Jarrell Independent School District
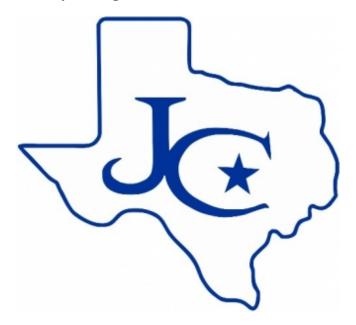
District Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The Jarrell community provides pathways for individual student success.

Vision

Empowering Future-Ready Citizens

Providing Opportunities

Inspiring Excellence

Cultivating Innovation

Core Beliefs

We believe:

We are a small town with big city possibilities.
In preparing all students for their next phase of life.
In educating the whole child.
Every student should have equal access to educational opportunities.
In providing a safe, nurturing environment for all students and staff.

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- In attracting, retaining, and growing exceptional staff members.
- In being fiscally responsible.
- In recognizing and honoring our rich history and traditions.
- Community support and involvement are viatal to district success.
- In modeling and promoting integrity and citizenship.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jarrell ISD is a fast growing school district in north central Williamson County. It is located about 12 miles north of Georgetown, TX. Jarrell was founded in 1909 at the intersection of the old stagecoach road and the proposed right-of-way of the Bartlett and Western Railway. One of the largest sources of community support comes from Sun City, a retirement community in Georgetown that extends into JISD. Sun City residents are represented on the school board and at community events. As of August, 2018, 1867 students were enrolled in Jarrell ISD at four campuses. The district is projected to enroll more than 2100 students by 2019 and increase to 2989 students by the 2022 - 2023 school year. The student popoplation is expected to reach 4503 in the next ten years. The housing market in Jarrell is growing rapidly. The city ranks 13th in the Austin New Home Ranking Report for annual home closings. In 2017, Jarrell had the most new starts in over 6 yesrs. Jarrell attracts residents seeking more affordable home prices.

Demographic Change Over Time in Jarrell ISD							
(Source: TAPR 2014 - 2020)							
	African American	Hispanic	White	Two or More Races	ELL	Economically Disadvantaged	At-Risk
2014 - 2015	3.8%	45.9%	45.2%	4%	14.3%	58.4%	48.7%
2015 - 2016	3.7%	46.3%	45.3%	4.1%	14.3%	58.4%	48.7%
2016 - 2017	4.3%	48.9%	41.4%	4.7%	14.3%	56.4%	47%
2017 - 2018	5.5%	49.4%	39.9%	4.5%	13.8%	56%	38.5%
2018 - 2019	4.9%	49.8%	39.5%	4.5%	15%	57.6%	43.7%
2019 - 2020	5.4%	52%	37.5%	4.5%	17.7%	52.8%	46.3%

Teachers by Ethnicity in Jarrell ISD			
(Source: TAPR 2012 - 2020)			
	African American	Hispanic	White
2014 - 2015	3.1%	14.6%	82.2%

Teachers by Ethnicity in Jarrell ISD (Source: TAPR 2012 - 2020)			
2015 - 2016	.9%	9.4%	89.6%
2016 - 2017	0%	11.1%	88.9%
2017 - 2018	0%	10.8%	89.2%
2018 - 2019	0%	10%	89.2%
2019 -2020	0%	11.3%	86.8%

Demographics Strengths

Jarrell ISD supports a strong full-day Pre-Kindergarten program at the elementary school. The Pre-Kindergarten program serves economically disadvantaged students and families from the surrounding area, including Fort Hood, located in Killeen. The program began with one classroom and has expanded to four, including a bilingual classroom. JISD also provides two PPCD classes. The demand for Pre-K classroooms grows with our population. Once a classroom meets the 12 student cap, a paraprofessional is added. Jarrell ISD currently enrolls approximately 90 students in the Prek-Kindergarten program.

Pre-Kindergarten Enrollment Over Time in Jarrell ISD (Source: TAPR 2014 - 2020)					
	2015 - 2016	2016 - 2017	2017 - 2018	2018-2019	2019-2020
Number of students	75	80	80	98	108

The Class of 2016 4-year Graduation Rate was 98.4%. The annual dropout rate for Grades 9-12 was .2% for the 2016-2017 and 2015-2016 school years and 0% for the 2014-2015 school year. The 4-year graduation rate for all student groups has been greater than 94% and has also been above the state and region 13 rates for the past two classes.

	4-Year Longitudinal Graduation Rate state accountability (source: TEA TAPR)				
	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
All Students	**98.4%**	**97.6%**	**100%**	**97.1**	**96.8**
Hispanic	96.6%	94.1%	100%	97.4	98.4
White	100%	100%	100%	98.2	93.9
Special Education	*	100%	100%	100	88.9
Econ. Disad.	100%	95%	100%	94.6	95.8
EL				80	87.5

Teachers, adminstrators, students, and Board members responded to a district strategic planning survey. When asked about what they really value about Jarrell ISD that we have now, respondents identified several areas of importance. They value Jarrell's small size, the relationships they are able to form in JISD, and the school district's commitment to providing a quality education.

Student Achievement

Student Achievement Summary

Accountability

The 2017-18 school year marked the first year of the new accountability system for districts, which is based on a performance domain framework where districts are rated on an A-F scale overall and in each of three domains: Academice Achievement, School Progress, and Clsoing the Gaps. Jarrell ISD received an overall letter grade of B (85 out of 100).

2019 District Accountability Ratings Summary		
Domain 1: Student Achievement	85	B
Domain 2: School Progress	89	B
Domain 3: Closing the Gaps	73	C
Overall	84	B

2019 JES & Igo Accountability Ratings Summary		
Domain 1: Student Achievement	65	D
Domain 2: School Progress	67	D
Domain 3: Closing the Gaps	67	D
Overall	67	D

2019 JMS Accountability Ratings Summary		
Domain 1: Student Achievement	67	D
Domain 2: School Progress	60	D
Domain 3: Closing the Gaps	36	F
Overall	58	F

2019 JHS Accountability Ratings Summary		
Domain 1: Student Achievement	86	B
Domain 2: School Progress	85	B
Domain 3: Closing the Gaps	76	C
Overall	83	B

Student Achievement Data Table: Index 1 (for state accountability): Percent at Approaches Grade Level All Grades (source: TEA TAPR)							
	All Students	African American	Hispanic	White	Two or More Races	SPED	Economically Disadvantaged	EL
2019 Reading	66	63	63	71	69	34	60	50
2018 Reading	70	66	65	77	83	43	60	*
2017 Reading	72	59	66	81	75	*	65	*
2019 Math	74	71	70	79	82	37	63	64
2018 Math	80	78	75	88	83	49	74	52
2017 Math	79	70	77	82	74	*	74	56
2019 Writing	46	25	38	58	47	22	40	31
2018 Writing	62	*	56	69	*	*	*	*
2017 Writing	59	*	57	60	62	*	51	52
2019 Science	75	62	71	83	78	42	69	58
2018 Science	75	*	71	80	*	*	70	*
2017 Science	69	77	57	81	67	38	60	37
2019 Soc Stud	70	50	67	80	57	25	60	50
2018 Soc Stud	71	*	64	79	*	*	64	*
2017 Soc Stud	78	64	69	87	*	43	71	61

*indicates results are masked due to small numbers to protect student confidentiality.

Student Achievement Data Table: Index 1 (for state accountability): **Percent at Meets Grade Level** **All Grades** **(source: TEA TAPR)**								
	All Students	African American	Hispanic	White	Two or More Races	SPED	Economically Disadvantaged	ELL
2019 Reading	35	32	29	42	44	19	29	19
2018 Reading	40	38	31	50	46	24	28	*
2017 Reading	37	31	28	47	52	*	29	*
2019 Math	38	36	33	44	39	16	30	23
2018 Math	39	49	34	45	39	20	32	12
2017 Math	34	30	27	43	50	*	26	17
2019 Writing	20	25	17	24	24	16	17	10
2018 Writing	32	*	29	34	*	*	*	*
2017 Writing	16	*	15	16	38	*	10	*
2019 Science	36	34	31	39	61	10	28	17
2018 Science	37	*	28	48	*	*	30	*
2017 Science	36	*	25	47	*	*	31	*
2019 Soc Stud	42	22	38	54	43	15	29	19
2018 Soc Stud	46	*	40	54	*	*	42	*
2017 Soc Stud	41	*	30	52	*	*	33	*

*indicates results are masked due to small numbers to protect student confidentiality.

