



District Improvement Plan

2022 - 2023



OUR MISSION

Texas School for the Deaf ensures students learn, grow and belong in a language rich environment that maximizes each individual's potential to become successful life-long learners while supporting students, families and professionals through statewide outreach services.



OUR VISION

Texas School for the Deaf aspires to be a premier leader in bilingual (ASL/English) education that challenges each student to reach their full potential.



#WeAreTSD

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OUR BELIEFS

Education is a partnership between students, family, school and community.

Early language acquisition is critical to a deaf child's social, emotional, and cognitive development.

The development of the whole person socially, physically, intellectually, culturally and emotionally is imperative to a positive identity, self-worth and lifelong success.

American Sign Language and English are woven into the fabric of TSD life building healthy Deaf identities and positive self-worth.

An interdisciplinary curriculum that integrates technology in academically engaging learning environments prepares students to become critical thinkers, collaborators and decision makers.

Outreach Services provide resources and support to the state's deaf and hard of hearing students, their families and the professionals that serve them.

Showing students, families, and staff dignity and respect in an inclusive community that values diverse abilities, needs and interests is crucial to creating a healthy, safe and welcoming environment.



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Introduction: Texas School for the Deaf District Improvement Plan 2022-2023

TSD's District Improvement Plan (DIP) is designed to implement Year One of our school's new Five-Year Strategic Plan. The DIP was developed by the five Strategic Goal Teams and reviewed by the School's District Advisory and School Health Advisory Committees. The plan is designed around our core values of: **BELONGING, EQUITY, PARTNERSHIPS, AND STUDENT SUCCESS**. The TSD Five Year Plan for 2021-2026 consists of five strategic priorities:



Empowering Student Learning



Nurturing Positive Culture



Early Language Acquisition & Learning



Employee Engagement



Family and Community Partnerships

DIP Monitoring Process

The DIP will be monitored and reviewed periodically throughout the school year during our School Leadership Council (SLC) meetings. The status reports, which will be made available on a searchable spreadsheet, will be arranged by strategic priorities and will include status indicators and outcomes as outlined in our DIP action plans. The Governing Board and the Executive Leadership Team (ELT) and our District Advisory Committee (DAC) will also monitor the plan and it will be posted on our website.

Regulatory Appendices

Over a period of several years, a number of state and federal regulations have required the addition of certain components to the DIP. An appendix has been added to address these required state and federal components.

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2021-2026 Strategic Focus Areas

1. Empowering Student Learning	Empower student learning by implementing meaningful, data-informed, student-centered, and culturally responsive instructional practices that are designed to support students on their journey as life-long learners.
2. Nurturing Positive Culture	Create a culturally responsive school climate and culture that fosters inclusivity and mutual respect while providing the resources and support necessary to accomplish TSD's school mission.
3. Early Language Acquisition & Learning	Maximize language development by broadening early learning acquisition services and strengthening ASL/English bilingual instructional practices.
4. Employee Engagement	Establish an environment that will attract, build, and retain a highly skilled staff, increase BIPOC representation, and foster professional development and personal growth.
5. Family and Community Partnerships	Foster a sense of belonging and increase engagement among all families and communities with partnerships and collaborative opportunities.

2021-2026 Annual Goals at a Glance

Empowering Student Learning	Empower student learning by implementing meaningful, data-informed, student-centered, and culturally responsive instructional practices that are designed to support students on their journey as life-long learners.
Goal 1.1	Implement Culturally Responsive Teaching practices in all aspects of teaching and learning.
Goal 1.2	Ensure accountability in data collection, data analysis, and goal setting through systematic practices that align with the Culturally Responsive Teaching framework.
Goal 1.3	Utilize student-centered instructional practices that ignite students' passion for learning and ensure that all learners can access and engage in meaningful learning experiences.
Goal 1.4	Empower students to be prepared for life after graduation by providing them with exposure to various careers and collaborate with them to develop meaningful Individual Transition Plans tailored to their unique needs.

2021-2026 Annual Goals at a Glance

2. Nurturing Positive Culture	Create a culturally responsive school climate and culture that fosters inclusivity and mutual respect while providing the resources and supports necessary to accomplish TSD's school mission.
Goal 2.1	Enhance equity, inclusion, belonging, and a culture of mutual respect
Goal 2.2	Strengthen the Positive Behavior Interventions and Supports (PBIS) framework to address restorative practices at the secondary level.
Goal 2.3	Fully implement Restorative Practices and Social-Emotional Learning (SEL).
Goal 2.4	Implement a continuum of school and community mental health services and supports.

2021-2026 Annual Goals at a Glance

3. Early Language Acquisition & Learning	Maximize language development by broadening early learning acquisition services and strengthening ASL/English bilingual instructional practices.
Goal 3.1	Strengthen collaboration and professional support with Early Childhood providers to improve language outcomes.
Goal 3.2	Utilize appropriate tools to evaluate and monitor language growth in infants and students from birth through eight years of age.
Goal 3.3	Implement structured approaches to language instruction in Grades 3 to ACCESS focused on second language acquisition.

2021-2026 Annual Goals at a Glance

4. Employee Engagement	Establish an environment that will attract, build, and retain a highly skilled staff, increase BIPOC representation, and foster professional development and personal growth.
Goal 4.2	Provide targeted professional development that supports employee career goals.
Goal 4.4	Increase employee engagement through incentive programs.

