



Trinity Environmental Academy

An SES School of Science and Engineering

District Improvement Plan (APPROVED)

2018-2019

The mission of Trinity Environmental Academy is to provide an innovative, environmental-based education to engage and empower scholars to become tomorrow's global change agents. Explained simply, the mission is to use the environment as a lens in teaching standards-based content, using the community as a learning laboratory and engaging scholars to take ownership of their futures and leadership in the many communities they participate in.

Our vision is to develop impact-oriented, outward-focused, and self-realized global citizens by engaging students in relevant, inquiry-based learning focusing on sustainability and STEM education. In establishing healthy spaces that nourish scholars mentally and physically, we are setting the stage for high academic achievement for every TriEA scholar.

School Success Team Committee Members: Michael Hooten, Superintendent/CEO; Clarcencia Wade, School Director; Jennifer Hoag, Compliance and Development Director; Georgetta Wraggs, Dean of Scholars; Barbara Grant, Parent; Casey Martin, Community Member; RJ Samuels, Teacher; Danielle Cowden, Teacher; Yvonda Akers, Teacher; Shirlene Duncan, Teacher; Jodie Hernandez, Teacher

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES 2017-2021

- Goal #1 Recruiting, Supporting, and Retaining Teachers and Principals
- Goal #2 Improving Transparency of District and Campus Academic and Financial Performance
- Goal #3 Building a Foundation of Literacy and Numeracy
- Goal #4 Improving Low-Performing Schools

COMPREHENSIVE NEEDS ASSESSMENT (CNA) SPRING 2018

Data Sources Reviewed:			
<ul style="list-style-type: none"> Enrollment Attendance Ethnicity Student/Teacher Ratios Course Completion Student reactions to school field trips and school wide events Staff Mobility/Stability T-TESS Data Assessment Data (STAAR, STAR 360, BAS, iStation, Summative) Special Program Qualifications 	<ul style="list-style-type: none"> Mobility Rate EOY Teacher/Parent Surveys Book Study: An Ethic of Excellence by Ron Berger Discipline referrals Teacher Certification/ Qualification Data Professional Development Data Teacher-Student Ratios Lessons/Units/Scope and Sequence Student Work 	<ul style="list-style-type: none"> Curriculum resources inventory Technology inventorage/usage Summative Assessments and/or Other Assessments Schedules Teacher/Student/Program Support Structures Communication Tools (LivingTree, Skyward, BrightArrow, Social Media) Supervision Structure Classroom walkthroughs/observations 	
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> Enrollment goals were met for 17-18 school year; increase to 300+ scholars anticipated Location on college campus promotes college readiness Scholar population primarily English speaking and mostly 	<ul style="list-style-type: none"> Increased attendance through more direct teacher-family engagement Increased diversity through recruiting throughout our geographic boundaries Increased supports available for 	<ul style="list-style-type: none"> Registrar/attendance clerk closely monitors and responds to attendance issues. Expand recruiting efforts to include increased areas within geographic boundaries Increase transportation resources

	free/reduced lunch eligibility	families in crisis to prevent mobility issues/increase stability <ul style="list-style-type: none"> Limited transportation negatively impacts enrollment and attendance 	including van/bus access <ul style="list-style-type: none"> Offer access to family support resources through school counselor
Student Achievement	<ul style="list-style-type: none"> Multiple data points to pull from Academic Rtl Process STAAR Scores for grades 6-8 increased from 2017 on average of 9.3points across subjects Reading growth among primary students increased 	<ul style="list-style-type: none"> Consistency across grade levels in the instruction of academic vocabulary Vertical alignment planning across and among grade levels Incorporating the use of technology in instruction Accessibilty to technology across the district/additional & technology for every classroom Communicating the grade level expectations to parents: Parent Curriculum Night Campus Wide focus on writing across all content areas Students show a year's growth in reading and math Well prepared, expert, and experienced teachers 	<ul style="list-style-type: none"> Limited high quality professional development focused on content and high yield instructional strategies Limited opportunities for family involvement communicating grade level expectations Limited opportunities for collaborative planning both vertically and horizontally.
School Culture and Climate	<ul style="list-style-type: none"> Strong niche of an environmental lens for education Support for teachers for conducting environmental activities, for those interested. 	<ul style="list-style-type: none"> Teacher support for meeting academic needs while furthering environmental mission, finding a proper balance, provide ideas and strategies across curriculum Increase collaboration on academic initiatives, including environmental piece - both vertically and horizontally 	<ul style="list-style-type: none"> Teacher support for meeting academic needs while furthering environmental mission, finding a proper balance, provide ideas and strategies across curriculum Dean of Scholars leads student discipline management with consistent plans developed that include - attendance, ISS, tardies,