Student Achievement Data Table: Index 1 (for state accountability): **Percent at Masters Grade Level** **All Grades** **(source: TEA TAPR)**								
	All Students	African American	Hispanic	White	Two or More Races	SPED	Economically Disadvantaged	ELL
2019 Reading	13	13	9	18	15	8	8	8

Student Achievement Data Table: Index 1 (for state accountability): Percent at Masters Grade Level All Grades (source: TEA TAPR)							
2018 Reading	12	10	10	13	23	12	8	*
2017 Reading	12	16	7	16	25	*	7	*
2019 Math	16	11	14	18	18	8	12	11
2018 Math	14	19	9	19	17	11	11	5
2017 Math	13	19	9	17	15	*	9	2
2019 Writing	3	0	2	2	12	5	1	0
2018 Writing	8	*	5	11	*	*	*	*
2017 Writing	*	*	*	*	*	*	*	*
2019 Science	10	7	7	14	0	4	6	1
2018 Science	11	*	6	17	*	*	6	*
2017 Science	9	*	6	13	*	*	6	*
2019 Soc Stud	15	6	12	21	14	10	13	10
2018 Soc Stud	19	*	13	28	*	*	16	*
2017 Soc Stud	17	*	9	22	*	*	11	*

*indicates results are masked due to small numbers to protect student confidentiality.

For the 2019 - 2020 school year, JISD did not match or surpass the state % Approaches Grade Level.

2017-2019 STAAR Reading						
	2017		2018		2019	
	Approaches	Meets	Approaches	Meets	Approaches	Meets
3rd Grade	64%	46 %	66%	37%	56%	23%
4th Grade	63%	37%	60%	32%	54%	24%
5th Grade	79%	40%	78%	35%	82%	43%
6th Grade	69%	28%	66%	39%	59%	23%
7th Grade	75%	28%	67%	41%	64%	36%
8th Grade	88%	57%	97%	41%	80%	51%

2017-2019 STAAR Reading						
English 1	70%	31%	69%	44%	66%	36%
English 2	74%	*	67%	47%	67%	45%

The percentage of 3rd and 4th grade students at Meets Grade Level has decreased over the past three years. The percentage of 8th graders has increased. Fifth, 6th, 7th, English 1 and English 2 students have fluctuated over the past three years. The 4th and 5th grade cohorts have decreased since the 2017 administration.

2017-2019 STAAR Writing						
	2017		2018		2019	
	Approaches	Meets	Approaches	Meets	Approaches	Meets
4th Grade	60	*	57	27	40	13
7th Grade	58	*	68	37	53	28

Fourth grade writing scores have decreased over the past three years. The percentage of seventh grade students at approaches grade level has fluctuated. Writing has not been part of the daily schedule in the elementary grades until the 2019-2020 school year. Fourth grade schedules have included 90 minutes for Reading Language Arts and Social Studies

2017-2019 STAAR Math						
	2017		2018		2019	
	Approaches	Meets	Approaches	Meets	Approaches	Meets
3rd Grade	71	41	80	32	63	21
4th Grade	76	39	77	54	66	34
5th Grade	89	45	93	51	88	56
6th Grade	69	*	77	36	56	22
7th Grade	77	*	75	31	80	39
8th Grade	85	*	82	16	82	36
Algebra 1	70	*	79	40	84	55

The percentage of 3rd grade students at Meets Grade Level has decreased over the past three years. The percentage of students at 5th, 8th, and Algebra 1 meeting grade level standards has increased. Fourth, 6th, and 7th grade students have fluctuated over the past three years.

Student Achievement Strengths

- The High School earned an overall Accountability rating of B.
- For STAAR math, the percentage of students at 5th, 8th, and Algebra 1 meeting grade level standards has increased.
- or STAAR Reading, the percentage of students at 5th and 8th meeting grade level standards has increased from the prior school year.

District Culture and Climate

District Culture and Climate Summary

Jarrell ISD completed a strategic planning process. Comments were collected from school board, student, and staff surveys prior to planning.

Respondents value:

- academic and extracurricular activities
- Relationships between teachers, parents, and students
- Access to technology
- Commitment to quality education
- Small town community

Respondents want to see the following for students:

- Increased technology tools
- Increased student success
- STEM opportunities

District Culture and Climate Strengths

Respondents identified the following strengths based on the strategic planning survey.

- Endorsement plans for graduation
- High graduation rate
- Wide range of extracurricular activities and clubs
- Dedicated teachers and parents
- Everyone can have a voice
- Leadership puts students first
- Good at fiscal management
- Focused on the learning process
- College, career, and military ready
- Community service and outreach opportunities
- Working together as a staff
- Support from administration
- Strong administrative growth and guidance
- Technology forward
- Diverse community within the schools
- Easy access to teachers/administrator
- Maintaining personal relationships with staff
- Teamwork

- Relationships between students and teachers.

Personnel have been added to the Administrative team to support prents, teachers and students., including a Director of Instructional Support and a Human Resources/Communications Director.

A second elementary is being constructed, and the district will have two, PreK-5 schools starting in the fall of 2019. Additional construction projects are underway to accommodate the rapid student growth. Cassrooms are being added to the Middle School and High School, along with an auditorium at the High School.

The Jarrell ISD Education Foundation has been created.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Personnel have been added to the Administrative team to support prents, teachers and students., including a Director of Instructional Support and a Human Resources/Communications Director.

As the student population grows, Jarrell ISD will add additional teaching staff. Staff rentention is a district priority. JISD has a higher percentage of teachers with 1--5, years of experience than any other group, but 45.1% of teachers have 6 or more years of experience.

JISD Teachers - Years of Experience

(2019-2020 TAPR Report)

	Beginning Teachers	1-5 Years Experience	6-10 years experience	11-20 years experience	Over 20 years experience	Average years experience	Average years experience in the district
JISD	10.3%	34.2%	20.1%	25%	10.4%	8.8 years	3.9 years
State	7.4%	27.9%	19.4%	29.4%	15.9%	11.1 years	7.2 years

Staff Quality, Recruitment, and Retention Strengths

Teacher recruitment and retention is an area that the district if focusing on through improved hiring communications and practices. Programs, such as the New Teacher Induction Program and Teacher Mentor program have been established to support teachers.

Teacher Turnover Rate

(source: TEA TAPR)

2014 - 2015	26.8%
2015 - 2016	14.3%
2016 - 2017	23.9%
2018 - 2019	35.5%
2019 - 2020	18.5%

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- JISD has created scope and sequence documents for core content areas for grades K-12. The Learning Resources Center website has been creaeted to house and communicate curriculum and instruction resources. The instructional coach program has expanded to the middle and high schools.
- Campus assessment calendars have been established to ensure the benchmark and common assessments are scheduled. Data talks are implemented following campus assessments to plan targeted instruciton for students.

Curriculum, Instruction, and Assessment Strengths

- JISD has created scope and sequence documents for core content areas for grades K-12. The Learning Resources Center website has been creaeted to house and communicate curriculum and instruction resources. The instructional coach program has expanded to the middle and high schools.
- Campus assessment calendars have been established to ensure the benchmark and common assessments are scheduled. Data talks are implemented following campus assessments to plan targeted instruciton for students.
- Principals, teachers, and instructional coaching staff are involved with data talks.
- The middle school principal has implemented teacher reflection forms to analyze data and document intervention strategies.
- The district and campuses continue to invest in instrucitonal resources to support Tier 1 and 2 instruction.
- Ongoing, embedded professional development is provided to teachers to train on the use of new resources and the implmenetation of best practices.

Parent and Community Engagement

Parent and Community Engagement Summary

The Jarrell ISD Education Foundation has been created that includes members of the community. The district partners with parents, community and business members on a variety of initiatives including strategic planning, Teacher of the Year, booster clubs, PTO, career events, parent education, and family nights.

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Technology

Technology Summary

- Jarrell ISD is a Google Distict. High school students are one-to-one access to technology devices. Middle School students have access to a Chromecart in each classroom. PreK-5 students use Chrome boxes, while 3rd-5th grade students have access to desktops and Chromebooks.
- Google Classroom is a used at grades K-12 to support remote and in-oerson instruction.
- The Technology department is working to provide a variety of digital tools to all PreK-12 students to teach coding skills, develop computational thinking, and support instruction.