2021-2026 Annual Goals at a Glance

5. Family and Community Partnerships	Foster a sense of belonging and increase engagement among all families and communities with partnerships and collaborative opportunities.
Goal 5.1	Strengthen family partnerships focused on academic growth, social emotional development, cultural understanding, and mutual respect.
Goal 5.2	Create a school culture that builds community understanding, engagement, and support.

SGT #:	1				
Focus Area:	Empowering Student Learning				
Goal:	Empower student learning by implementing meaningful, data-informed, student-centered, and culturally responsive instructional practices that are designed to support students on their journey as life-long learners				
Strategy 1: Implement Culturally Responsive Teaching practices in all aspects of teaching and learning.					
Objective 1.1	All TSD staff who have direct contact with students will receive ongoing training that supports the tenets of Culturally Responsive Teaching and how to meaningfully incorporate them in our daily work and interactions with students.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
August 2022	Provide new teachers with Culturally Responsive Teaching introduction during Orientation	Stella Egbert and Curriculum Specialists	8.15.22	Completed	<u>Stella’s presentation</u>
October 2022	Analyze data from year 1 district-wide PD offerings and use that information to guide the planning of year 2 district-wide PD sessions	ILC	8.15.22	In progress	Will continue discussion during ILC on September 1, 2022
March 2023	Pilot IEP goal writing partnership with students (involve them in the process - identifying strengths and area of focus)	Identified teachers and staff from each department	8.15.22	Not started	

Objective 1.2	All TSD staff who have direct contact with students will establish and maintain a foundation for learning partnerships using the models identified in Culturally Responsive Teaching.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
June 2023	Expand the Multicultural Awareness Day (breadth and depth) to include students of all ages	Malibu Barron and sub-committee	8.15.22	In progress	Stella and Malibu have begun discussing this campus-wide event that will happen spring 2023.
Objective 1.3	Develop and implement culturally responsive policies and procedures that are integrated in all levels of the organization.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
October 2022	Develop procedures that promote a "Warm Demander" philosophy	ILC	8.15.22	Not started	Will build this into our MTSS discussions with ILC; can be reinforced in all district-wide PD sessions
December 2022	Develop flowchart for how to ensure Culturally Responsive Teaching practices when developing IEPs	ILC	8.15.22	Not started	Needs to be developed by November 2022 so that all departments can implement this when engaging in PD sessions in preparation for ARD week
December 2022	Conduct department surveys to identify current practices that do and do not align with Culturally Responsive Teaching (ensure common baseline understanding of Culturally Responsive Teaching before doing this)	Departments	8.15.22	Not started	Departments will conduct this independently with some support/coordination at the district level so that they can tailor their data collection to their needs. Will only focus on the academic departments in 2022-2023.

Strategy 2: Ensure accountability in data collection, data analysis, and goal setting through systematic practices that align with the Culturally Responsive Teaching framework.

Objective 2.1	Individual assessment profiles will be established that are current and describe a student's strengths and areas of need within the areas of academics, communication/language, and social-emotional development. This is not to be limited to and may include additional areas as appropriate (e.g., transition).				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
December 2022	Inventory current assessments used district and department-wide + follow up on long-term assessment use plans	Tamara, ILC, Principals	8.15.22	Not started	Tamara Copeland-Samaripa will lead a discussion about this in an upcoming ILC meeting.
Objective 2.2	Develop operating guidelines to ensure full understanding and consistency of data sources, use of data, and collaboration/partnership with the multidisciplinary teams and students/families. This is to ensure the longevity of assessments utilized district-wide and ensure the data derived from the assessments continue to be meaningful and guide instructional practices within each department.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
December 2022	Compile a best practice report regarding schoolwide data reporting + recommendations	Tamara, Rebecca, Donna, Krista, Sisakoth	8.15.22	In progress	The sub-committee is in the process of collecting feedback from other schools about how they use data.

Objective 2.3	Ensure accountability through a consistent practice of department level data teams as well as student(family)/teacher learning partnerships that work towards more frequent and appropriate: data collection, data analysis, goal-setting, and implementation of instructional practices that align with the Culturally Responsive Teaching framework.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
May 2023	Propose design (structure and goals) for a district data team	Tamara, Rebecca, Donna, Krista, Sisakoth	8.15.22	Not started	After assessing existing data and identifying best practices, the committee will work on this piece.
Strategy 3: Utilize student-centered instructional practices that ignite students' passion for learning and ensure that all learners can access and engage in meaningful learning experiences.					
Objective 3.1	All TSD students will strengthen their critical thinking and self-efficacy skills by engaging in opportunities for inquiry-based learning, as evidenced by measurement tools designed for students and staff.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
October 2022	Recruit more teachers to join our sub-committee	Carl Borsotti, Leslie Hussey, Keri Sluyter, and Joey Vaughan	8.15.22	Not started	The committee will recruit members from a variety of instructional departments.
October 2022	Expanded sub-committee meet to identify key elements of inquiry-based learning	Carl Borsotti, Leslie Hussey, Keri Sluyter, and Joey Vaughan	8.15.22	Not started	Will review with committee members; Elementary administrators have read the book Leading Through a Lens of Equity

March 2023	<p>Develop a template designed to promote use of inquiry in units/lessons. Include names of TSD employees who can help support them in this process.</p> <p>Ensure the template is staff-friendly and could be utilized in the residential program as well.</p> <p>Seek input from ILC.</p>	Carl Borsotti, Leslie Hussey, Keri Sluyter, and Joey Vaughan	8.15.22	Not started	Encourage members of SGT 1 to experiment with using this new template so they can provide feedback
Spring 2023	Attend training on participate in a book study to further our understanding of inquiry-based learning	Carl Borsotti, Leslie Hussey, Keri Sluyter, and Joey Vaughan	8.15.22	Not started	

