

Temple Independent School District
Fred W. Edwards Accelerated High School
2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required

Board Approval Date: October 15, 2018
Public Presentation Date: September 20, 2018

Mission Statement

The mission of Fred Edwards Academy is to maximize potential within a student-centered and supportive environment that prepares individuals to excel in a global society.

Vision

The vision of Fred Edwards Academy is to provide an individualized, holistic educational program leading to personal empowerment and future success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred W. Edwards provides special instructional and personal development programs for students who are identified as at-risk and in danger of dropping out or have already dropped out. Edwards Academy, a non-traditional alternative accredited high school campus serves as a “Response to Intervention” (RTI) for Temple ISD Temple High School and other eligible students who are behind in credits and require credit recovery and/or acceleration to earn graduate status.

- 89% of students are at-risk of dropping out or have already dropped out.
- Edwards full-time student: Age 14 to age 19
- Evening Academy/Project Diploma: 4:00 p.m. – 6:00 p.m.
- Student Program for students 14 to age 22 who cannot attend 4+ hours a day
- We plan on expanding flexible schedules for students.

2017-18 Fall Data

CountPercent

Total Enrollment

Grade 9	15	16.3
Grade 10	34	36.9
Grade 11	30	33.3
Grade 12	13	14.1

Ethnic Distribution

White	30	32.6
Hispanic/Latino	29	31.6
Black/African American	31	33.7
Asian	0	0
Am. Indian/Alaska	1	1.1
Native Hawaiian	0	0

At Risk Students	86	75
Eco Disadvantaged	96	84

Regular	103	90
Spec. Education	9	9.8
LEP	11	11.9

Student Enrollment By Program

Special Education	11	9.6
Career & Technical Education	18	19.35
Bilingual Education	0	0
ESL Education	6	5.2

Graduates average represent 26% of 2016/2017 Temple ISD High School Graduating Senior Class [101 of 500 = 20 %]

Completers avg. 50% per year. (students needing 1 or more successful completion of State Assessments) When these students enrolled at Edwards Academy, they average 10.5 credits and had experienced multiple failures in their high school career.

Staff Demographics

Edwards Academy has 6 full-time certified teachers: 2 Caucasian teachers, 2 African American teachers and 2 Hispanic teachers (4 male teachers and 2 female teachers). Teachers receive the following types of support:

- District Blended Learning
- District Staff Development
- District New Teacher Mentor Program
- Campus Staff Development
- Campus Professional Learning Community
- Campus Staff Meetings / Huddles
- Cultural Relevant Pedagogy
- Region 12 Training & other External Training (Teacher Choice)
- Coaching Instrument/Data Walks – Complete two documented walkthroughs per week, per teacher
- T-TESS – Formal observations / Spring Summative
- Teachers new to TISD mentoring program
- Increase Admin/Teacher meeting frequency

Demographics Strengths

Systemic process for intake/exit

Credit certification process

Fred W. Edwards Accelerated High School Generated by Plan4Learning.com on August 22, 2018 by Staff of nurturing diverse certified teachers and highly accessible administrators to ensure every student's success

Small campus with closely knit learning community

Balance between males and females increasing

Graduation class size at steady pace, recapturing 26-30% of TISD at-risk students earning graduation status

School enrollment increasing

Non-traditional credit earning options

Hybrid Learning Model (On-line Computer-Based Curriculum/Direct Teach/Project-Based Learning

Accelerated course-completion

Opportunity to graduate earlier than expected

Opportunity to “catch up” on credits toward graduation

Small-size classes with traditional instruction

Individual tutorial assistance for EOC/ TAKS

End of course prep classes

On-site Teen Parenting Program

Post-secondary & Financial Aid Planning

TSIA Testing Center

Mentoring Programs

Evening Academy/ Project Diploma: 4:00 p.m. – 6:00 p.m.

Student Program for students ages 14 to age 22 who can not attend 4+ hours a day

Staff, Quality and Recruitment Strengths

- Every teacher on campus is a Highly Qualified Teacher.
- All teachers teach multiple levels of curriculum. All teachers have multiple state certifications. All teachers are knowledgeable in, and practice,
- Cultural Relevant Pedagogy teaching and instructional strategies.
- Teachers and Administration staff are expanding certifications to meet the need of a diverse population.
- Teachers and Administration staff are continually adjusting for equity and to meet student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, and Career and Technical Education. **Root Cause:** Difficulty finding teachers with the proper certification or qualifications.