Technology Strengths

- Google Classroom is a used at grades K-12 to support remote and in-oerson instruction.
- The Technology department is working to provide a variety of digital tools to all PreK-12 students to teach coding skills, develop computational thinking, and support instruction.
- Wifi hotspots and Chromebooks have been provided to all students who do not have access.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course 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
- SAT and/or ACT assessment data
- 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)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- TTESS data
- T-PESS data

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 1: JISD will develop an aligned district curriculum for Reading Language Arts, Math, Social Studies and Science to serve teachers from Pre-Kindergarten through twelfth grade.

> **Evaluation Data Sources:** District Curriculum Documents
> formative and summative assessment Data
> TTESS
> TEKS

Strategy 1: Develop curriculum guiding documents focused on student-centered instruction. Publish curriculum documents on the Jarrell ISD Learning Resource Center. * Develop and publish beliefs and best practices documents for core content areas. * Review and revise Year-At-A-Glance documents for core content areas at K-12, including English and Spanish. * Work with teacher cohort groups to develop Unit Plans for Math, Reading Language Arts, Science, and Social Studies at K-5 * Develop Bilingual Program Design Handbook **Strategy's Expected Result/Impact:** Aligned district website that houses curriculum and instructional resources Increased knowledge of research-based practices and resources for JISD teachers. (lesson plans, (TTESS, walkthroughs) Monitor numbers of users accessing site using website analytics **Staff Responsible for Monitoring:** Director of Teaching and Learning, instructional coaches
Strategy 2: Teachers will participate in the review and selection of the new prekindergarten curriculum adoption. Teacher leaders will revise the Year-At-A-Glance documents to include Math, Emergent Reading and Writing, Science, Social Studies and Social and Emotional Development. **Strategy's Expected Result/Impact:** Adopt a prekindergarten curriculum that will address the needs of Jarrell ISD students. **Staff Responsible for Monitoring:** Director of Teaching and Learning, Director of Instructional Support
Strategy 3: Develop and publish the district instructional model to provide guidance for district leaders, principals and teachers in supporting student learning. **Strategy's Expected Result/Impact:** Provides guidance to teachers and administrators to support lesson planning, PLCs, teacher observations, and learning walks **Staff Responsible for Monitoring:** Director of Teaching and Learning, instructional coaches
Strategy 4: Instructional coaches provide regular, ongoing lesson planning with grade level teams and departments to ensure that lesson plans are aligned to the TEKS, the district scope and sequence, and the district instructional model. **Strategy's Expected Result/Impact:** Consistent planning within grade level teachers that aligns with TEKS and district scope and sequence Ensures the effective use of district resources Ensures support for new teachers Ensures implementation of best practices **Staff Responsible for Monitoring:** Director of Teaching and Learning, instructional coaches

Strategy 5: Evaluate, acquire, and provide training for instructional resources that support the Jarrell ISD curriculum

Literacy

* Introduce additional novels to support literacy instruction at JMS and JHS. implement literacy circles and book clubs that differentiate for student need and interest.
* Plan training for Patterns of Power by Jeff Anderson and implementation at grades 1-5 English and Spanish
* Continue to provide training and support for Text Structures from Nursery Rhymes and Grammar Keepers by Gretchen Bernabie
* Provide training and support for the A Teacher's Guide to Getting Started with Beginning Writers at grades K-2
* Reading Strategies and Writing Strategies books by Jennifer Serravallo
* Support teachers in implementing the strategies from 180 DaysTwo Teachers and the Quest to Engage and Empower Adolescents by Penny Kittle and Kelly Gallagher
* Embed the strategies from Catlin Tucker into secondary professional development and coaching.
* Evaluate and acquire phonics resources and materials to support phonics instruction and supplement existing curriculum resources

Math

* Continue to provide training and support for implementing Math in Practice for Tier 2 intervention.
* Provide "just-in-time" training for Math STEMScopes to help teachers incorporate inquiry into their instruction, practice daily math routines and help students build mathematical thinking.
* Develop Math Lesson Progressions to guide lesson planning using Math STEMscopes and Teach Transform.

> **Strategy's Expected Result/Impact:** Ensures the effective use of district resources
> Ensures support for new teachers
> Ensures implementation of best practices
>
> **Staff Responsible for Monitoring:** Director of Teaching and Learning, instructional coaches

Strategy 6: Update the Jarrell ISD Learning Resource Center to include remote learning resources and information for staff and families.

> **Strategy's Expected Result/Impact:** Provide access to remote learning resources for families and staff
>
> **Staff Responsible for Monitoring:** Director of Teaching and Learning, instructional coaches

Strategy 7: The district will ensure:

* a district curriculum that supports the language goals of the Dual-Language One-way program in PreK-1st grade, and Late-exit transitional program in 2nd-5th grade.
* a district curriculum progression from grade level to grade level supports biliteracy development.
* primary grades have access to curriculum that focus on the authentic instruction of the Spanish pedagogy..

> **Strategy's Expected Result/Impact:** Establish a team of teachers to work on a curriculum that is aligned and that supports the program goals of biliteracy development.
> Develop biliteracy unit plans for the year 2021-2022
> Develop a bank of resources that are culturally relevant and provide authentic methods to Spanish instruction.
>
> **Staff Responsible for Monitoring:** Bilingual/ ESL coordinator
> T& L Department

Strategy 8: All special education and general education teachers will be provided training on accommodations and modifications

> **Strategy's Expected Result/Impact:** Accommodations and modifications that are more customized for each student and continue to be IEP compliant
>
> **Staff Responsible for Monitoring:** Director of Student Support Services

Strategy 9: JISD has developed an Assistant Principal leadership academy to support teachers in implementing the district vision and expectations for student-centered instruction.
* Retention plan and leadership development
* Monthly half day training
* Group campus learning walks

   Strategy's Expected Result/Impact: binder prepared by the Assistant Superintendent.
   Collection of artifacts and tools to be utilized by the Assistant Principals for direct impact on their daily campus work with parents, students and staff.
   Survey feedback and reflective exercises
   Literature review
   Staff Responsible for Monitoring: Assistant Superintendent

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 2: Increase opportunities for embedded and ongoing professional development for all staff and administrators that addresses district curriculum and research-based best practices in both the remote and face-to-face learning environment.

Evaluation Data Sources: Assessment data
Professional Development Surveys
Professional Learning opportunities (Eduphoria)
TTESS
surveys

Strategy 1: Provide ongoing opportunities for all K-12 teachers to observe targeted instructional practices in peer classrooms: KC
* Teachers will model specific, targeted instructional strategies to other teachers.
* Debrief sessions will follow observations to help develop implementation plans
    Strategy's Expected Result/Impact: Develop a culture of professional learning in the remote and in-person setting
    Observation schedules
    Debriefing documentation
    Staff Responsible for Monitoring: Director of Teaching and Learning; instructional coaches

Strategy 2: Develop and implement a timeline of Instructional coach support to train teachers to implement the JISD Curriculum, best practices, and resources, such as math routines, writing evaluation protocols, reading and writing strategies, and technology integration.
    Strategy's Expected Result/Impact: Increase in number of teachers observed incorporating instructional best practices in instruction.(TTESS, walkthroughs)
    Increase in percentage of students meeting standard on the 5th grade Science STAAR.
    Increased opportunities for students to participate in hands-on investigations. (lesson plans, TTESS, walkthroughs)
    Staff Responsible for Monitoring: Director of Teaching and Learning; instructional coaches

Strategy 3: Provide ongoing training to principals and teachers in conducting data talks and making data-driven decisions for planning.
    Strategy's Expected Result/Impact: Develop the practice of data-driven planning with grade level teams and departments (TTESS, walkthroughs)
    Increase the percentage of students scoring meets and masters on STAAR
    Staff Responsible for Monitoring: Director of Teaching and Learning; instructional coaches

Strategy 4: Implement and support reading academies and the science of teaching reading for K-3 teachers and administrators.
* January Reading Academy Cohort for volunteer teachers and administrators
* July/August Reading Academy Cohort for all remaining K-3 teachers and administrators
    Strategy's Expected Result/Impact: Teachers will develop the knowledge and skills needed to implement the science of teaching reading best practices and strategies
    Increase in percentage of students reading at or above grade level
    Staff Responsible for Monitoring: Director of Teaching and Learning; instructional coaches
    Title I Schoolwide Elements: 2.4, 2.6

Strategy 5: JISD Professional Development Website Continue to develop the Jarrell ISD Professional Development website to include compliance training, district summer professional development, Back to School, bilingual/ESL and online, self-paced opportunities
    Strategy's Expected Result/Impact: Ensure effective communication to staff members regarding opportunities for staff development
    Staff Responsible for Monitoring: Director of Teaching & Learning; instructional coaches

Strategy 6: Implement a bimonthly principal PLC to work collaboratively in collective inquiry and action research to achieve better results for Jarrell ISD students and provide embedded training on curriculum and instructional best practices. Plan for district PLC training and implementation for the fall 2021-2022 school year

    Strategy's Expected Result/Impact: Articulated plan for providing professional development and implementing professional learning communities district-wide.

