeks to communicate campus goals. TIS has incorporated title one funds to offer snacks and drinks during a variety of parent and community involvement activities.

### Family and Community Involvement Strengths

TIS has experienced a tremendous amount of turnout for various community involvement activities such as: Tea Time with Mom, Donuts with Dad, Field Day, intramural, and Curriculum Night. Our school has an active social community that has increased by 100% within one academic year. TIS has an active Campus Plan team that meets monthly to plan and offer events geared towards community promotion.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** The TIS PTA program does not have a president as of October 11, 2017. **Root Cause:** TIS does not have a successful recruitment process established for reaching out to available parents.

**Problem Statement 2:** Spanish speaking and low income families are resistant to volunteering at TIS. **Root Cause:** There is a language barrier and a transportation problem.

## School Context and Organization

### School Context and Organization Summary

Tannahill has two teams in place that ensure effective organization for daily operations and instructional needs. The TIS campus plan team creates the master schedule and is responsible for organizing all events by means of Microsoft outlook calendars so that all staff organize their schedules around priority events. In addition to the calendar organization, the Leadership team regularly monitors the organization of instructional programs and offers consistent communication to all stakeholders for continuous academic growth.

### School Context and Organization Strengths

- A team concept schedule was continued with time built in for department PLC's.
- A comprehensive RTI and ELL pullout program was also developed with the team schedule.
- All teams have developed a Tier 2 tutoring plan.
- TIS offers morning tutorials.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** TIS SPED teachers are unable to attend PLCs regularly. **Root Cause:** Their co-teach schedules conflict with the PLC schedule.

**Problem Statement 2:** TIS Co-teachers struggle to find planning time with their General Education counterparts. **Root Cause:** They do not share the same conference time.

**Problem Statement 3:** PAP classes do not have a designated PLC time apart from on-level PLC time. **Root Cause:** On-level PLC requires the bulk of the time. Scheduling another PLC day would interfere with legal requirements for teacher conference times.

# Technology

## Technology Summary

Technology continues to be an instructional initiative across all district campuses. We regularly provide JIT (Just in Time) trainings, Technology Academies, and software based programs to promote instructional achievement for all students at TIS.

## Technology Strengths

- All classrooms are equipped with projectors and Apple TV
- All classroom teachers are equipped with laptops
- The campus has 40 iPad carts allowing for 1:1 device implementation.
- TIS has 2 laptop carts for check-out.
- TIS has two IT personnel for instructional support.
- All students are receiving Digital Citizenship certification.
- All teachers are receiving Digital Citizenship certification.
- TIS has instructional programs such as: Mobymax, Istation, Learning Farm, Reflex Math, and Prodigy
- TIS has implemented a learning management system, Canvas.
- WSISD is a Google district.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers continue to struggle with technology implementation. **Root Cause:** Teachers need professional development geared towards instructional technology.

**Problem Statement 2:** Low-income students continue to lack wifi outside of the school building. **Root Cause:** Families cannot afford internet and/or lack transportation to public facilities offering wifi.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

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

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

- Study of best practices
- Action research results

# Goals

**Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.**









**Performance Objective 1:** 100% of students will meet or exceed state standards on STAAR exams and advanced achievement measures. Increase achievement, including special populations on all four performance indicators within the state accountability system.

**Evaluation Data Source(s) 1:** August TAPR report

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Staff will utilize PLC for data desegregation and backward design.	1, 2, 3, 4, 5, 8, 9, 10	Principal, Assistant Principals, Instructional Coaches, Department Heads	Aligned instruction as evident through walk - throughs, Unit Exams, CFA's and benchmarks.				
Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 3							
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Scheduled design to include built in RTI /SSI time, and common planning for grade level departments.	1, 2, 3, 8, 9, 10	Principal, Counselor, Assistant Principals, RTI team	Success of students participating in SSI/RTI tutoring. Vertically and horizontally aligned instruction.				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Focus on Professional Learning Communities as our campus wide POP.	1, 2, 3	Principal, Assistance Principals, Instructional Coaches, Department Heads	PLCs are implementing the 4 critical questions.				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  4) Co-teach instruction will be provided by certified and content area teachers in tested and high need courses.	1, 2, 9, 10	Principal, Assistance Principals, Special Education Department, Counselor	Success of special education students on all CBA, benchmarks, and STAAR exams.				
Problem Statements: Student Achievement 2							