		<ul style="list-style-type: none"> ● Student discipline - Consistent plans developed that include - attendance, ISS, tardies, clear procedures for teachers. ● Communicate truancy plan in scholar handbook. ● Parents not allowed to stop by without following procedure. ● Develop a unified goal of high expectations and accountability ● Engage students in ways that support one another (leadership teams, peer helpers, stem clubs, etc.) ● Conflict resolution/mediation training - teachers/students ● Restorative Practices and General Teacher Support ● Mentors/buddies for new teachers or new to school teachers. 	<p>clear procedures for teachers.</p> <ul style="list-style-type: none"> ● Develop a unified goal of high expectations and accountability ● Restorative Practices and General Teacher Support ● Mentors/buddies for new teachers or new to school teachers.
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ● Incentive pay for returning staff members ● Defined Professional Development Guide ● Defined/Concentrated PLC time 	<ul style="list-style-type: none"> ● Smaller student-teacher ratio across grade levels ● Effective and consistent communication from top to bottom ● Implementing a high quality induction and mentoring program ● Providing opportunities for teachers to collaborate with one another ● Consistent support from colleagues and administrators ● "Promotion of a positive school 	<ul style="list-style-type: none"> ● Effective and consistent communication from top to bottom ● Implementing a high quality induction and mentoring program ● Providing opportunities for teachers to collaborate with one another ● Consistent support from colleagues and administrators ● "Promotion of a positive school culture and climate"

		<p>culture and climate"</p> <ul style="list-style-type: none"> • Competitive salaries • Supportive instructional leaders 	
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Availability of TEKS Resource System (scope and sequence, pacing guide, IFD, etc) • Wide variety of instructional resources available • STAAR Ready, Motivational Series resources were helpful • Freedom to make copies as needed 	<ul style="list-style-type: none"> • Instructional resources aligned with rigor of performance assessments. • Ensure performance assessments are able to be completed in a reasonable amount of time (1-2 class periods) • Teacher training on universal screener (instructional implications), academic vocabulary, technology integration • School-wide reading initiative • Technology resources - access to devices; quality document camera; projection ability • Vertical alignment PLCs - sharing successful strategies • More scaffolding for interventions available for new teachers/new to district (Rtl - behavioral and academic) 	<ul style="list-style-type: none"> • Ensure performance assessments are able to be completed in a reasonable amount of time (1-2 class periods) • Teacher training on universal screener (instructional implications), academic vocabulary, technology integration • Technology resources - access to devices; quality document camera; projection ability • More scaffolding for interventions available for new teachers/new to district (Rtl - behavioral and academic)
Family and Community Involvement	<ul style="list-style-type: none"> • Multiple opportunities for parents/community to participate in school events throughout the year • Authentic parent feedback solicited in focus group in spring 	<ul style="list-style-type: none"> • Need more more opportunities to for parents to voluteer • Form parnterships with community organizations • Encourage scholars to become active community leaders • Leadership team members join community board i.e parks and 	<ul style="list-style-type: none"> • Formal volunteer program developed • Need more opportunities for parents to voluteer • Encourage scholars to become active community leaders