    Staff Responsible for Monitoring: Director of Teaching and Learning

Strategy 7: Support the school-wide implementation of the Bilingual program by providing professional development in essential areas, such as Building background knowledge, building oracy, bridging and Dictado

    Strategy's Expected Result/Impact: Increased awareness of the components of the program that will greatly impact the language and literacy development of students in both languages

    Staff Responsible for Monitoring: Bilingual/ ESL coordinator

Strategy 8: Support the implementation of the ESL program by providing professional development for Sheltered Instruction, including the 7 Steps to a language-rich classroom.

    Strategy's Expected Result/Impact: Increased ability to provide sheltered content instruction for second language learners in order to make content comprehensible and as a result, improve student academic performance.

    Staff Responsible for Monitoring: Bilingual/ ESL coordinator

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 3: Increase the percentage of students scoring Approaches Grade Level on STAAR Reading and Math by at least 10%. Increase the percentage of students scoring Meets Expectations by at least 5% . Increase the percentage of students scoring Approaches Grade Level on STAAR Writing to at least 50% and 20% percent for Meets Expectations

Evaluation Data Sources: TEA Accountability Reports
STAAR data
formative and summative assessment data

Strategy 1: Develop and administer common formative assessments for each unit at grades 3 - 12. **Strategy's Expected Result/Impact:** More frequent student data for strategic instructional planning **Staff Responsible for Monitoring:** Director of Teaching and Learning, Instructional Coaches
Strategy 2: Implement mCLASS early reading screener at grades K-2. * Train teachers to administer assessments and analyze data to plan for instruction and intervention. * Support the data analysis through additional training and planning. **Strategy's Expected Result/Impact:** Improved data to plan for the instructional needs of students Increase in percentage of students reading at or above grade level **Staff Responsible for Monitoring:** Director of Teaching and Learning, Instructional Coaches
Strategy 3: Develop writing rubrics at the elementary and secondary levels to help students develop traits of writers. Facilitate collaborative evaluation sessions with teachers to practice scoring student writing and planning feedback to help students develop as writers. Facilitate opportunities to write across the curriculum in all core content areas. **Strategy's Expected Result/Impact:** Develop a process for helping teachers evaluate writing products and helping students develop as writers **Staff Responsible for Monitoring:** Director of Teaching and Learning, instructional coaches
Strategy 4: Train principals and teachers to conduct data talks and make data-driven decisions for planning * Provide templates and guidance for sorting and organizing data * Provide protocols for planning that includes mini-lesson, vocabulary development, manipulatives, running records, discussion, higher level questioning, feedback, and formative assessment **Strategy's Expected Result/Impact:** Develop a culture of data informed decision making **Staff Responsible for Monitoring:** Director of Teaching and Learning, Principals
Strategy 5: Evaluate the current intervention structure and student services on each campus to develop cohesive and consistent district RtI guidelines. Ensure that teachers are trained to implement intervention curriculum resources during Tier 2 instruction. **Strategy's Expected Result/Impact:** Updated district RTI/MTSS Guidelines **Staff Responsible for Monitoring:** Director of Teaching and Learning, Director of Student Support Services

Strategy 6: Support principals in the development of lesson plans that align with TEKS and district curriculum and include the following:
Learning intentions
Strategy's Expected Result/Impact: Instruction that aligns with TEKS and district curriculum
Improved student learning outcomes
Targeted support for students
Differentiated instruction
Staff Responsible for Monitoring: Director of Teaching and Learning
Strategy 7: Teachers will monitor the academic progress of English language learners and the use of allowed accommodations.
Strategy's Expected Result/Impact: Students will demonstrate academic gains in Language Arts and Math STAAR
Staff Responsible for Monitoring: Bilingual/ ESL Coordinator
Campus ESL Coordinators
Campus Administrators

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 4: JISD will continue to develop the English as a Second Language (ESL) program to address the academic and language acquisition needs of the growing English Language Learner (EL) population. JISD will redesign the bilingual program to develop the academic and language acquisition needs of the growing English Learner (EL) population to support the development of biliteracy by the end of fifth grade.

> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR data
> PLC Agendas
> Teacher Reflection Tools

Strategy 1: Host a summer library program for all bilingual, EL and special education students to provide reading materials.
Strategy's Expected Result/Impact: Summer Library circulation will increase yearly
Staff Responsible for Monitoring: Library Services & Bilingual Coordinator

Strategy 2: Establish goals and structure to the existing ESL program.
Strategy's Expected Result/Impact: Establish a team that will monitor the growth and needs of the English Language Learners at each campus.
Staff Responsible for Monitoring: Bilingual/ ESL Coordinator Campus ESL Coordinators

Strategy 3: Provide an ESOL curriculum for Newcomers to Middle School and High School.
Strategy's Expected Result/Impact: Implementation of the ESL Lab will result in EL students having a point of contact and a place to acquire academic assistance
Staff Responsible for Monitoring: Bilingual/ ESL Coordinator Campus ESL Coordinators

Strategy 4: Identify professional development needs to improve Tier 1 instruction that will support English Learners through Sheltered Instruction. Provide opportunities for teachers to acquire ESL certification.
Strategy's Expected Result/Impact: Teachers will feel prepared to serve their ELL students, by differentiating according to their linguistic needs. Teachers will gain confidence to pursue their ESL certification
Staff Responsible for Monitoring: Bilingual/ ESL Coordinator Campus ESL Coordinators

Strategy 5: Support the development and implementation of a Language Instruction Educational Program by assessing the needs of the program design and ensuring curricula, instructional materials, software and assessment procedures are inclusive of English Language Learners

* Establish a phase-in timeline for Dual-Language One Way implementation and establish a language allocation plan.
* Enhance existing Bilingual programs by moving away from Early Exit and establishing a Late-Exit model in grades 2-5.

> **Strategy's Expected Result/Impact:** Development of a program design handbook that includes a phase-in timeline, a language allocation plan and a description of program components.
> District Resource List
> PreK -1st grade will phase-in Dual Language One way and will follow the language allocation plan.
> 2nd-5th grade will follow a language allocation plan and will incorporate best practices: Bridging and the use of Sheltered Instruction
> Ensure teachers work toward proper certifications
> Establish a team of teachers to work on curriculum that is aligned

> **Staff Responsible for Monitoring:** Bilingual/ ESL coordinator

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 5: JISD will support the high school campus' effort to increase the percentage of students enrolled in advanced courses and Career and Technology Education (CTE) each school year.