Spring 2023	<p>Showcase different examples of TSD teachers and residential educators incorporating inquiry in their lessons/activities. Document this in formats such as PD Instagram account and develop a list of lesson ideas with hyperlinks.</p> <p>Be sure to highlight a VARIETY of examples, showing some who made minor tweaks to ideas within TRS and also those who do more elaborate forms of inquiry-based learning.</p>	Carl Borsotti, Leslie Hussey, Keri Sluyter, and Joey Vaughan	8.15.22	Not started	Committee to consider planning for annual showcase to happen in the spring
Spring 2023	Use one ILC session to plan for inquiry-based learning in 2023 - 2024	Stella Egbert, Leslie Hussey, and Joey Vaughan	8.15.22	Not started	

Objective 3.2	As part of the Universal Design for Learning Framework, all TSD students will demonstrate awareness of their personal learning needs and preferences by engaging in self-directed learning, as evidenced by student reflections through different means, such as interviews, surveys, portfolios, staff observation, and self-advocacy measures.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
10.1.22	<p>Train campus and district presenters on the tenants of UDL so they can model these practices in district and department PD sessions</p> <p>Source: <u>Planning PD Using a UDL Lens</u></p>	<p>Instructional Leadership Team</p> <p>Librarians</p> <p>Curriculum Specialists</p>	8.15.22	In progress	<p>Stella will include this in an ILC session in early fall 2022. She will order copies of Katie Novak's UDL Now for the instructional division.</p> <p>Elementary administrators have read UDL Now and included these practices in their August inservice sessions.</p> <p>Middle school will use UDL Now as the driving force for their grade level team PLC sessions.</p>
12.15.23	<p>SGT 1 sub-committee reviews the suggested UDL Timeline for Implementation to make plans for TSD</p> <p>Source: <u>Timeline for Implementation</u></p>	<p>Carl Borsotti, Leslie Hussey, Keri Sluyter, and Joey Vaughan</p>	8.15.22	Not started	

5.31.23	Make time and space for conversations about UDL with teachers - how are they/might they incorporate it into their lessons?	Instructional Leadership Team Librarians Curriculum Specialists	8.15.22	In progress	UDL considerations are included in the unit planning template for Elementary teachers and are a focus of PLC conversations. Middle school teachers are addressing this during their PLC sessions.
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Strategy 4: Empower students to be prepared for life after graduation by providing them with exposure to various careers and collaborate with them to develop meaningful Individual Transition Plans tailored to their unique needs.

Objective 4.1	Provide varied, age-appropriate career exploration opportunities for students from elementary to high school.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
October 2022	Committee to review TCP proposal and how we can benefit from revisiting this plan to better come up with various opportunities for our students.	CTE Leadership Team, Richard Layton, Karen Henry	8.15.22	In progress	Daniel Veit and Megan Scarboro shared the TCP proposal. Stela will set up a meeting with the team to review this.
January 2023	CTE Teachers to explore SKILL USA and create a plan to implement further partnerships; continue existing partnerships (Mozzeria, Culinary Bowl competitions, etc.)	CTE Leadership Team, Richard Layton, culinary arts teacher	8.15.22	Not started	Stella will work with Megan on this.

January 2023	Explore partnerships between programs: Elementary and MS explorations with CTE courses (Robotics/Elementary Camp; Graphic Design Monsters to start.)	ILC Leadership Team, SOC Summer Program representatives	8.15.22	Not started	ELT and ILC will begin these discussions.
Objective 4.2	Strengthen Individual Transition Plans.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
January 2023	The SGT sub-committee will plan a PD series designed for MS and HS teachers on what transition plan is--what features, and how relevant it is for students. <i>Use survey information from advisory teachers to design PD plan and incorporate this into the HS/CTE MTSS framework.</i>	Transition Coordinator, CTE/HS MTSS Representatives, Career Counselors	8.15.22	Not started	Stella will check with Karl Hummel and Christina Harucki to see if a survey was administered in spring 2022.

January 2023	Form a committee to work on a portfolio that responds to transition plans for grades 7-11. Committee would need to look at how portfolio pieces can support both, All about Me Presentations and Transition plans.	Transition Coordinator, CTE/HS MTSS Representatives, Career Counselors, 1 CTE Teacher, 1 HS Teacher, 1 MS Teacher	8.15.22	Not started	
January 2023	Committee to work on a capstone project for seniors in presenting what their plans are and how they are ready to achieve their goals (transition plan, service learning project).	Transition Coordinator, CTE/HS MTSS Representatives, Career Counselors, 1 CTE Teacher, 1 HS Teacher	8.15.22	Not started	

SGT #:	2				
Focus Area:	Nurturing Positive Culture				
Goal:	Create a culturally responsive school climate and culture that fosters inclusivity and mutual respect while providing the resources and supports necessary to accomplish TSD’s school mission.				
Strategy 1: Enhance equity, inclusion, and belonging and a culture of mutual respect.					
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
7/1/22	Create and post RFP for DEI Consultant	ELT, Malibu Barron	8/22/2022	Completed	Done
9/1/22	Choose DEI Consultant	ELT, Malibu Barron	8/22/2022	In progress	Interviewing DEI consultants during the week of August 22
10/15/22	DEI Consultant will provide plan and strategies to district	DEI Consultant	8/22/2022	Not started	
4/20/23	Multicultural Day on Campus	Malibu Barron and Alejandro Cabrera	8/22/2022	In progress	Alejandro and Malibu will be meeting biweekly to plan for this school-wide event.