Student Academic Achievement

Student Academic Achievement Summary

Throughout the school year students will be targeted through means of RtI, small group pull-out, and iLit classes to provide intense remediation and tutorials to all students, struggling learners and those who were behind. The Academy will focus on a process to involve academic assessments, both formative and summative, to assess teaching and learning and to modify instruction based on student performance. Test data will be analyzed through the year to improve instruction and allow for differentiated instruction.

Domain I- Student Achievement Met Standard

Student Achievement

CCMR's

Grad Rate

Domain II- School Progress Not Rated

Part A- Academic Growth

Part B- Relative Performance

Domain III- Closing the Gaps Improvement Required

Student Academic Achievement Strengths

As a non-traditional accredited high school, Fred W. Edwards Academy is another route to graduation for those students who are not successful in a traditional high school setting.

Students are allowed to work at their own pace using online, computer-based curriculum supplemented with offline projects and assignments to ensure that all Texas Performance Standards are met and that the curriculum is rigorous and relevant. Students are able to catch up academically and/or move ahead at an accelerated pace. Students develop marketable skills in preparation for college and/or the workplace through service and community projects.

Career Cruising

Personal Graduation Plans

Individual Academic Plans

Targeted EOC Test Prep Individualized Student Schedules

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability. **Root Cause:** Benchmark data was not indicative of low performance.

Problem Statement 2: STAAR achievement performance in some areas lags behind the state average. **Root Cause:** The majority of Temple ISD students are at-risk.

Problem Statement 3: Students enrolled at Edwards Academy are not deemed college and career ready based on the new accountability system. **Root Cause:** Our students do not read or have the mathematical skills of a high school student. We also do not have the same course offerings as the main campus.

Problem Statement 4: English EOC I and II retesters are not passing at an acceptable rate.

Problem Statement 5: ESL students are not making enough academic gains to exit the program. **Root Cause:** Programs for ESL students were not implemented in a timely fashion.

Problem Statement 6: Special Education students are not meeting grade level standards on state assessments. **Root Cause:** Special Education students have different instructional needs due to the wide range of impacts of student disabilities.

Problem Statement 7: Staff did not consistently monitor and examine data aligned to the new accountability system. **Root Cause:** There was a lack of awareness and understanding of AEA accountability expectations by the district.

Problem Statement 8: There was a lack of differentiation and adjustment of instructional strategies based on student needs. **Root Cause:** The students' educational gaps are greater than the teachers' capacity to individualize instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary

As a non-traditional accredited high school, Fred W. Edwards Academy is another route to graduation for those students who are not successful in a traditional high school setting.

Students are allowed to work at their own pace using online, computer-based curriculum, supplemented by offline projects and assignments to ensure that all Texas Performance Standards are met and that the curriculum is rigorous and relevant. Students are able to catch up academically and/or move ahead at an accelerated pace. Students develop marketable skills in preparation for college and/or the workplace through service and community projects.

School Context and Organization Summary

Fred W. Edwards provides a special instructional program for students who are identified as at-risk using one or more of the 13 criteria set by the state.

EA serves as RTI for THS students not meeting grade level expectations which includes the Project Diploma program for students ages 18-22, who previously dropped out and returned to high school seeking their high school diploma.

Current waiting list for Edwards averages 67 THS students. This list grows daily. As students graduate and/or complete high school course requirements, additional applicants are screened for acceptance into the Academy.

Edwards Academy currently has:

- An average of 200 students per school year
- Averages Approximately 135 graduates per year and 15 completers per year (avg. of 33% of TISD H.S. graduating class)
- 120 seats are available on a daily basis
- 8 Chromebooks have been added to help with tutoring during normal hours
- 6 certified teachers are serving 4 core subject areas, Special Education, ELL, and electives that include all grade levels

Technology Summary

Fred W. Edwards Academy is fully emerged as a campus that provides a hybrid learning model curriculum and instruction through an on-line, computer-based curriculum, Edgenuity.

Campus is supported by technology and all students are assigned to a computer daily.

All students must comply with computer use agreements.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

With blended learning and portfolios that are graded by a rubric, instruction is delivered through small group- based interventions which targeted student academic weaknesses. Students are assessed through the online platform and benchmark student assessment, based upon state standards.