Evaluation Data Sources: Career-related activities on campuses
ASVAB results
Dual credit opportunities
course guide
surveys

Strategy 1: All campuses will host a career exploration fair.
Strategy's Expected Result/Impact: Help to set career goals improve academic performance. improve the attitudes of students towards their career opportunities. **Staff Responsible for Monitoring:** Coordinator of Counseling Services Campus Counselor
Strategy 2: All campuses will participate in college awareness activities such as presentations, challenges, and data dives
Strategy's Expected Result/Impact: Expose students to all the educational possibilities along the road to their career goal **Staff Responsible for Monitoring:** Coordinator of Counseling Services Campus Counselor
Strategy 3: Implement ASVAB (testing for all Junior classification for career exploration and personalized inventory.)
Strategy's Expected Result/Impact: Students will have greater guidance to make more informed decisions regarding post secondary readiness **Staff Responsible for Monitoring:** Coordinator of Counseling Services College and Career Coordinator
Strategy 4: Expansion of dual credit opportunities for 10th grade students to two classes
Strategy's Expected Result/Impact: Students will understand college level skills and resources to support high school students in transitioning into collegiate level courses **Staff Responsible for Monitoring:** Coordinator of Counseling Services College and Career Coordinator
Strategy 5: JISD will partner with UT/Texas. OnCourse
Strategy's Expected Result/Impact: Ensures that students, families and educators have the resources they need to help every student chart a course to success after high school. **Staff Responsible for Monitoring:** Coordinator of Counseling Services College and Career Coordinator

Strategy 6: JISD will provide OnRamps Courses
Strategy's Expected Result/Impact: Expand access to high-quality educational opportunities across the state of Texas.
Staff Responsible for Monitoring: Coordinator of Counseling Services College and Career Coordinator

Strategy 7: JISD will enter SSA with Region XIII to offer a CTE work-study program.
Strategy's Expected Result/Impact: Work-based Learning (WBL) provides students opportunities to learn technical, academic and employability skills by working in a real work environment. WBL prepares students for their future careers, and is a part of a high-quality CTE program
Staff Responsible for Monitoring: Coordinator of Counseling Services College and Career Coordinator

Strategy 8: The JHS CTE counselor, assistant principal, and coordinator of student support services will collaborate to ensure special education and 504 students have a CTE review.
Strategy's Expected Result/Impact: All special education and 504 students that are eligible to take advanced courses and CTE will be identified and persuaded to take those courses.
Staff Responsible for Monitoring: Director of Student Support Services; JHS principal

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 6: Jarrell ISD will review and update the gifted and talented program to align with the standards outlined in the new Texas State Plan.

> **Evaluation Data Sources:** District Gifted and Talented Evaluation
> District Gifted and Talented Guidelines
> Curriculum Documents

Strategy 1: JISD will develop and implement a timeline for the gifted and talented program refinement and implementation, including identification processes, service design, curriculum and instruction, professional learning, and family/community involvement.
Strategy's Expected Result/Impact: District Gifted and Talented Guide.
Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Student Support Services
Strategy 2: Identify and update assessments used to identify students qualifying for gifted and talented services, and provide training to staff administering assessments.
Strategy's Expected Result/Impact: Consistent GT identification process implemented across campuses. Assessment process that aligns with services provided.
Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Student Support Services
Strategy 3: Begin developing the district curriculum resources for elementary and secondary teachers serving gifted and talented students.
Strategy's Expected Result/Impact: Curriculum development plan Teacher survey
Staff Responsible for Monitoring: Director of Teaching and Learning

Goal 1: Jarrell ISD will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 7: Assess the specific academic needs of Migrant (Priority for Service) PFS students and address each need with targeted instructional and support services.

> **Evaluation Data Sources:** PFS Reports
> PFS Action Plans
> Meeting agendas
> progress review

Strategy 1: Monitor the progress of Migrant Education Program (MEP) students who are on PFS.
* Monthly PFS reports to identify migrant children who require priority access to MEP services
* Develop a PFS Action Plan for serving PFS students

> **Strategy's Expected Result/Impact:** Students will have equal access to high quality curriculum and instruction
> NGS PFS Reports
> PFS Action Plan
> **Staff Responsible for Monitoring:** Region 13 Migrant Dept.
> Director of Bilingual, ESL, and Assessment

Strategy 2: Communicate the progress and determine needs of PFS migrant students.
* provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports
* provide parents of PFS students information on the Priority for Service criteria
* make individualized home and/or community visits to update parents on the academic progress of their children

> **Strategy's Expected Result/Impact:** E-campus files
> SSA Meeting Agenda
> PFS Action Plan
> NGS PFS Reports
> PFS Criteria
> Progress Review Forms
> Home visit/parent communication
> Student Progress Report
> Progress Review Forms
> Home visit/parent
> communication
> **Staff Responsible for Monitoring:** Region 13 Migrant Dept.
> Director of Bilingual, ESL, and Assessment

Strategy 3: Provide services to PFS migrant students.

* Use the PFS reports to give priority placement to these students in migrant education program activities.

* Ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.

* Determine what federal, state, or local programs serve PFS students

 Strategy's Expected Result/Impact: Progress Review Forms

 Student Progress Report

 Sign-in sheets/logs

 ESSA Supplement vs Supplant criteria

 Staff Responsible for Monitoring: Region 13 Migrant Dept.

 Director of Bilingual, ESL, and Assessment

Goal 2: Jarrell ISD will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 1: JJISD will provide parent outreach and educational opportunities by developing a comprehensive plan to ensure parents are aware of and have access to available resources, within the district and surrounding communities, to support the social, emotional, and mental health needs of students.

> **Evaluation Data Sources:** Resource list
> Curriculum resources
> professional development agendas, surveys
> program evaluations

Strategy 1: JISD will maintain a comprehensive resource list that will be made available to all parents and community members.
Strategy's Expected Result/Impact: Increased access to mental health services is vital to improving the physical and psychological safety of our students and schools, as well as, academic performance and problem-solving skills.
Staff Responsible for Monitoring: Coordinator of Counseling
Strategy 2: JISD will provide parent education conference style learning opportunities at least 6 times a year.
Strategy's Expected Result/Impact: Increase in prosocial and decrease in negative behaviors such as aggression and hyperactivity.
Staff Responsible for Monitoring: Coordinator of Counseling Services Campus Counselor

Goal 2: Jarrell ISD will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 2: JISD will create organizations, implement curriculum and allow for guidance lessons and individual counseling to assist students with social/emotional needs to ensure student success.

Evaluation Data Sources: Participation in student activities
Student surveys
Behavior Records
Participation in counseling services

Strategy 1: JISD will offer diverse school clubs and organizations.
Strategy's Expected Result/Impact: Reduction in less constructive activity or risky behaviors. Activities offered by clubs or youth organizations enable members to learn valuable skills. Many of the activities offered by clubs help students to extend and elaborate on knowledge learned in school.   **Staff Responsible for Monitoring:** Campus Principal
Strategy 2: JISD will be designated a No Place for Hate District
Strategy's Expected Result/Impact: Help all stakeholders take the lead on improving and maintaining the school climate so all students can thrive   **Staff Responsible for Monitoring:** Coordinator of Counseling Services
Strategy 3: .JISD will provide robust guided counseling support via Early Act First Knight, and other curriculum
Strategy's Expected Result/Impact: Increase in positive peer relationships, effective social skills, and healthy decision making strategies.   **Staff Responsible for Monitoring:** Coordinator of Counseling Services
Strategy 4: Guidance lessons will be taught on all campuses in JISD.
Strategy's Expected Result/Impact: Increase in positive peer relationships, effective social skills, and healthy decision making strategies.   **Staff Responsible for Monitoring:** Coordinator of Counseling Services
Strategy 5: All students, to include DAEP students, will have access to individual and small group counseling.
Strategy's Expected Result/Impact: * promote the academic, career and social development of students.   * guide children to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.   **Staff Responsible for Monitoring:** Coordinator of Counseling Services   **Equity Plan**
Strategy 6: JISD will employ s school mental health provider (SMHP).
Strategy's Expected Result/Impact: Provide students with space to release stress   **Staff Responsible for Monitoring:** Coordinator of Counseling Services

Goal 2: Jarrell ISD will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 3: JISD will increase the number of local agencies and organizations that provide resources and supports to our students and families.

> **Evaluation Data Sources:** Mental Health services offered
> Participation and support from outside agencies

Strategy 1: JISD will network with local mental health agencies and build relationships with outside agencies such as Bluebonnet Trails, STARRY, and the Assistance League of Georgetown Area.
Strategy's Expected Result/Impact: Increased access to mental health services is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills.
Staff Responsible for Monitoring: Coordinator of Counseling Services
Strategy 2: JISD will recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Strategy's Expected Result/Impact: Provide opportunities for scholarships, donations, etc.
Staff Responsible for Monitoring: Coordinator of Counseling Services
Strategy 3: JISD will partner with Bluebonnet Trails and Texas A&M School of Nursing to offer a Community Clinic that will be located on school property.
Strategy's Expected Result/Impact: Increase school attendance. Offer services that support at-risk students. Promote healthy school practices through nutrition, physical activity, and health education. Improve wellness policies and health programs. Build local partnerships to support expanded health services. Reduce emergency room visits. Create a positive school climate that fosters learning.
Staff Responsible for Monitoring: Coordinator of Counseling Services

Goal 2: Jarrell ISD will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 4: JISD will plan and provide professional development to all stakeholders covering social/emotional learning in order to impact student success.