Strategy 2: Strengthen the Positive Behavior Interventions and Supports (PBIS) framework with restorative lens.

Objective 2.1	Train all staff in PBIS practices with the restorative lens.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
1/15/23	Re-train all behavior specialists in data collection, behavior shaping, and positive practices for all students	ESC 13, DOI, Special Education Director			
Objective 2.2	Review how documentation is written and incidents are addressed.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
5/30/23	Review incident logs for trends and make changes to how we document incidents	Administrator, Special Education Director			
5/30/23	Review our use of timeout and exclusive practices	Administrator, Special Education Director			

Strategy 3: Fully implement Restorative Practices and Social-Emotional Learning (SEL).					
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
1/15/23	Collect and analyze SEL data from the PASS Screening to identify gaps in skills/student needs and create plans to address these gaps	Administrators, Special Education Director, DOI			
5/30/2023	Implement ChangeMakers at the elementary level and collect end of year data regarding coping skills of students	Elementary Dept Teachers, Counselors, SEL Coordinator			
5/30/2023	Provide SEL Course in MS (6th grade) and provide year end survey to students	MS department			

Strategy 4: Implement a continuum of school and community mental health services and supports.					
Objective 4.1	Offer a continuum of school and community mental-health supports to broaden mental health supports (staff/student training).				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
11/15/2022	Review current screening and documentation procedures for addressing self-harm at TSD to include our current delivery models for social work and counseling.	Counselors, DOI, Director of Student Life, Special Education Director, Coordinator of School Mental Health Services			
10/1/22	Purchase Gatekeeper Training for teachers, residential staff, and others	All DOI/SL staff		ongoing	Working on purchasing Kognito suite and adding it to Bridge (Ranger Academy)
12/15/2022	Implement Gatekeeper training	SBMH Coordinator, Special Education Director, Human Resources			

Objective 4.2	Improve school-community collaboration to provide integrated and coordinated mental health care to students and families.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
3/31/2023	Host a community Forum at TSD for community providers	Coordinator of School Mental Health Services, Counselors, SHAC			
Objective 4.3	Empower families to manage the myriad decisions and resources they need to meet their child's mental health needs (parent and community training and supports).				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
3/31/2023	Collaborate with SGT 5 on creating parent training opportunities related to mental health/Self-Care.	Coordinator of School Mental Health Services, Counselors, Social Workers, Parent Liaisons			

SGT#:	3
Focus Area:	Early Language Acquisition & Learning
Goal:	Maximize language development by broadening early learning acquisition services and strengthen ASL/ English bilingual instructional practices.

Strategy 1: Strengthen collaboration and professional support with Early Childhood providers to improve language outcomes.					
Objective 1.1	Improving Early intervention services through partnerships and relationships with stakeholders.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
8/31/2023	Provide support for local Parent Advisors (EI TODs) through training, workshops, and networking meetings	Shelly Bergeron and Rachel Baker			
8/31/2023	Facilitate 5 initial Meet and Greets with ECI and DHH providers locally to enhance partnerships and capacity for services.	Shelly Bergeron			
8/31/2023	Use data analysis of the TEHDI MIS to develop a plan to support TEHDI in reducing LTF/LTD through TEHDI Regional Summits and dissemination of information to parents and professionals.	Shelly Bergeron			

8/31/2023	Develop a framework for Texas Intervention Care Coordination System for Deaf and Hard of Hearing Babies	Bobbie Beth Scoggins, Donna Valverde and Jennifer Prigge			
Objective 1.2	Expanding digital accessibility for families and professionals leads to improved language and educational outcomes for DHH children.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
8/1/2023	Develop an online application to allow parents to locate and register for Family Services programs and events through one registration form.	Bobbie Beth Scoggins, Jennifer Prigge and Kaycee Summers			
8/1/2023	Develop a process that will allow parents to easily access videos on early intervention, language development, communication, ASL Storytelling, and routines-based ASL phrases to support language acquisition	Jennifer Prigge and Kaycee Summers			

Objective 1.3 Implementing Culturally responsive practices to foster authentic engagement, language and learning.					
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
8/31/2023	Research and collect data on culturally diverse resources, events, and collaborate with SGT 5 to promote family-to-family connections while increasing cultural competence among professionals at TSD and statewide	Rachel Baker			
8/31/2023	Create a needs assessment, locate research, begin making connections in local communities to provide resources to Spanish speaking families	Rachel Baker			
8/31/2023	Research and develop a survey to determine the need for a multi-disciplinary team that can provide support to families and children, ages birth to 8 within Region 13.	Stella Ebgert, Claire Bugen, Ann Merdeith, Claudia Avunca , Elizabeth Sterling, Rachel Baker, Jennifer Prigge, Bobbie Beth Scoggins			

8/32/2023	Create a work group to address the need for multi-disciplinary team process to strengthen TSD ELC Services	Stella Egbert, Claire Bugen, Ann Merdeith, Claudia Avuncan, Elizabeth Sterling, Rachel Baker, Jennifer Prigge, Bobbie Beth Scoggins			
Strategy 2: Utilize appropriate tools to evaluate and monitor language growth in infants and students from birth to eight years of age.					
Objective 2.1	Use appropriate language assessment tools to evaluate and monitor each child's ongoing language growth and progress and share data with parents/guardians.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
1/2023	Assessment Data results are transferred to language profiles, starting in PK-5.	Stella Egbert, ELC and Elementary Admin Team			
1/2023	Determine where to house language profiles for PK-5.	Stella Egbert, ELC and Elementary Admin Team			
Objective 2.2	Provide targeted professional development to stakeholders in identified areas of needs.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
6/2023	ASL/English Bilingual Education PD will be conducted for the full year for the Instructional Leadership Team.	Stella Egbert			