Edgenuity courses have been realigned. Students must complete 100% unless as a committee, they decide to award credit to a student who has successfully met standards on an EOC assessment. The student must have completed 60% of the course with a passing grade of 70.

School Context and Organization Strengths

- Lack sufficient amount of credits for grade levels, and are behind on credits towards graduation year
- Have experienced personal, family, or other issues which have hindered academic success and/or attendance in the traditional school setting
- Have demonstrated frustration with school and expresses a desire for positive change
- Have a job or adult responsibilities (e.g., teen parent) that require a flexible schedule
- Any student who may require an alternate setting for learning (smaller environment)
- Ability to make decisions about student enrollment and transition back to THS or Project Diploma
- Ability to determine student schedules
- Ability to discuss full issues at PLCs and faculty meetings

Technology Strengths

- We have increased to 140 computers (Chromebooks, Chromebooks, and iPads)
- Computer-based computer curriculum, Edgenuity, fully supports and is aligned with district technology resources
- Computer-based curriculum, Edgenuity, which fully supports, issues timely updates, and integrates with district technology resources
- Updated technology – Impero software
- Student-computer ratio
- Teachers use technology in curriculum instruction and assessment

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all students have Internet access outside of school. **Root Cause:** The economically disadvantaged percentage of students in TISD is 83%.

Problem Statement 2: Technology is not being used to its fullest capacity in the teaching and learning process. **Root Cause:** The District has not implemented the district-wide Blended Learning plan for training and support to integrate technology.

Problem Statement 3: The District must maintain efficient and clear processes. **Root Cause:** Due to incomplete implementation of Blended Learning.

Problem Statement 4: The District must develop community-friendly systems. **Root Cause:** Students and parents do not have access to the technology and/or know how to use it properly and efficiently.

Problem Statement 5: The District must continue to have trained staff who can respond appropriately to emergency situations.

Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Perceptions

Perceptions Summary

School Culture and Climate Summary

Fred W. Edwards Academy's culture and climate are in a constant state of inventiveness due to the revolving door of student influx.

Overall, Edwards Academy is celebrated for creating a nurturing school climate and culture of excellence and high expectations that has garnered respect, engaged partnerships with parents, business, and the community. A seat at Edwards Academy is highly sought after by students and parents. There is a minimum of 120 self-initiated student applications submitted annually, while the remaining 100 student applications are referrals by Temple High School counselors, diagnosticians, and administrators. Students and staff feel safe. With improved academic and behavior successes experienced by Edwards Academy, there are many positive foundations to build a strong culture and make further improvements to the climate of the campus. Academic support by way of improved curriculum and instruction, particularly the alignment of computer-based instruction and newly developed rubrics and enrollment processes, implementation with fidelity and communication will be the keys to overall improvement. Change made to the enrollment process screens applicants to ensure the most vulnerable students have an opportunity to enroll in the Academy. Our goal is continuous improvement, capitalizing on community resources and involvement as a leading component.

Edwards Academy has received support from across the district, including our community, local businesses, elected officials, and civic leaders This enables the staff to develop a strong school climate and a building of culture and excellence.

Family and Community Involvement Summary

Fred W. Edwards Academy's family and community has a strong foundation to build on, and is evolving as the campus continues to develop. Our school welcomes new partners, while maintaining and strengthening ties with current partners and families. Communication is the key to building family and community partnerships.

Family, community, and parent opportunity for involvement at Edwards Academy is an organized, ongoing review; and improvement of the Title I, Part A program includes a school-wide plan for the development of the parent involvement policy and parent compact. Parents, families and the community have opportunities to participate in the campus SBDM and district DEIC.

Perceptions Strengths

School Culture and Climate Strengths

Graduates represent approximately 33% of Temple ISD High School Graduating Senior Class. When students enroll at Edwards Academy, they average 11 credits and have experienced multiple failures in their high school career.