Evaluation Data Sources: Professional Development opportunities
District communication and support tools and resources
Discipline Records
Surveys

Strategy 1: JISD willl provide training to staff on suicide prevention, bullying/cyberbullying awareness and prevention, dating violence, sexual harassment, sexual misconduct. **Strategy's Expected Result/Impact:** Staff will be better equipped to identify and provide appropriate levels of support to students in crisis situations. **Staff Responsible for Monitoring:** Directors & Campus Administrators Coordinator of Counseling Services
Strategy 2: JISD will develop and implement a district-wide Positive Behavior Support Systems, including PBIS, Trauma-Informed Practices, Social/Emotional Learning, and Restorative Practices **Strategy's Expected Result/Impact:** * Increase staff knowledge in order to provide appropriate levels of support to students in all settings. * Improve the school's culture and climate so students feel safe in their learning environment. * Decrease the number of discipline referrals. **Staff Responsible for Monitoring:** Directors/Campus Administrators Coordinator of Counseling Services
Strategy 3: JISD admin will ensure all staff members have participated in the Texas Behavior Support Initiative on-line training. **Strategy's Expected Result/Impact:** Increase staff knowledge of positive behavior support strategies and usage of a variety of behavioral strategies to promote a positive learning environment **Staff Responsible for Monitoring:** Directors/Campus Administrators

Goal 2: Jarrell ISD will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 5: JISD will develop plans to meet the needs of At-Risk Students.

Evaluation Data Sources: Professional Development opportunities
District resources and tools
Discipline Records

Strategy 1: Campus counselors will identify students, according to McKinney Vento, that are homeless and utilize district resources in coordination with the homeless liaison, to ensure enrollment and provide emergency instructional supplies, hygiene products and clothing as needed.
Strategy's Expected Result/Impact: Eliminate enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer
Staff Responsible for Monitoring: Peims Coordinator &   Coordinator of Counseling Services
Strategy 2: Campus counselors will identify students who are in foster care, in a military family or in the custody or care of the DFPS or has been referred to DFPS.
Strategy's Expected Result/Impact: Ensure distribution of proper wraparound services.
Staff Responsible for Monitoring: PEIMS Coordinator &   Coordinator of Counseling Services
Strategy 3: Transition plans will be implemented for DAEP students and students returning from JJAEP and psychiatric facilities.
Strategy's Expected Result/Impact: Provide recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals
Staff Responsible for Monitoring: Campus Administrator &   DAEP Administrator
Strategy 4: Implement plans for drop-out and failing students.
Strategy's Expected Result/Impact: * Reduce drop out and failing rates   * Reduce the likelihood that students will suffer from poorer health as adults, make decisions that result in a jail sentence, or experience negative economic and social impacts.
Staff Responsible for Monitoring: PEIMS Coordinator &   Coordinator of Counseling Services   Campus Administrator

Goal 3: Jarrell ISD will create a recruiting and retention plan.

Performance Objective 1: JISD will develop and implement a New Teacher Induction Academy for 1st and 2nd year teachers who are new to the profession.

> **Evaluation Data Sources:** Teacher surveys
> professional development opportunities
> new teacher and mentor program

Strategy 1: Continue to refine the Jarrell ISD New Teacher Orientation to include Lead4ward New Teacher Induction training strategies, JISD curriculum overview, principal orientation, and instructional coaching program introductions.
Strategy's Expected Result/Impact: * Increase teacher retention and prepare teachers to transition to mentoring roles in the future.
* Teachers report that they feel supported on the end-of-year new teacher survey.
* JISD New Teacher Handbook
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 2: Instructional coaches will provide goal setting and support that includes planning, classroom observation, coaching, professional learning, and mentoring
Strategy's Expected Result/Impact: * Increase teacher retention and prepare teachers to transition to mentoring roles in the future.
* Teachers report that they feel supported on the end-of-year new teacher survey
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 3: Conduct regular New Teacher support group meetings to reflect, identify needs, collaborate, and provide feedback for future training and support needs
Strategy's Expected Result/Impact: Increase teacher retention and prepare teachers to transition to mentoring roles in the future.
Teachers report that they feel supported on the end-of-year new teacher survey.
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 4: Develop and implement a teacher mentor training program to equip veteran teachers with the resources and skills needed to support new teachers. Incorporate strategies from Lead4ward New Teacher Induction and Ruby Payne's Before You Quit Teaching.
Strategy's Expected Result/Impact: Increase in teachers who continue to serve as teacher mentors
Teacher mentors create a pool of professional learning providers for new teachers during the school year and summer.
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 5: Provide guidance to teachers new to the Bilingual Program on the structure of the model, best practices and sheltered instruction.
Strategy's Expected Result/Impact: Bilingual/ ESL Coordinator
Staff Responsible for Monitoring: Increase the level of support for new teachers.

Goal 3: Jarrell ISD will create a recruiting and retention plan.

Performance Objective 2: JISD will develop and implement programs that encourage and recognize employees to grow professionally

    Evaluation Data Sources: teacher surveys
leadership programs
Agendas

Strategy 1: Maintain competitive stipends for bilingual teacher certified.
Strategy's Expected Result/Impact: Fill all bilingual positions with highly qualified, bilingual certified teachers.
Staff Responsible for Monitoring: Business Manager, Superintendent
Strategy 2: Develop and implement the "I am a Teacher Leader" program to recognize and promote teacher leaders in the district.
Strategy's Expected Result/Impact: Develop teacher leaders in the district who can support and help other teachers grow professionally
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 3: Elementary and secondary teacher leaders will participate in curriculum cohorts to review, refine, and develop district curriculum documents, including year-at-a-glance documents, unit plans, and assessments.
Strategy's Expected Result/Impact: Updated district curriculum documents
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 4: Teacher leaders will be identified to train staff members in areas that align with campus and district goals including early reading assessments, phonics instruction, technology and curriculum resources, and student engagement strategies
Strategy's Expected Result/Impact: * Develop teachers as leaders * Facilitate professional development and mentoring through teacher leaders
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches
Strategy 5: The elementary Literacy Leaders Cohort will review and refine district-wide practices developed from the most effective researched-based literacy strategies to ensure all students will become effective and successful readers and writers.
Strategy's Expected Result/Impact: Articulated district-wide expectations and beliefs for literary instruction
Staff Responsible for Monitoring: Director of Teaching and Learning, instructional coaches

Goal 3: Jarrell ISD will create a recruiting and retention plan.

Performance Objective 3: JISD leadership will expand recruitment efforts utilizing new technology and digital platforms and strategic attendance at regional job fair sites.

Evaluation Data Sources: Job Fair participation
tools and resources
district recruiting and hiring processes

Strategy 1: JISD will continue to strategically attend job fairs and continue providing in-district job fairs in order to recruit new employees as available during the COVID-19 pandemic.
Strategy's Expected Result/Impact: * Increase the pool of qualified applicants and find unique/hard to find faculty for enhanced course offerings and additional personnel units being created as the district continues to grow at a rapid pace.
* Take measure of campus staffing ratios to establish a baseline of the number of absorbed and exiting employees
Staff Responsible for Monitoring: Director of Human Resources and Public Relations along with campus principals
Strategy 2: Human Resources will expand its presence on social media platforms to further increase recruiting efforts.
Strategy's Expected Result/Impact: Recruitment of highly qualified teachers and staff
Staff Responsible for Monitoring: Director of Human Resources and Communications along with campus principals

Goal 3: Jarrell ISD will create a recruiting and retention plan.

Performance Objective 4: JISD will develop and implement an interviewing program that ensures hiring of highly qualified and diverse staff.