6/2023	Provide Cross-Departmental District PD using Hammond's Quadrant reflecting topics in ASL/English Bilingualism.	Instructional Leadership Team			
Objective 2.3	Use assessment data to develop and implement targeted intervention, monitor language growth, and provide evidence-based instruction.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
6/2023	PK-5 Language Instruction Framework	ELC and Elementary Administrative Team, Stella Egbert			
Strategy 3: Implement structured approaches to language instruction in Grades 3 to ACCESS focused on second language acquisition.					
Objective 3.1	Structured professional development addressing the following: fingerspelling strategies, BGC as a structured program and for intervention measures, the linguistics of ASL, second language acquisition strategies, eye gaze and tracking, and assessing ASL viewing skills, to begin.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
1/2023	MS and HS Adopted new ELAR Curriculums; Training, Implementation and Assessment Periods	Stella Egbert, Principals			
1/2023	ELAR Curriculum Alignment with BGC	Lead BGC Teachers (Smith/MS; New HS Teacher)			

6/2023	Elementary K-5 BLA Program with its Assessment Tools	Stela Egbert, Elementary Administrative Team			
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Objective 3.2	Tiered intervention structure: align with MAP and other data sets (STAAR), refine Tiered intervention using screening tools and progress monitoring. Consider SLP roles in intervention and how to strengthen language services for the IEP.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
7/2023	Design recommended tiered intervention framework	MTSS Coordinator, DOI, and ILC			
Objective 3.3	Structured approach to instruction: implement language immersion courses/classes and opportunities; provide parent support for ASL learning (new to ASL, need to strengthen ASL use); more ASL focused offering for our students; more language based IEP goals to strengthen content language mastery; and identify assessments that are best used to assess current ASL skills.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
7/2023	Using the K-5 Immersion Program model, recommendations for immersion classes in 6-8.	MTSS Coordinator, DOI, Elementary and MS Administrative Teams			

SGT #:	4
Focus Area:	Employee Engagement
Goal:	Establish an environment that will attract, build, and retain a highly skilled staff, increase BIPOC representation, and foster professional development and personal growth.

Strategy 2: Provide targeted professional development that supports employee career goals.					
Objective 2.1	Develop and implement an interactive strategic goal-based performance evaluation system for classified staff.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
July 2023	Develop performance evaluation template	Human Resources			
July 2023	Develop related policy and procedures.	Human Resources			
July 2023	Develop training for managers and staff	HR Training Specialist			
August 2023	Implementation and training delivery	Human Resources			
Strategy 3: Recruit, hire, develop, and retain a diverse and qualified workforce.					
Objective 3.1	Develop a strategic recruitment plan.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
August 2022	Establish Recruitment Plan Committee	SGT 4			
December 2022	Review current recruitment practices and identify areas in need of improvement	Recruitment Plan Committee/HR			Work with DE&I consultant
May 2023	Develop strategies that will address areas of concern or areas that need improvement.	Recruitment Plan Committee/HR			Work with DE&I consultant

June 2023	Seek input/approval from ELT on the Recruitment Plan.	Recruitment Plan Committee/HR			
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SGT #:	5
Focus Area:	Family and Community Partnerships
Goal:	Foster a sense of belonging and increase engagement among all families and communities with partnerships and collaborative opportunities.

Strategy 1: Strengthen family partnerships focused on academic growth, social emotional development, cultural understanding, and mutual respect.					
Objective 1.1	Enhance communication and support culturally diverse families.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
January 2023	Revamp Parent section on TSD webpage	Ann, Wilmonda, and Social Workers, Ashley O’Niell, Fernando, 2 family rep		set monthly meeting - in progress	-Set monthly meeting, get more people involved
January 2023	Develop survey to gather inputs from parents on ARD Week and Year-Around School calendar	Wilmonda, DAC representatives			
June 2023	Collaborate with SOC on resources to support family engagement and set meetings to brainstorm how to work together in sharing resources	Ann & SOC Rep, Social Workers, SEL?		monthly meetings scheduled	-Set monthly meeting -Identify specific resources for TSD parents
January 2023	Share and advertise options with staff and families for better communication access using different apps including Talking Points <i>app</i>	Ann	1/13/2022	started - meet with ILC, discuss this opportunity	researching uses (video) for TSD, Talking Points is the app that meets our needs, app was shared w/principals for feedback

June 2023	Continue monthly meetings with PTSO officers and Supt, DOI and DSL and support in recruiting officers.	Ann and Wilmonda	1/5/2022	started - on-going	General Meeting - August 20th
Objective 1.2	Establish and improve on regular opportunities for interaction.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
June 2023	Continue to provide family support at two homegoing stops and quarterly zoom sessions with residential parents	Ann & team (Trudy Zhang, Ashley O'Niell, Keri, RS, Elizabeth, SW, others)	1/5/22	on-going	-Work on schedule dates for homegoing dates and zoom sessions -Assign staff -Find Fund for meals
On-going	Continue to offer On-line ASL classes for parents	Ann	1/5/2022	ongoing	11/5/21-9 teachers teaching 36 TSD students/34 families, 2022-7 teachers, working to get classified (non-exempt) staff to be able to teach
June 2023	Design a model for remote FWR and conduct an Austin area retreat.	Ann, Wilmonda, and SOC team	10/25	started	research past remote retreats, Consider involving Diana P. and Debbie White
January 2023	Develop an application for Picture Communication for Parents of students with limited language skills.	Keri, SRS. SLPs		Started	Explore different App for better communication at home between families and deaf children.