Levels of Intervention include but are not limited to:

- Staff of nurturing certified teachers and highly accessible administrators to ensure every student's success
- Small campus with closely knit learning community
- Non-traditional credit earning options
- Hybrid Learning Model (On-line Computer-Based Curriculum, Rubrics, Direct Teach, Project-Based Learning)
- Accelerated course-completion
- Opportunity to graduate earlier than expected Opportunity to "catch up" on credits toward graduation
- Small-size classes with traditional instruction
- Individual tutorial assistance for EOC/ TAKS
- Individual Learning Plans
- Individual Education Plans
- On-site Teen Parenting Program
- Post-secondary & Financial Aid Planning
- District-wide CHAMPS program / PBIS
- Campus Foundation Team monitoring truancy, discipline, and consequences trends at the campus
- Instructional coaches and campus/district level staff development opportunities
- Campus School Counselor
- Implementing the program No Place For Hate
- Coaching/teaching mentors and Professional Learning Communities (PLCs)
- Academic/Attendance/Behavioral RtI training and resources for staff
- Campus Support Programs: ACE, Community in Schools (CIS), Adopt-a-School partnerships
- Community Partnerships
- Campus Safety Drills
- City of Temple - Community Service
- Bell County Juvenile Programs
- 61st MMB-Adopt-a-School

Communication with parents:

- Opportunity for electronic access to District-wide Student Handbook
- Opportunity for District-wide enrollment
- Skyward Parent Portal to access school-wide and student information

- Career Cruising
- Provide Parent/Student Handbook
- Fred W. Edwards Accelerated High School Generated by Plan4Learning.com
- Provide Edwards Academy orientation and enrollment forms
- Provide Edwards Academy Student Portfolio
- Campus and central office phone lines will be accessible to visitors and parents
- Expand Guidance curriculum and department
- Hold Parent/Teacher Conferences
- Utilize counseling department to make community contacts and develop meaningful programs
- Parent/teacher conferences are done at school, via phone calls, letters, and home visits
- Receive six-week progress reports
- Web based activity calendars to parents Provide Parent's Survey Weekly Communication 3 to 1
- Campus and Teacher websites updated regularly on school activities
- Provide invitations for Guests/Parent campus visits
- Report news via District Communications office to report to the local newspapers, television

Family and Community Involvement Strengths

- Parent/Student Handbook
- Edwards Academy orientation and enrollment forms
- Edwards Academy Student Portfolio
- Campus and central office phone lines will be accessible to visitors and parents
- Guidance curriculum and department
- Parent Teacher Conferences
- Utilization of administrative office and counseling department to make community contacts and develop meaningful programs
- Parent/teacher conferences at school, via phone calls, letters, and home visits
- Six-week Progress reports
- Web-based activity calendars to parents
- Surveys Teacher/Parent Weekly Communication: 3 positives to 1 negative ratio
- Campus and Teacher websites updated regularly on school activities
- Parents as mentors and volunteers on campus
- Weekly invitations for campus visits

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Priority Problem Statements

Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Root Cause 1:

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Not all students have Internet access outside of school.

Root Cause 2: The economically disadvantaged percentage of students in TISD is 83%.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Technology is not being used to its fullest capacity in the teaching and learning process.

Root Cause 3: The District has not implemented the district-wide Blended Learning plan for training and support to integrate technology.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The District must maintain efficient and clear processes.

Root Cause 4: Due to incomplete implementation of Blended Learning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The District must continue to have trained staff who can respond appropriately to emergency situations.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Root Cause 6:

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Some Temple ISD campuses have struggled to meet state standards for accountability.

Root Cause 7: Benchmark data was not indicative of low performance.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Students enrolled at Edwards Academy are not deemed college and career ready based on the new accountability system.

Root Cause 8: Our students do not read or have the mathematical skills of a high school student. We also do not have the same course offerings as the main campus.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: English EOC I and II retesters are not passing at an acceptable rate.

Root Cause 9:

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: ESL students are not making enough academic gains to exit the program.

Root Cause 10: Programs for ESL students were not implemented in a timely fashion.

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: STAAR achievement performance in some areas lags behind the state average.

Root Cause 11: The majority of Temple ISD students are at-risk.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Special Education students are not meeting grade level standards on state assessments.

Root Cause 12: Special Education students have different instructional needs due to the wide range of impacts of student disabilities.

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, and Career and Technical Education.

Root Cause 13: Difficulty finding teachers with the proper certification or qualifications.

Problem Statement 13 Areas: Demographics

Problem Statement 14: Staff did not consistently monitor and examine data aligned to the new accountability system.

Root Cause 14: There was a lack of awareness and understanding of AEA accountability expectations by the district.

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: There was a lack of differentiation and adjustment of instructional strategies based on student needs.

Root Cause 15: The students' educational gaps are greater than the teachers' capacity to individualize instruction.

Problem Statement 15 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Goals





Revised/Approved: July 31, 2018

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 1: TISD campuses will meet or exceed state standards for the Texas Accountability system.