    Evaluation Data Sources: Onboarding program
District documentation

Strategy 1: Continue refining processes within the new employee onboarding digital program to increase efficiencies of new employees to the district. PowerSchool software systems. Will reduce data entry time and increase internal communication with key stakeholders regarding new and existing employees.
Strategy's Expected Result/Impact: Processing templates and increased efficiency with onboarding new employees. Create new hire transfer forms, employee exit process to include a survey (will customize to what we want and need)
Staff Responsible for Monitoring: HR Department personnel, Administrative Assistant
Strategy 2: Implement the Applicant Tracking feature of PowerSchool to marry the application and onboarding processes to further increase HR efficiencies.
Strategy's Expected Result/Impact: Provide a better customer service experience for new applicants. Improved efficiency for district staff.
Staff Responsible for Monitoring: HR Department personnel
Strategy 3: Continue to Improve hiring processes. Provide clearer expectations for reference checks, interview questions, and interview processes and documentation.
Strategy's Expected Result/Impact: District consistency in screening and vetting the highest quality teachers and staff members to fill vacant and new positions.
Staff Responsible for Monitoring: HR Department, Assistant Superintendent, principals

Goal 4: Jarrell ISD will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 1: JISD will develop and implement the following Operations Plans: District Technology Plan and Refresh, District Maintenance Plan, District Transportation Plan, Facilities Plan.

Evaluation Data Sources: PEIMS data
demographic reports

Strategy 1: Transportation assets will be evaluated periodically and recommended for surplus/replacement as necessary
Strategy's Expected Result/Impact: Safe and reliable assets for pupil transportation as well as more efficient operations assets to reduce operating costs, thereby creating more instructional resources.
Staff Responsible for Monitoring: Operations Department Heads
Strategy 2: Continuous monitoring of facilities to ensure safe and efficient operations.
Strategy's Expected Result/Impact: Results will provide a forecast model for building necessities as the district continues to grow.
Staff Responsible for Monitoring: Assistant Superintendent
Strategy 3: JISD will monitor admissions to determine the addition of grade level sections.
Strategy's Expected Result/Impact: Will decrease the class size in order to provide more individual instruction time.
Staff Responsible for Monitoring: PEIMS Coordinator; Counselors, Chief Financial Officer (CFO)
Strategy 4: Purchase inventory system to ensure we are keeping track and utilizing all purchases concerning resources used for curriculum, instruction and assessment (textbooks, online resources, district and campus purchases - both local and federal)
Strategy's Expected Result/Impact: Stronger alignment and accountability of resources/supplies district-wide -Stronger alignment with purchasing for Instructional Materials Allotment, Local Funds and Federal Funds
Staff Responsible for Monitoring: CFO, Director of Instructional Support, Curriculum Department, Business Department and Campus Librarians

Goal 4: Jarrell ISD will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 2: JISD will maintain a Fund Balance Days on Hand amount that exceeds 90 Days.

   Evaluation Data Sources: District accounting records

Strategy 1: The CFO will monitor revenues and expenditures to ensure targets are met
Strategy's Expected Result/Impact: Provides long-term stability for the future of JISD
Staff Responsible for Monitoring: CFO, Accounting staff

Goal 4: Jarrell ISD will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 3: Restructure Operations (Maintenance/Custodial/Grounds) to allow growth and more accountability.

Evaluation Data Sources: Facilities evaluation
Inventory system

Strategy 1: Operations will restructure to make room for Central Shipping & Receiving to move into Operations BLDG.
Strategy's Expected Result/Impact: Will allow more room for Central Admin to expand and for Shipping and Receiving to operate more efficiently.
Staff Responsible for Monitoring: Operations Directors
Strategy 2: Create an Inventory system to keep better track of available inventory
Strategy's Expected Result/Impact: Over all, will save money and hold employees more accountable towards inventory. More materials will be on-hand and services can be completed in a more timely manner.Department will be able to provide more efficient services.
Staff Responsible for Monitoring: Operations Directors

Goal 4: Jarrell ISD will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 4: Establish a comprehensive system of updating the technology infrastructure to meet the needs of future ready learning for all stakeholders.

> **Evaluation Data Sources:** Technology plan
> Audits
> Surveys
> Service records

Strategy 1: Maintain and expand technology infrastructure to support digital technology for teaching and learning
    Strategy's Expected Result/Impact: Students and staff will experience an increase in internet connectivity to ensure access to web based applications for educational purposes.
    Staff Responsible for Monitoring: Technology Department, Director of Instructional Support

Strategy 2: Survey teachers in order to determine classroom technology priorities.
    Strategy's Expected Result/Impact: Google forms, principals' meeting
    Staff Responsible for Monitoring: Technology Department, Director of Instructional Support, and Library Services, Campus Principals

Strategy 3: Implement Essential Technology TEKS Standards for every classroom
    Strategy's Expected Result/Impact: Classroom inventory and set campus standards
    Staff Responsible for Monitoring: Technology Department, Director of Instructional Support

Strategy 4: Create a comprehensive technology hardware/software refresh schedule
    Strategy's Expected Result/Impact: Use technology plan to evaluate inventory and schedule purchases
    Staff Responsible for Monitoring: Technology Department, District Directors, CFO

Strategy 5: Present a State of the District Technology/Strategic Planning Update report to the School Board once a year.
    Strategy's Expected Result/Impact: School Board meeting presentation
    Staff Responsible for Monitoring: Director of Instructional Support

Strategy 6: Enhance current Technology Department knowledge and ongoing professional development as it pertains to Jarrell ISD
    Strategy's Expected Result/Impact: Attendance of workshops, conferences, certification courses
    Staff Responsible for Monitoring: Director of Instructional Support

Strategy 7: Evaluate technology plan annually and make changes as needed
    Strategy's Expected Result/Impact: Host meetings to gain insight of campus and district needs.
    Staff Responsible for Monitoring: Director of Instructional Support

Strategy 8: Replace aging Chromebook carts at campuses as devices reach end of life cycle.
    Strategy's Expected Result/Impact: Increase technological stability and resources
    Staff Responsible for Monitoring: Director of Instructional Support, CFO, Technology Department

Strategy 9: Allocate a yearly budget dedicated to supporting the expansion of new and relevant digital technology.
Strategy's Expected Result/Impact: The district will see an increase in hardware available for instructional purposes.
Staff Responsible for Monitoring: Director of Technology & Assistant Director

Strategy 10: Make available to every student and teacher access to compatible technology devices for teaching and learning
Strategy's Expected Result/Impact: Campuses will see an increase in the number of devices available to students for instructional delivery.
Staff Responsible for Monitoring: Director of Technology & Assistant director

Strategy 11: Adopt Cyber Security Policies to protect student learning and information. Meet compliance standards set forth by TEA.
Strategy's Expected Result/Impact: Upgrade antivirus protection, content filter, and firewall
Staff Responsible for Monitoring: Director of Technology & Assistant director

Strategy 12: Expand Data Center infrastructure to support adopted digital resources and provide secure access to internet services
Strategy's Expected Result/Impact: Purchase and replace aging servers and switches to support district growth
Staff Responsible for Monitoring: Director of Technology & Assistant director

Strategy 13: Narrow the Digital Divide to provide internet and computer access to students that do not have internet
Strategy's Expected Result/Impact: Ensure that all students have access to computer devices and Internet
Staff Responsible for Monitoring: Director of Technology & Instructional Support Department

Strategy 14: Create a Parent support helpline.
Strategy's Expected Result/Impact: Processes in place for telephone and in-person support on the use of devices.
Staff Responsible for Monitoring: Instructional Support Department

Goal 4: Jarrell ISD will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 5: Instill a platform of online learning that is accessible and available anytime for teachers and students.

> **Evaluation Data Sources:** TTESS
> Lesson plans
> professional development offerings
> Teacher and student usage data

Strategy 1: Increase professional accountability through pairing teachers with an on-campus librarian, as well as an administrator, who will monitor the teachers' progress toward a technological growth plan that is created through cooperation between all three stakeholders.
    Strategy's Expected Result/Impact: T-TESS, Lesson Plans
    Staff Responsible for Monitoring: Campus Librarians and Principals

Strategy 2: Increase the number of Google Certified Teachers.
    Strategy's Expected Result/Impact: Google training and payment for passed courses
    Staff Responsible for Monitoring: Director of Instructional Support

Strategy 3: Train a cohort of Google-certified teachers who will serve as trainers to other teachers on Google's Apps for Education.
    Strategy's Expected Result/Impact: Have regularly scheduled meetings to discuss teachers who are willing to join the program
    Staff Responsible for Monitoring: Director of Instructional Support

Strategy 4: Promote Classlink (SSO) usage to make students and teachers less apprehensive of using a variety of platforms.
    Strategy's Expected Result/Impact: Provide 1:1 instruction on how to access Classlink and instruction on customizing the platform
    Staff Responsible for Monitoring: Director of Instructional Support, librarians

Strategy 5: Assess staff familiarity with Google Apps for Education through a review of student products and evidence of mastery in the classroom.
    Strategy's Expected Result/Impact: Walkthroughs, evaluations, true student engagement
    Staff Responsible for Monitoring: Director of Instructional Support, librarians

Strategy 6: Purchase a variety of Digital Resources such as TexQuest, Overdrive, PebbleGo and Tumble Books to provide resources 24/365.
    Strategy's Expected Result/Impact: Instruct teachers and students on how to access the platforms to improve access to quality materials.
    Staff Responsible for Monitoring: Director of Instructional Support, Campus Librarians

Strategy 7: Operations will restructure to make room for Central Shipping & Receiving to move into Operations building
    Strategy's Expected Result/Impact: Assistant Superintendent
    Staff Responsible for Monitoring: Will allow more room for Central Admin to expand and for Shipping and Receiving to operate more efficiently.