		<p>recre, banks, public library, etc</p> <ul style="list-style-type: none"> ● Formal volunteer program developed 	
School Context and Organization	<ul style="list-style-type: none"> ● Schedule development driven by academic needs demonstrated in data analysis. ● Multiple communication platforms for school stakeholders: social media, LivingTree, Skyward, BrightArrow, monthly TriEA Tribune ● Facilities improvements - paint, flooring, furniture as school grows 	<ul style="list-style-type: none"> ● Increased teacher support through instructional coaching. ● Increased student support services and programs through full time counselor with ongoing professional development. ● Consistent implementation of communication platforms in spanish and english. ● Strengthen aftercare support and connection to scholar's instructional content during the day. ● Continued professional development for school leaders in areas of instruction, leadership, school improvement, finance, etc. 	<ul style="list-style-type: none"> ● Limited access to specialty services such as counseling, coaches, reading/math interventionists, environmental instruction experts, restorative practices experts.
Technology	<ul style="list-style-type: none"> ● 28 seat computer lab with up to date technology, second lab with 14 recent model all in one PC's ● Chromebooks for all teachers ● 20 Android tablets wifi hotspots that can go to places such as the Eco-Barn ● Undetermined number of Chromebooks for scholar use ● Robotics and physical computing tools ● Admin open and encouraging of incorporating technology 	<ul style="list-style-type: none"> ● Better allocation and management of resources ● More training needed for teachers to fully utilize resources ● A complete class set of tablets ● Hotspot use is limited to classrooms ● More staff trained in robotics, coding and other relevant digital technology ● Training for teachers on basic hardware use (ex. projectors, 	<ul style="list-style-type: none"> ● Training or support for teachers to truly integrate technology in thier content area as well as in use of Skyward, TRS and other administrative tools. ● More time in computer lab for classes

	<ul style="list-style-type: none"> ● PC's in some classrooms ● Dedicated technology class for incoming 6th graders to acclimate them to G Suite, checking Skyward, digital citizenship and more 	<p>document cameras, Chromebooks, troubleshooting)</p> <ul style="list-style-type: none"> ● Training or support for teachers to truly integrate technology in their content area as well as in use of Skyward, TRS and other administrative tools. ● More time in computer lab for classes ● Upgraded bandwidth school wide ● End scholar access to school network until the infrastructure can support it 	
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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

DISTRICT IMPROVEMENT PLAN 2018-19

Goal 1: Trinity Environmental Academy will create a positive and supportive school culture and climate that fosters a dynamic learning environment for students and teachers.								
Objective(s):								
<ul style="list-style-type: none"> ● Integrate TriEA’s Mission, Vision, and Core Values into the school day as an overarching theme for creating change agents ● Develop supportive school-wide social and emotional learning practices that include positive behavior intervention systems, restorative practices and character education that promote the mental and emotional health of scholars. ● Implement goal setting for grades Pre K -8 including data talks to empower learners to take responsibility for their growth in academic and social and emotional areas. 								
Strategies and Action Steps	Person(s) Responsible	Resources*	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)	TEA Strategic Priorities
Professional Development - Restorative Practices for teachers and leaders	School Director, DOS	Young Foundation (\$25K), 420 Funds (\$16,500)	Summer Institutes, Insertive Schedule, and PD Calendar	Sign in sheets, certificates of completion, Unit/Lesson plan integration.	Increased scholar engagement and achievement on state assessments	PD Sign in Sheets, classroom walk-throughs, and lesson/unit plans	4	1
Scholars will learn character building strategies during guidance lessons led by school counselor. Teachers will do extension activities that align with the Mindset for the month.	Counselor, Teachers	Young Foundation (\$25K), 420 Funds (\$16,500), Title I Funds (\$97K)	Monthly	Lesson Plans	Scholars are able to self soothe, recover, and demonstrate social emotional wellness.	Rate of scholar office referrals, Rate of scholars referred to counselor, anecdotal teacher feedback	2	4