Evaluation Data Source(s) 1: State accountability documents

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) The administrative team will ensure that teachers differentiate and adjust instruction based on student needs.	2.4, 2.6	Principal	Student achievement will increase.				
Problem Statements: Student Academic Achievement 8							

Critical Success Factors CSF 4 2) Implement District-wide Blended Learning Plan.	2.5	Assistant Superintendent of Curriculum & Instruction; Executive Director of Elementary Education; Executive Director of Secondary Education; Secondary; Director of Technology; Campus Principals	Met expectations as outlined in BL Measures of Success.				
	Problem Statements: School Processes & Programs 1, 2 Funding Sources: 287 - Title IV - 0.00						
Critical Success Factors CSF 1 3) Implement the Effective Schools Framework (TAIS) and/or comprehensive Executive Coaching Model for campuses that may be identified as Improvement Required.	2.4	Assistant Superintendent of Curriculum & Instruction, District Coordinator for School Improvement, Campus Principal	(1) Establish a prevention and growth mindset for campuses on the verge of entering the TAIS process. (2) Establish processes that maximize the success of campuses prior to struggling to meet the state standards.				
	Problem Statements: Student Academic Achievement 1, 3, 4 Funding Sources: 199 - General Fund: Basic Ed - 0.00, 199 - General Fund: State Comp Ed (SCE) - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 8: There was a lack of differentiation and adjustment of instructional strategies based on student needs. Root Cause 8: The students' educational gaps are greater than the teachers' capacity to individualize instruction.
Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability. Root Cause 1: Benchmark data was not indicative of low performance.
Problem Statement 3: Students enrolled at Edwards Academy are not deemed college and career ready based on the new accountability system. Root Cause 3: Our students do not read or have the mathematical skills of a high school student. We also do not have the same course offerings as the main campus.
Problem Statement 4: English EOC I and II retesters are not passing at an acceptable rate.
School Processes & Programs

Problem Statement 1: Not all students have Internet access outside of school. **Root Cause 1:** The economically disadvantaged percentage of students in TISD is 83%.

Problem Statement 2: Technology is not being used to its fullest capacity in the teaching and learning process. **Root Cause 2:** The District has not implemented the district-wide Blended Learning plan for training and support to integrate technology.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 2: TISD will increase each domain scale score by 2 points: Student Achievement ; School Progress; Closing the Gaps

Evaluation Data Source(s) 2: State accountability documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Implement 6-12 balanced literacy professional development, instructional planning to build capacity in teachers, instructional coaches and administrators.</p>	2.4, 2.5, 2.6	Executive Director of Secondary Education; Instructional Coaches, Campus Principals and Assistant Principals assigned to ELA.	Increase in student achievement on Reading and Writing assessments.				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00</p>							
<p>PBMAS Critical Success Factors CSF 1</p> <p>2) Continue implementation of content area literacy and interactive vocabulary strategies to support secondary science and social studies classrooms.</p>	2.4, 2.6	Executive Director of Secondary Education; Secondary Campus Principals	Students will benefit from the use of vocabulary strategies in such a way that student achievement on state assessments increases.				
<p>Problem Statements: Student Academic Achievement 2, 5, 6</p> <p>Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>3) Continue EOC prep courses/classes.</p>	2.4, 2.5, 2.6	Campus Principal Assistant Principal Lead Teacher Instructional Coaches	Increased passing rate.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: STAAR achievement performance in some areas lags behind the state average. **Root Cause 2:** The majority of Temple ISD students are at-risk.

Problem Statement 5: ESL students are not making enough academic gains to exit the program. **Root Cause 5:** Programs for ESL students were not implemented in a timely fashion.

Problem Statement 6: Special Education students are not meeting grade level standards on state assessments. **Root Cause 6:** Special Education students have different instructional needs due to the wide range of impacts of student disabilities.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 3: TISD will increase the graduation rate from 92.6% to 94% or above and maintain the dropout rate from 1.7% or less.