Goal 4: Jarrell ISD will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 6: Provide support across the district to promote applications of Google Apps for Education Tools in Instruction & Digital Citizenship for Students and Staff.

Evaluation Data Sources: Conference attendance
Student products
TTESS
Lesson plans
professional development offerings

Strategy 1: Provide training to campus librarians in order to provide on-site training for all district staff.
Strategy's Expected Result/Impact: Conferences such as Texas Library Association conference, trainings at Region 13, Texas Association of Computer Educators conference
Staff Responsible for Monitoring: Director of Instructional Support & Campus Librarians
Strategy 2: Increase teacher accountability in the integration of Applied Digital Skills to produce authentic student created products.
Strategy's Expected Result/Impact: Students will produce projects that better reflect a deeper understanding of the topic.
Staff Responsible for Monitoring: Director of Instructional Support & Campus Librarians
Strategy 3: Provide professional development using Google Apps for Education during the new teacher orientation.
Strategy's Expected Result/Impact: Breakout sessions during the new staff orientation providing opportunities for professional growth.
Staff Responsible for Monitoring: Director of Instructional Support & Campus Librarians
Strategy 4: Provide Google Day Training as part of summer staff development
Strategy's Expected Result/Impact: Full day training on Google Applications
Staff Responsible for Monitoring: Director of Instructional Support & Campus Librarians
Strategy 5: Implement Tech Tip Tuesday sharing via email productivity apps to implement in the classroom .
Strategy's Expected Result/Impact: Teachers will become more proficient at integrating technology into their curriculum and productivity.
Staff Responsible for Monitoring: Director of Instructional Support & Campus Librarians
Strategy 6: Implement monthly Lunch and Learns to provide additional PD for teachers during the school day.
Strategy's Expected Result/Impact: Teachers will be able to share new learning and apply it to their teaching.
Staff Responsible for Monitoring: Director of Instructional Support
Strategy 7: Provide on-going opportunities for staff development for instructional staff to learn how to effectively integrate technology in the classroom, such as Google Apps for Education. Basic and Advanced courses will be offered to faculty and staff. Subjects covered will include: Google Docs, Google Drive, Email, Calendar, lesson collaboration, Google Apps, and Google Classroom
Strategy's Expected Result/Impact: Teachers will become more proficient at integrating technology into their curriculum and productivity.
Staff Responsible for Monitoring: Director of Instructional Support, Librarians

Strategy 8: Provide 1:1 and group training to teachers on various technology tools in the classroom during conference periods. Examples include: Interactive Boards, textbook digital resources, integrating technology into lesson plans, incorporating digital assessment, and teacher collaboration using technology.

    Strategy's Expected Result/Impact: Teachers will become more proficient at integrating technology into their curriculum and productivity.

    Staff Responsible for Monitoring: Director of Instructional Support and Librarians

Strategy 9: Provide flipped learning opportunities for teachers to earn CE hours through the instructional support website. This format will allow staff to work at their own pace, and provide choice while increasing the use of technology applications into the lesson design. Teachers will earn badges upon successfully completing the course work.

    Strategy's Expected Result/Impact: Teachers will be able to participate in professional learning at their own pace.

    Staff Responsible for Monitoring: Director of Instructional Support, Director of Teaching and Learning

Strategy 10: Participate in annual & monthly Digital Citizenship activities and lessons designed to introduce digital citizenship concepts, such as but not limited to: Internet safety and security, privacy, plagiarism, and cyberbullying. Students will practice ethical, legal, and responsible use of technology to assure online safety.

    Strategy's Expected Result/Impact: Teachers will become knowledgeable in ethical uses of technology.

    Staff Responsible for Monitoring: Director of instructional support and Librarians.

Goal 5: JISD stakeholders will build a community that is safe, respectful and responsible (SR2).

Performance Objective 1: JISD will partner with local agencies and implement best practices to ensure the safety and health of students and staff.

Evaluation Data Sources: Office logs
Audits
Meeting agendas
Communication records
professional development

Strategy 1: Conduct and record internal safety audits of our schools and facilities.
Strategy's Expected Result/Impact: Main office logs and digital reporting dock systems. Feedback audits will refine and establish corrective measures to best prepare our emergency response protocols.
Staff Responsible for Monitoring: Assistant Superintendent and campus admin contacts, facilities primary emergency contacts/admin
Strategy 2: Work with the City of Jarrell emergency responders to ensure reaction readiness in the event of different emergency scenarios. Work with city officials in developing a comprehensive and cohesive emergency situation response plan to prepare for each campus.
Strategy's Expected Result/Impact: Enhanced and updated digital maps will enhance communication and preparedness. Emergency response campus kits. Reunification boxes labeled for use and immediate deployment in the event of a facility emergency.
Staff Responsible for Monitoring: Assistant Superintendent and designated facility emergency response administrators
Strategy 3: JISD Admin will provide SR2 training to all staff to improve behavior support systems
Strategy's Expected Result/Impact: Aligned behavior expectations and supports will provide students with a safe learning environment.
Staff Responsible for Monitoring: Directors/Campus Administrators
Strategy 4: JISD Health Services Department has provided Under The Influence Training to the campus nurses and select campus administrators.
Strategy's Expected Result/Impact: Staff will be able to identify and screen students for being under the influence of controlled substance which will keep the student safe as well as other students.
Staff Responsible for Monitoring: Assistant Superintendent
Strategy 5: JISD Health Services Department will provide Stop The Bleed Training to all health services staff and other select district staff members. Lead Nurse will be qualified to Train The Trainers within JISD employees in the future.
Strategy's Expected Result/Impact: Staff will be able to provide life saving measures in the event of a severe bleeding trauma. Staff will be awarded a certificate of completion and serve on an emergency response team.
Staff Responsible for Monitoring: JISD Head Nurse
Strategy 6: Implementation of Student Check in/Out on to buses and CPR Training for all staff at Transportation
Strategy's Expected Result/Impact: Students getting on and off the correct bus and address, monitored daily through program data reports (SMART TAGS system) Sign in logs, certificate indicating completion of training.
Staff Responsible for Monitoring: Assistant Superintendent

Goal 5: JISD stakeholders will build a community that is safe, respectful and responsible (SR2).

Performance Objective 2: JISD will increase the methods and frequency of district communications and recognitions of students and staff to families and the community.

    Evaluation Data Sources: Data reports
    Campus website usage
    communications with public
    social media presence

Strategy 1: Continued enhancement of our district and campus websites through school messenger. Continue to offer training seminars for campus web leads.
Strategy's Expected Result/Impact: Contracted service provides refresh data reports in monitoring the four campus websites
Staff Responsible for Monitoring: Director of Communications, campus designated staff
Strategy 2: Continue Weekly "Cougar News" composed of important events, student staff highlights and other information for Jarrell families.
Strategy's Expected Result/Impact: Enhanced and increased communication to our general public. Program inventories an open and read rate on each weekly communication.
Staff Responsible for Monitoring: Director of Communications
Strategy 3: Increase the focus on pushing out student and staff celebrations on district platforms (district and campus websites, social media platforms, superintendent videos and weekly newsletters)
Strategy's Expected Result/Impact: Increased pride in the students and staff within Jarrell ISD.
Staff Responsible for Monitoring: Director of Communications
Strategy 4: Model cultural expectations through continuous learning and book studies
Strategy's Expected Result/Impact: Provide other staff with a clearer understanding of what positive culture and high-functioning teams look like by modeling learning, leadership, collaboration, etc..
Staff Responsible for Monitoring: Superintendent