Targeted scholars will receive individual/group guidance lessons to help facilitate social emotional wellness and the values of our ideal graduate to strengthen and enrich core curriculum.	Counselor	Title I Funds (\$97K) Title I, 1003 (\$20K)	4 Lessons per Quarter.	Counselor Lesson Plans	Reduction in Scholar referrals.	Teacher Observation.	2, 9	4
Use the 7Mindsets traits and Core values to create themes across the campus with events and activities aligned to grade clusters around the meaning of traits.	School Director, DOS, Counselor	Young Foundation (\$25K), 420 Funds	Monthly	Events and activities on calendar, lessons created around Mindsets/Core Values	Increased scholar understanding and implementation of IGC., Classroom walkthroughs/observations	Classroom observation, anecdotal feedback from scholars, teachers, and administrators	2	4
Teachers and leaders are trained in restorative practices and can use circles to implement 7Mindsets, build community, address grade level content, and resolve conflict.	Counselor, DOS Teachers	Young Foundation (\$25K), 420 Funds (\$16,500)	Ongoing	Restorative practice tools or resources, Scripts developed for circles (grade appropriate) for IGC	Increased scholar understanding and implementation of IGC., Classroom walkthroughs/observations	Classroom observation, anecdotal feedback from scholars, teachers, and administrators	2	4
Gardens (We/Me and TriEA) located on campus will be used for teaching and learning across the curriculum and provide real world examples of sustainable practices.	School Director Teachers	199 Grant Funds, Title IV (\$9,250), and 420 Funds	Monthly	Lesson/unit plans, growth in plants and flowers, compost bins and development of outdoor learning areas	Increased scholar engagement and real word connections across the curriculum	Lesson/Unit plans, classroom walk-throughs, teacher evaluations and scholar achievement data	9	4
Outdoor spaces will be developed to serve as learning locations on campus including EcoBarn, areas around learning studios, and backyard of Chapel Annex.	School Director Teachers CEO	199 Grant Funds, Title IV (\$9,250), and 420 Funds	Weekly	Built/maintained structures, developed outdoor spaces	Increase in outdoor instruction.	Lesson Plans, classroom walk-throughs, teacher evaluation and scholar	9	4

						achievement data.		
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Goal 2: Trinity Environmental Academy will develop academic excellence through innovative learning experiences that engage and inspire all learners.

Objective(s):

- Increase the percentage of scholars at the Approaches, Meets, and Masters Grade Level proficiency on all STAAR assessed areas by 10 percent.
- Increase overall scholar attendance and reduce chronic absenteeism.
- Develop a supportive working environment with competitive and rewarding pay, benefits, and learning experiences to recruit and retain excellent teachers.
- Train teachers and provide them with the resources to design and implement innovative instruction (PBL, STEM/Engineering, Environmental Ed)
- Attract and retain highly qualified special populations faculty to design and implement personalized instruction for special population scholars to increase academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources*	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components	TEA Strategic Priorities
Project Based Learning experiences designed by all teachers to motivate scholars to learn and ask questions about local environments and make connections to the real world while utilizing 21st Century Learning skills.	School Director, I-Coach, Teachers	420 Funds (\$16,500)	Semester	Project Overviews and Calendars, Unit/Lesson plans, Student Presentation of Learning through exhibitions and public showings	Anecdotal increase in scholar motivation, and increase in number of environmentally focused projects planned and implemented by teachers	Lesson plans, teacher evaluations and unit plans, scholar surveys	2, 9	4
Professional Development - Ongoing environmental education training, inquiry training, project based learning, engineering, holistic instruction for teachers throughout the year (Project Wild, Project Learning Tree, NatureStart, EIE)	School Director, I-Coach, Compliance/Development Director Teachers	Young Foundation (\$25K), 420 Funds (\$16,500), Local Grant Funds	Quarterly	Sign-In Sheets, EIE Units/Lessons Developed and Implemented	Yearly data comparison by grade level	Annual PD calendar, walk-throughs and Teacher Survey at EOY	4, 5	4
Field experiences on and off campus including local facilities such as state parks, recycling centers,	School Director Teachers	420 FSP (\$24,500), Local Grants	Monthly	Unit/Lesson plans; field trip request forms	EE Units/Lessons Developed and Implemented	Alignment of trips and lesson/unit plans,	2, 9	4