Evaluation Data Source(s) 3: TAPR, Accountability Completion Summary Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Increase opportunities for students to obtain CCMR designations at Fred Edwards Academy.	2.4, 2.6	Executive Director of Secondary Education; Edwards Academy Principal	Increase in the number of CCMR graduates from Fred Edwards Academy. Increase in graduation rate and reduction in drop out rate.				
Problem Statements: Student Academic Achievement 3, 7 Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00							
Critical Success Factors CSF 1 2) Continue to support the implementation of EOC Prep, trailer courses and credit recovery.	2.4, 2.6	Executive Director of Secondary Education; THS Principal; Edwards Academy Principal	Increase the percentage of students successfully completing credit recovery courses. Increase the number of students in trailer and EOC Prep courses who meet standard on English 1 and Biology Assessments. Maintain success and achievement of those students on English 2, Algebra 1 and US History Assessments.				
Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00							
Critical Success Factors CSF 1 3) Implement 9-12 Blended Learning Instructional Plan to support retesters in English III and IV.	2.4, 2.6	Executive Director of Secondary Education; THS Principal; Edwards Academy Principal	Evidence of student growth on ELA campus and district assessments and ultimately evidence of growth on STAAR EOC.				
Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00							

PBMAS Critical Success Factors CSF 1 4) Continue implementation of EL data monitoring plan for high school students.	2.4, 2.6	Bilingual/ESL Director; THS Principal; Edwards Academy Principal	Decrease number of EL dropouts.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00, 263 - Title III, LEP - 0.00						
Critical Success Factors CSF 1 5) Continue IGC process year round.		Campus Principal	Increase the number of graduates				
	Problem Statements: Student Academic Achievement 3						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: Students enrolled at Edwards Academy are not deemed college and career ready based on the new accountability system. Root Cause 3: Our students do not read or have the mathematical skills of a high school student. We also do not have the same course offerings as the main campus.
Problem Statement 7: Staff did not consistently monitor and examine data aligned to the new accountability system. Root Cause 7: There was a lack of awareness and understanding of AEA accountability expectations by the district.
Problem Statement 4: English EOC I and II retesters are not passing at an acceptable rate.
Problem Statement 5: ESL students are not making enough academic gains to exit the program. Root Cause 5: Programs for ESL students were not implemented in a timely fashion.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 4: TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED, and ESSA, as indicated by no staging for PBMAS.

Evaluation Data Source(s) 4: PBMAS report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Continue progress monitoring of ELs at secondary levels and provide focused vocabulary interventions through ESL courses utilizing ELPS and reading intervention.</p>	2.4, 2.6	Bilingual/ESL Director, Campus Principals	Increased student achievement on Reading STAAR and English I & II EOCs.				
<p>Problem Statements: Student Academic Achievement 5 Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00, 199 - General Fund: Bil/ESL - 0.00</p>							
<p>PBMAS Critical Success Factors CSF 1</p> <p>2) Continue progress monitoring of special education achievement data.</p>	2.4, 2.6	Director of Special Education; Campus Principals	Improved academic achievement for special education students.				
<p>Problem Statements: Student Academic Achievement 6 Funding Sources: 199 - General Fund: State Comp Ed (SCE) - 0.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 5: ESL students are not making enough academic gains to exit the program. Root Cause 5: Programs for ESL students were not implemented in a timely fashion.
Problem Statement 6: Special Education students are not meeting grade level standards on state assessments. Root Cause 6: Special Education students have different instructional needs due to the wide range of impacts of student disabilities.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 5: Temple ISD will recruit, develop, and retain highly qualified teachers and staff in order to reduce the teacher attrition rate to 18%.

Evaluation Data Source(s) 5: Teacher retention data, staff development documentation, recruitment documentation.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) Implement the TISD Teacher Recruitment and Retention Plan.		Assistant Superintendent of Human Resources, Campus Principals	Reduce the teacher attrition rate to 18% or less.				
Problem Statements: Demographics 1 Funding Sources: 199 - General Fund: Basic Ed - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, and Career and Technical Education. Root Cause 1: Difficulty finding teachers with the proper certification or qualifications.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 6: TISD will provide quality programs that enhance the educational experience of our students.

Evaluation Data Source(s) 6: Program evaluation documents

Summative Evaluation 6:

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 7: TISD will support student success through effective and efficient organizational processes.

Evaluation Data Source(s) 7: Process evaluation and efficiency measures

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 1) Implement monitoring processes that are aligned to the new AEA accountability system. * Create an exit survey that provides CCMR evidence * Provide opportunities for students to earn CCMR points * Conduct leaver code meetings		Principal Assistant Principal Counselor Registrar Lead Teacher	Improved accountability rating.				
Problem Statements: Student Academic Achievement 7							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 7 Problem Statements:

Student Academic Achievement

Problem Statement 7: Staff did not consistently monitor and examine data aligned to the new accountability system. **Root Cause 7:** There was a lack of awareness and understanding of AEA accountability expectations by the district.

Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1: TISD will develop and maintain academically driven and functionally appropriate facilities where student safety and health are paramount.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Monitor student participation in the breakfast and lunch programs.		Assistant Superintendent of Finance and Operations; Director of School Nutrition, Campus Principals	Maintain student participation at 2017-18 levels.				
Problem Statements: School Processes & Programs 6							
Critical Success Factors CSF 6		Campus principal Assistant Principal	Increase student participation during breakfast and lunch.				
2) Encourage students to eat during meal periods.							
Problem Statements: School Processes & Programs 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 2: TISD will provide structures that enhance the health and safety of our students, staff, and community.

Evaluation Data Source(s) 2: Process and program evaluations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus.		Director of Health Services; Campus Principals	Emergency situations at campuses are handled with proper protocols.				
	Problem Statements: School Processes & Programs 5						
2) Monitor effectiveness of emergency responses and procedures training.		Campus Principal	Participation in training, increased preparedness for emergencies.				
	Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: The District must continue to have trained staff who can respond appropriately to emergency situations.
Perceptions
Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 3: TISD will provide support at each campus focused on reducing student behavior resulting in decreased ISS, OSS, and DAEP placements.

Evaluation Data Source(s) 3: Campus and district discipline data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 4</p> <p>1) Monitor the effectiveness of District training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.</p>		Assistant Superintendent of Student Services; Director of Intervention Services and Counseling, Campus Principals	Decrease in ISS, OSS and DAEP placements.				
Problem Statements: School Processes & Programs 6							
<p>Critical Success Factors CSF 6</p> <p>2) Campus staff will consistently enforce discipline plan.</p>		Campus Principal Assistant Principal Counselor Teachers	Decrease in the number of referrals				
Problem Statements: Perceptions 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.
Perceptions
Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 1: TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

Evaluation Data Source(s) 1: Campus and district student attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement a comprehensive, district-wide program in order to maintain attendance as a daily focus of campuses.	2.5, 2.6	Assistant Superintendent of Student Services; Truancy Officers; Campus Principals	Increase in district student attendance rate.				
Problem Statements: School Processes & Programs 6							
Critical Success Factors CSF 4	2.4, 2.5, 2.6	Assistant Superintendent of Student Services; Truancy Officers; Campus Principals	Increase in district student attendance rate.				
2) Implement Attendance RtI referral process to identify students with attendance issues for early intervention.							
Problem Statements: School Processes & Programs 3							
Critical Success Factors CSF 4 CSF 6	2.5	Campus Principal Assistant Principal	Increase attendance rate.				
3) Continue attendance reward system.							
Problem Statements: School Processes & Programs 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.
Problem Statement 3: The District must maintain efficient and clear processes. Root Cause 3: Due to incomplete implementation of Blended Learning.

Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 2: TISD will maintain teacher attendance average to 96% or above.

Evaluation Data Source(s) 2: Campus and district teacher attendance data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Recognize and award teacher attendance each grading period.		Assistant Superintendent of Human Resources, Campus Principals	Increased teacher attendance.				
Problem Statements: Perceptions 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 3: TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Evaluation Data Source(s) 3: Parent engagement activity documentation; parent and community surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase parent activity by: * Student orientation * Staff will make 2 parent contacts per week * Staff will have advisory lists and send out progress reports * Parent breakfast/dinner (October/March, respectively) * Implement a parent log for campus visits * EOC meetings</p>	3.2	Campus principal Assistant Principal Counselor Lead Teacher	Increased parental involvement. Increased student attendance. Increase in number of graduates.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 6</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability. Root Cause 1: Benchmark data was not indicative of low performance.
School Processes & Programs
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	2	2	Continue implementation of content area literacy and interactive vocabulary strategies to support secondary science and social studies classrooms.
1	3	4	Continue implementation of EL data monitoring plan for high school students.
1	4	1	Continue progress monitoring of ELs at secondary levels and provide focused vocabulary interventions through ESL courses utilizing ELPS and reading intervention.
1	4	2	Continue progress monitoring of special education achievement data.
2	3	1	Monitor the effectiveness of District training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.

Campus Funding Summary

199 - General Fund: State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
199 - General Fund: Basic Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	5	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bil/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00
287 - Title IV					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00