Strategy 2: Create a school culture that builds community understanding, engagement, and support.					
Objective 2.1	Identify and implement strategies that increase participation among the hearing and deaf communities at TSD events.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
June 2023	Determine the content that should be included on the Community tab on the TSD website.	Wilmonda, Peggy Ann, SOC, Gabe, Fernando		not started	Schedule meeting quarterly (Oct, Jan, March)
January 2022	Design the community web page	Peggy Ann, Wilmonda, Gabe, Fernando	1/5/2022	not started	
June 2023	Set up 2nd carnival for TSD families/community	Peggy Ann, Wilmonda, Ann	August 2022 (completed first carnival)	on-going	-Debriefing meeting (Aug 25th) -Seek for money donations/sponsors -Apply for Mini-grant
Objective 2.2	Identify community partnerships that support TSD strategic goals and provide opportunities for meaningful collaboration.				
Projected Date of Completion	Actions/Tasks	Person(s) Responsible	Progress Report Date	Status	Progress Notes
January 2023	Develop script and timelines for a new TSD Info/Promo Video. Review and assess strengths and areas to improve a current promo video "All About Me".	Gabe, Peggy Ann, Janis Cripps, sub-committee Wilmonda	On-going	Project deadlines vary	-Decide whether to use the TSD media team to create the video or outside of TSD by the end of ??? Select dates for video shooting sessions (campus, class, dorm, activities, etc)
June 2023	Choose 3 projects to execute for increased Community Involvement.	Peggy Ann, Keena	1/10/2022	On-going	-Work with Signing Santa -Others

	Set an annual meeting with stakeholders (SOC, PTSO, Deaf Club, Alumni, ACC, Business Vendors, and community organizations) to build collaboration	Peggy Ann and work with SOC	12/2021	not started	-schedule date for the first zoom meeting.
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TSD Action Plan for Academic Achievement Focus Areas: Math and Reading

Data Analysis

Student “high stakes” outcomes at TSD are measured using two different assessments: the State of Texas Assessments of Academic Readiness (STAAR) and the NWEA Measures of Academic Progress (MAP.) Students in grades 3-8 and those in high school taking End-of-Course (EOC) classes (English I, English II, Algebra I, Biology and US History) participate in STAAR assessments assigned to each grade level or course, however unlike with most schools in Texas, the STAAR is not our state accountability measure with the Texas Education Agency (TEA.) TSD has an academic Memorandum of Understanding (MOU) with TEA where we use MAP as our state assessment accountability tool for students in grades 3 – 8 and high school. Both the STAAR and MAP are aligned with the Texas TEKS, our state standards. In a typical year, TSD compares fall and spring individual student MAP RIT growth scores to determine the number of students meeting their NWEA determined Projected Growth scores. These are then used within the context of the MOU to communicate student progress with TEA. MAP testing was not provided during Spring of 2019 (due to COVID), so there are no data comparisons available for that school year. In addition, 2020-2021 data was a bit of an outlier because our performance results were based on winter to spring testing events only. For the 2021-2022 school year we returned to pre-pandemic testing procedures and dates comparing Fall to Spring testing events. Although each department met their overall indicator projections for math and reading combined for the 2021 – 2022 school year, we saw a drop in math growth for middle and high school as well as a significant drop in reading growth across all departments.

2021 – 2022 MOU Overall Projected vs Achieved Indicator Percentages (Math and Reading) by Department

Department	Projected	Achieved
High School	40%	45%
Middle School	40%	43%
Elementary	25%	29%

3 Year Comparison: Percentages of Students Meeting MAP Projected Growth by Department

	MATH			READING		
Department	2018 – 2019	2020 - 2021	2021 – 2022	2018 – 2019	2020 – 2021	2021 – 2022
Elementary	31	22	27	18	44	18
Middle School	53	49	41	46	46	35
High School	52	49	50	48	42	34

STAAR Progress Measure

Each year, TEA provides a STAAR Progress Measure for each student. The STAAR progress measure provides information about the amount of improvement or progress a student has made on any given STAAR assessment. The STAAR progress measure is calculated based on a student's gain score – the scale score difference between the current accountability year and the previous accountability year(s). Individual student progress is then categorized as Limited, Expected, and Accelerated progress. ([See full PDF](#) for a more detailed explanation such as how the progress measure is determined.) The chart below shows the % of students with Limited vs Expected or Accelerated progress by grade level for this two-year time period. Because there is no comparison data for students in grades 3 (first time test takers in 2021 – 2022), this chart begins with grade 5 data. In 2021–2022, progress measures are available for English mathematics and reading in grades 4–8, Algebra I, and English II. For EOC assessments, progress measures are reported only for the Algebra I and English II first time test takers in 2021–2022. For the 2021-2022, retest results are not used to compute progress measures for English II.