<b>System Safeguard Strategy</b> 5) Monitor formative and summative assessment data in PLC's to ensure student success in all system safeguards (specifically in science for Hispanic, Economically Disadvantaged, SPED and ELL populations and 6th grade ELAR).	1	Administrators and class room teachers	Formative and Assessment results, teacher feedback, and walkthrough data. We also added CFA's to monitor during PLC's to ensure best teaching practices.				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1, 3						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 6) School-wide Tier 2 Tutoring Program for RTI students in 5th and 6th grade that is flexible and meets the needs of all students. Tier 3 RTI pullouts.	1, 2, 3, 9, 10	Administration Reading and Math Teachers RTI Coordinator	STAAR scores, benchmark data, classroom data, unit assessments, RTI teacher feedback				
	Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Title I Funds - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

<b>Student Achievement</b>	
<b>Problem Statement 1:</b> TIS African American populations did not meet system safeguards in Science (50%). <b>Root Cause 1:</b> African American discipline rates are higher than other student sub-pops.	
<b>Problem Statement 2:</b> In 2017, TIS did not meet system safeguards in the area of Special Education in Reading (33%), Math (55%), or Science (30%) <b>Root Cause 2:</b> In 2017, TIS students with learning disabilities were served through resource instead of a co-teach model.	
<b>Problem Statement 3:</b> TIS ELL students did not meet system safeguards (60%) in 2017. ELL students scored 56% on the Science STAAR assessment in 2017. <b>Root Cause 3:</b> ELL students did not receive an adequate amount of vocabulary remediation to increase their understanding of assessment questions and answers.	
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 1:</b> Assessments for 6th grade ELAR are not currently created using released STAAR questions. <b>Root Cause 1:</b> Teachers continue to use dated assessments more appropriately aligned to TAKs.	
<b>Problem Statement 3:</b> The 5th grade Science PLC has determined backwards design as an area for growth. <b>Root Cause 3:</b> In past academic years, PLC was less focused on backward design as a regular and vital step.	

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 2:** Increase the number of students participating and succeeding in advanced academics.

**Evaluation Data Source(s) 2:** Enrollment and successful completion in Pre-AP/AP/Dual Credit








**Summative Evaluation 2:**

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 3:** Tannahill faculty and students will maintain an attendance rate of 96%.

**Evaluation Data Source(s) 3:** TAPR report

**Summative Evaluation 3:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Student incentives for perfect attendance every month.	1, 2, 3	Assistant Principal, Attendance Clerk	Weekly attendance reports.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.**

**Performance Objective 1:** Provide opportunities to strengthen the social, emotional and physical development of the whole student.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6  1) Establish and implement campus wide discipline program.	1, 2	Principal, Assistant Principals, Counselor, PBiS committee	Student participation in program, reduced number of referrals, number of students reaching each level. Referral Free Friday every nine weeks to promote positive behavior in the class room.				
Problem Statements: Student Achievement 1							
							

**Performance Objective 1 Problem Statements:**










Student Achievement
<b>Problem Statement 1:</b> TIS African American populations did not meet system safeguards in Science (50%). <b>Root Cause 1:</b> African American discipline rates are higher than other student sub-pops.

**Goal 2:** Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

**Performance Objective 2:** Create a culture of two way dialogue by increasing collaboration among district, community, and parents.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Parent involvement and participation in intramural sports and running bears.	6	Coaches	Increased parent and student involvement in intramural sports and running bears in all demographics.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Increased use of campus website and social media by students, teachers, and parents.	6	Administrators, Campus Webmaster, Teachers	Increased number of new and returning hits on campus website, social media and parent survey.				
3) Continue to promote and support our PTA program.		Administrators, teachers, and parents.	Stakeholder feedback and sign in sheets for participation. PTA raised enough money to pay for school wide incentives two years in a row.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.**

**Performance Objective 1:** 100% of organizational strategies will align to the campus needs assessment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Duty schedule organized to allow all math, reading, and science teachers to host daily tier 2 tutoring sessions.	1, 2, 8	Assistant Principals, Teachers	Increased participation in tutoring by all student populations. Increased student performance levels by all students.				
2) Create a PLC schedule in which all teachers can collaborate on a weekly basis.		Administrators and teachers.	PLC schedule and agenda minutes.				
3) Implement a discipline matrix to include school wide incentives and rewards.		Administrators and staff.	Discipline data student and staff feedback from surveys.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.**