Audubon Centers, John Bunker Sands Wetlands Center, and Sky Ranch to increase real world connections to curriculum.						classroom walk-throughs, anecdotal feedback from teachers		
Technology tools to access primary and supplemental resources for projects (apps, google tools, internet, software) such as chromebooks and tablets	Superintendent School Director Compliance/ Development Director	420 FSP Funds, Title I, 1003 (\$20K), 263 Title III (\$1,500), 289 Title IV (\$9,250), Local Grants	BOY- (equipment purchase/training); Weekly (technology usage)	Technology use logs, Unit/Lesson plans, walkthroughs, class data	Unit/Lesson plans with technology integration	Technology Calendars (use), Unit/Lesson plans, scholar engagement	2, 6,8, 9	4
Teacher Recruitment - Attend regional job fairs	CEO/School Director Compliance/ Development Director	420 FSP Funds	Spring 2019	Attendance at events, number of teachers recruited	High quality teachers hired	Notification of job fairs, registration and attendance by administrators or teachers	5	1
Teacher Recruitment - Develop networks for recruiting teachers	CEO/School Director Compliance/ Development Director	420 FSP Funds	Quarterly	Meetings with teacher prep programs, chambers of commerce, other professional networks	High quality teachers recommend their high quality colleagues to apply to TriEA	Outreach to teacher prep programs, membership in local and professional organizations, track applicant referrals	5	1
Teacher Qualifications- Hire certified teachers or those in alternative certification programs	School Director	420 FSP	Spring 2019	Teacher certificates, acceptance into alternative certification programs	Higher student achievement in areas that teachers are highly qualified.	Verify teacher certification or alt. certification, scholar achievement data (STAR 360, STAAR)	3	1
Teacher Retention - Teacher and Master/Mentor Teachers program for each grade cluster serves as model for incoming grade level teachers	CEO/School Director	255 Title II Part A (\$10,000) , 420 FSP State Funds	BOY-2018	Master Teacher Role assigned, observations and feedback schedules	Retain quality teachers with Retention Stipend	Teacher return conferences and annual retention rates per grade level	3, 5	1

Teacher Retention - Staff recognition events (Teacher/Staff of Month/Year, Convocation, monthly teacher appreciation)	School Director, DOS	255 Title II Part A (\$10,000) , 420 FSP State Funds	Monthly	Event agendas, email notification	Retention of quality teachers, increased moral	Teacher complaints, grievances, improved Teacher EOY Survey scores	3	1
Teacher Retention - Coaching and feedback routines provide teachers with ongoing instructional and behavior management support through PLC's and targeted PD on Wednesdays	School Director, DOS,I-Coach	420 FSP, 211 Title I Part Funds (\$97K)	Bi-monthly	Observation/Feedback meetings and schedule	Retain quality teachers with better instructional strategies and behavior management skills	Coaching schedule, classroom walk-throughs and observations, and annual teacher retention and rate of scholar office referrals	3, 10	1
Middle school Advisory will use the 7Mindsets Framework to strengthen core curriculum and provide real world connections in preparation for CCMR.	School Director, DOS, Counselor Teachers	420 FSP, Young Foundation (\$25K)	Monthly	Lesson Plans, Walkthroughs/Observations	Scholars have the social emotional skills and awareness to be CCMR ready.	Initial assessment and End of year assessment on skills from EOD	2, 9	4
Daily academic schedule that will include an enrichment time for STAAR tested areas to better support scholar academic gaps	School Director Teachers DOS I-Coach	420 FSP	Spring semester prior to upcoming year.	Schedule	Extended opportunities for outdoor learning, increased exposure with core academics	Unit/lesson plans, and scholar achievement data (Star 360)	2	3, 4
Teachers work together to align unit and lesson plans with state standards and develop/select assessments such as benchmarks and annual growth testing.	School Director, Teachers, I-Coach	420 FSP	Quarterly	Testing calendar and test results	Students will perform better on assessments that are aligned with curriculum	TEKS alignment for assessments, and unit/lesson plans	8	3
Assessment, instruction and professional development to improve math and reading skills using computer software and apps such as	School Director, Teachers	420 FSP, 211 Title I Funds (\$97K) Title I, 1003 (\$20K)	Monthly progress assessments	Computer lab and COW schedules, classroom technology,	Improvement in reading and math levels through assessments.	Computer lab schedule, teacher walk-throughs, and scholar	8, 9, 4, 10	3