Grade or EOC MATH	2020-2021		2021-2022		Grade or EOC READING	2020-2021		2021-2022	
	Limited %	Expected or Accelerated %	Limited %	Expected or Accelerated %		Limited %	Expected or Accelerated %	Limited %	Expected or Accelerated %
4	No Data	No Data	50%	50%	4	No Data	No Data	23%	77%
5	48%	52%	48%	52%	5	48%	52%	48%	52%
6	46%	54%	36%	64% ▲	6	58%	42%	40%	60% ▲
7	44%	56%	42%	58% ▲	7	31%	69%	27%	73% ▲

	8	65%	35%	67%	33%	8	24%	76%	63%	37%
	Algebra I	95%	5%	85%	15% ▲	English I	No Data	No Data	No Data	No Data
						English II	No Data	No Data	33%	67%
Key Players:	DOI, MTSS Coordinator, Department Principals, SGT #1 Subcommittee Designees, Teachers									
Procedure for MAP Benchmarks : MATH and READING	<p>Establish RIT band intervention or AI groups for math and reading intervention by doing the following:</p> <ul style="list-style-type: none"> After MAP testing in fall, winter and spring: <ul style="list-style-type: none"> Run interactive MAP Classroom Breakdown ONLINE (not PDF) report no more than 1 week after testing Establish intervention groups by Reporting Category RIT bands (no more than 15 RIT band points should separate any given intervention group) Drill down by student in each reporting category (to the Student Expectation level on the Learning Continuum) to pinpoint overarching academic needs for each group Meet 1:1 with each student to share his/her/their data, and support each student to set individual math or reading goals. Begin intervention groups using pinpointed data no later than the 2nd week after fall, winter, spring testing Establish exit criteria for each group Progress Monitor every 2 weeks to assess progress and make adjustments as necessary Exit students out of intervention as students meet set exit criteria After spring MAP assessments, calculate the number of students meeting or exceeding their fall to spring Projected Growth scores by department. 									
Procedure for STAAR Progress Measure Benchmarks MATH and READING:	<p>After STAAR testing:</p> <ul style="list-style-type: none"> During the first two weeks of school, using Eduphoria, the MTSS Coordinator will create the Student Reporting Category Breakdown Report by grade levels (cohorts) or EOCs to identify and prioritize Reporting Categories and share with principals Principals will use these data to plan for and lead ongoing PLC (Professional Learning Communities) designed to support teachers in data analysis and instructional application Teachers use these data to develop lesson plans that emphasize these areas of greatest need during daily instruction and during intervention, as appropriate After spring testing, create Progress Measure reports for grades 3 – 8 and EOCs in order to assess student progress data between the current and previous year's STAAR assessment(s) determining Limited, Expected or Accelerated progress 									

	*It should be noted that beginning with the 21-22 school year, the stand-alone writing assessments for grades 4 and 7 will go away, and in 22-23 writing will be paired with reading in all grades for grades 3-8. This may affect overall student progress data.	
MATH Focus Area #1:	<i>The overall number of students meeting or exceeding their MAP projected growth scores will increase in each department</i>	
Benchmark: (MAP Math)	2021-2022	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 25% or more students in the Elementary department will meet or exceed their projected growth scores. (actual: 27% ▲) ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% or more students in the Middle School department will meet or exceed their projected growth scores. (actual: 41%) ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% or more students in the High School department will meet or exceed their projected growth scores (actual: 50%)
	2022-2023	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 27% or more students in the Elementary department will meet or exceed their projected growth scores. ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% revised to 42% or more students in the Middle School department will meet or exceed their projected growth scores. ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% or more students in the High School department will meet or exceed their projected growth scores.
	2023-2024	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 31% revised to 29% or more students in the Elementary department will meet or exceed their projected growth scores. ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% revised to 43% or more students in the Middle School department will meet or exceed their projected growth scores. ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% or more students in the High School department will meet or exceed their projected growth scores.

	2024-2025	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 31% or more students in the Elementary department will meet or exceed their projected growth scores. ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% revised to 45% or more students in the Middle School department will meet or exceed their projected growth scores. ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 50% or more students in the High School department will meet or exceed their projected growth scores.
MATH Focus Area #2:	<i>Increase the number of students obtaining Expected or Accelerated on their STAAR Math/Algebra I Progress Measure Reports by cohort or EOC.</i>	
Benchmark: (STAAR Progress Measure Report for MATH)	2021-2022	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more. (actual: 60% achieved)
	2022-2023	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more.
	2023-2024	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more.
	2024-2025	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more.

READING Focus Area #1:	<i>The overall number of students meeting or exceeding their MAP projected growth scores will increase in each department</i>	
Benchmark: (MAP Reading)	2021-2022	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 45% or more students in the Elementary department will meet or exceed their projected growth scores. (actual: 18%) ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 47% or more students in the Middle School department will meet or exceed their projected growth scores. (actual: 34%) ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 44% or more students in the Middle School department will meet or exceed their projected growth scores (actual: 34%)
	2022-2023	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 45% revised to 19% or more students in the Elementary department will meet or exceed their projected growth scores. ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 48% revised to 35% or more students in the Middle School department will meet or exceed their projected growth scores. ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 60% revised to 35% or more students in the Middle School department will meet or exceed their projected growth scores.
	2023-2024	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 45% revised to 20% or more students in the Elementary department will meet or exceed their projected growth scores. ● Middle School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 49% revised to 37% or more students in the Middle School department will meet or exceed their projected growth scores. ● High School <ul style="list-style-type: none"> ○ Using fall to spring MAP Projected Growth comparisons, 48% revised to 37% or more students in the Middle School department will meet or exceed their projected growth scores.