**Performance Objective 1:** 100% of staff professional development will align to district and campus needs assessment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  1) Participate in district/campus initiatives for more rigorous curriculum and instruction.	1, 4	class room teachers and administrators.	Increased quality and alignment of instruction and district initiatives.				
2) Provide training and feedback for campus initiatives like RCA, PLC's, backwards design, and rigor/relevance.		Administration and teachers	Discipline data, student teacher feedback, teacher/student surveys, assessment scores, and conversations in PLC. .				
3) Provide training and follow up feedback form focus walks on the campus problem of practice: PLC		Administration and class room teachers	Increased rigor and relevance in the classroom that will ultimately increase the student scores on state assessments.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 4:** Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

**Performance Objective 2:** All Tannahill teachers will participate in staff development focusing on on-going district initiatives.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7  1) Weekly faculty meetings focused on professional development and campus initiatives.	4	Administration	Increased fidelity in implementation as evident in lesson plans, PLC discussions, and walk-throughs.				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6  2) Utilize PLC and common planning periods to focus on teacher and student needs.	2	Administration, Teachers	Increased collaboration amongst staff as evident in horizontal alignment.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.**

**Performance Objective 1:** Increase staff moral through teacher incentives and recognition.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Faculty appreciation meals and crash carts. PTA has been directly involved in our staff appreciation days.</p>	3	Administration, office staff	Teacher retention, teacher satisfaction surveys.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Staff will utilize PLC for data desegregation and backward design.
1	1	2	Scheduled design to include built in RTI /SSI time, and common planning for grade level departments.
1	1	3	Focus on Professional Learning Communities as our campus wide POP.
1	1	4	Co-teach instruction will be provided by certified and content area teachers in tested and high need courses.
1	1	5	Monitor formative and summative assessment data in PLC's to ensure student success in all system safeguards (specifically in science for Hispanic, Economically Disadvantaged, SPED and ELL populations and 6th grade ELAR).
1	1	6	School-wide Tier 2 Tutoring Program for RTI students in 5th and 6th grade that is flexible and meets the needs of all students. Tier 3 RTI pullouts.
2	1	1	Establish and implement campus wide discipline program.
3	1	1	Duty schedule organized to allow all math, reading, and science teachers to host daily tier 2 tutoring sessions.
4	1	1	Participate in district/campus initiatives for more rigorous curriculum and instruction.
4	2	1	Weekly faculty meetings focused on professional development and campus initiatives.
4	2	2	Utilize PLC and common planning periods to focus on teacher and student needs.

# State Compensatory

## Budget for Tannahill Intermediate:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6112.01.105.024105	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
199.11.6119.01.105.024105	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$139,850.00
199.11.6121.05.105.0.24.105	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,625.00
199.11.6121.28.105.0.24.105	6121 Extra Duty Pay/Overtime - Support Personnel	\$300.00
199.11.6126.01.105.024105	6129 Salaries or Wages for Support Personnel	\$83,551.00
199.11.6141.01.105.024105	6141 Social Security/Medicare	\$2,670.00
199.11.6142.01.105.024105	6142 Group Health and Life Insurance	\$8,700.00
199.11.6143.01.105.024105	6143 Workers' Compensation	\$659.00
199.11.6144.01.105.024105	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$15,000.00
199.11.6146.01.105.024105	6146 Teacher Retirement/TRS Care	\$5,475.00
<b>6100 Subtotal:</b>		<b>\$264,830.00</b>
<b>6300 Supplies and Services</b>		
199.11.6395.01.105.024105	6395 Supplies, DP Operations - Locally Defined	\$200.00
<b>6300 Subtotal:</b>		<b>\$200.00</b>

**Personnel for Tannahill Intermediate:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aminta Cruz	Teacher		.50
Carla Miranda	Teacher		.50
Erin Sierra	Teacher	ESL	1.00
Jazmin Mendoza	Teacher	Dual Language	.50
Jean Gutierrez	Aide		1.00

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Maitlen	Teacher	RTI Teacher	1.00
Shelly Morrill	Instructional Coach	Instructional Coach	1.00