	2024-2025	<ul style="list-style-type: none"> Elementary <ul style="list-style-type: none"> Using fall to spring MAP Projected Growth comparisons, 45% revised to 21% or more students in the Elementary department will meet or exceed their projected growth scores. Middle School <ul style="list-style-type: none"> Using fall to spring MAP Projected Growth comparisons, 50% revised to 39% or more students in the Middle School department will meet or exceed their projected growth scores. High School <ul style="list-style-type: none"> Using fall to spring MAP Projected Growth comparisons, 50% revised to 39% or more students in the Middle School department will meet or exceed their projected growth scores.
READING Focus Area #2:	<i>Increase the number of students obtaining Expected or Accelerated on their Reading/English I and II STAAR Progress Measure Reports by cohort or EOC.</i>	
Benchmark: (STAAR Progress Measure Report READING)	2021-2022	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more. (actual: 40% achieved)
	2022-2023	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more.
	2023-2024	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more.
	2024-2025	When comparing the previous year's STAAR Progress Measure report with the current year's STAAR Progress Measure report, each cohort (grades 4 – 8 or EOCs) will increase the total percentage of students obtaining Expected or Accelerated on this report by 1 percentage point or more.

GLOSSARY

ACCESS - Adult Curriculum for Community Living, Employment and Social Skills provides instruction and community-based learning opportunities designed to help post-high school Deaf students (18-22 years old) develop practical real-world skills in the areas of employment and independent living.

Accelerated Instruction (AI) is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state- mandated assessment.

AALT - Academic Affairs Leadership Team which includes the Director of Academic Affairs, Supervisor of Instructional Support, Curriculum and Assessment, Supervisor of Student Support Services, Instructional Data Analyst and Supervisor of Professional Development/ASL Services.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

BIP is the Behavior Intervention Plan which is tailored to meet the behavior needs of students.

CAT - Content Area Team.

DRA is Developing Reader's Assessment that serves as a testing instrument for students which is designed to provide information on the student's reading skills.

DWA - Developing Writers' Assessment which is a testing instrument designed to provide information on a student's functional writing skills.

EOC assessments are end-of-course tests, which are state mandated, and are part of the STAAR program. Successful performance on EOC assessments are required. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

ESC - Educational Service Center, a component of the Texas Education Agency which serves as a resource for schools including Texas School for the Deaf.

IEP is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts such as a statement of the

student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services, and program modifications or support for school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or school wide tests, whether successful completion of state-mandated assessments is required for graduation, etc.

LSSP - Licensed Specialist in School Psychology

MOU stands for Memorandum of Understanding which serves as a written agreement between two entities.

OT - Occupational Therapist

PD - Professional Development which is another term for staff training.

PT - Physical Therapist

PBIS stands for Positive Behavior Intervention & Supports, which is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to sign effective environments that improve the link between research-based practices and the environments in which teaching and learning occurs.

Rtl stands for Response to Intervention, which is a multi-tier approach to the early identification and support of student with learning and behavior needs. Rtl process begins with high-quality instruction and universal screening of all children in the classroom.

SAT-10 stands for Stanford Achievement Test which is a required assessment given annually for our Memorandum of Understanding with Texas Education Agency.

SLP - Speech-Language Pathologist

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011-2012 school year.

STAAR-A is an accommodated version of the STAAR that is available for eligible students who regularly use accommodations in the classroom.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

SEL refers to the Social Emotional Learning which is a process for helping students and adults develop fundamental skills for life effectiveness by teaching the skills and tools they need to handle themselves, relationships and their work effectively and ethically.

State-Mandated Assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the test if necessary for promotion or graduation.

TASB - Texas Association of School Boards

TEA is the Texas Educational Agency, a state agency that oversees primary and secondary public school education in the state of Texas.

TRS is the Texas Resource System formerly known as CSCOPE which is an online curriculum management system designed as resource for teachers, schools and districts across the state.

VCSL - Visual Communication and Sign Language checklist. Developed by Visual Language and Visual Learning Center at Gallaudet University, it serves as a standardized comprehensive checklist used to assist in tracking young children's sign language development from birth to age 5.

YAG - Year at a Glance, a component of the Texas Resource System (TRS), is designed to present a snapshot of the entire year's instructional plan. The YAG is a map and pacing guide for units of study and it makes the curriculum viable by ensuring that the teacher has adequate instructional time to present the required content.

APPENDIX

The district improvement plan must include provisions for:

A comprehensive needs assessment addressing the LEA's student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the LEA, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs;

Measurable LEA performance objectives for all appropriate achievement measures for all student populations, including students in special education programs, and other measures of student performance that may be identified through the comprehensive needs assessment;

Strategies for improvement of performance that include:

Instructional methods for addressing the needs of student groups not achieving their full potential;

Methods for addressing the needs of students for special programs, including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;

Dropout reduction;

Integration of technology in instructional and administrative programs;

Discipline management;

Staff development for professional staff of the LEA;

Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and

Accelerated education;

Strategies for providing to middle school, junior high school, and high school students, teachers and school counselors, and parents information about:

Higher education admissions and financial aid opportunities;

The Toward Excellence, Access and Success Grant Program and the Teach for Texas Grant Program;

The need for students to make informed curriculum choices to be prepared for success beyond high school; and

Sources of information on higher education admissions and financial aid;

Resources needed to implement identified strategies;

Staff responsible for ensuring the accomplishment of each strategy;

Timelines for ongoing monitoring of the implementation of each improvement strategy;

Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of performance; and

The policy addressing sexual abuse and other maltreatment of students.

The information above can be found in our annual Report of Student Performance and Proposed Quality Indicators of Student Performance, and in our Student Abuse and Neglect Policy.