iStation, Reading A-Z, Mathletics, FEV-Tutor, Education Galaxy, STAR 360, etc.		Title III (\$1,500), Title IV (\$9250)		progress reports		achievement data		
The continuation of PLCs and RtI process to ensure high quality instruction through best practices	School Director DOS Teachers I-Coach Sp.Pops Coordinator Counselor	420 FSP Funds, Title I (\$20K)	Weekly PLC and RtI Progress Monitoring, 6-week RtI Meeting	PLC/Curriculum Planning agendas and sign-in sheets	High quality units and lessons designed and implemented; improved pedagogical knowledge	Unit/Lesson plans, Classroom observation and walkthroughs, scholar achievement data	8,9	3
Literacy and Math testing (BAS, Istation, STAR 360, Reasoning Minds, Mathletics, Summative Campus Assessments, writing samples/TELPAS) will identify weaknesses in K-8 skills (problem solving, processing, critical thinking, test taking) and provide teachers with strategies to implement instruction.	School Director Teachers I-Coach DOS Sp.Pops Coordinator	420 FSP, 211 Title I Funds (\$97K) Title I, 1003 (\$20K)	BOY, MOY, EOY, Monthly, Quarterly	*Diagnostic Data Reports	Improved student mastery and testing performance in targeted Math, Reading, and Writing skills.	Testing results, scholar achievement data and teacher lesson/unit plans	8, 10	3
Test Prep Materials for Reading, Writing, and Math including STAAR Ready, Empowering Writers, and Measuring Up.	School Director, Teachers	420 FSP	Spring Semester/ Saturday School	Unit/Lesson plans	Improvement in STAAR Scores from Benchmark assessments	Unit/lesson plans, and scholar achievement data	2	3
Universal screening tools to identify scholars with learning gaps in Reading and Math; includes identifying scholars who are on/above grade level for extension opportunities.	School Director, Teachers/TA I-Coach	211 Title I Funds (\$97K) Title I, 1003 (\$20K) 420 FSP Funds	BOY,MOY,EOY	Screening of all scholars BOY, MOY, EOY; assessment data	Supplemental services provided result in increased achievement in deficient area.	Screening roster, testing schedule and results and scholar achievement data	9, 10	3
Learning management software including Eduphoria and TEKS Resource System to provide structure and alignment to instructional practices, data	School Director, Teachers, Instructional Coach	420 FSP Funds	Setup/Training (July/Aug/Sept); Weekly	Admin and Teacher Training; System access, usage; data uploaded to	High quality instruction aligned to state curriculum, Lesson/Unit Plans, data	Training agendas, sign-ins, unit/lesson plans, classroom	7	2, 3, 4

analysis, and assessment tools.				Eduphoria (iStation, STAAR, local assessments)	analysis on State and local assessments	observations and walkthroughs.		
Train and provide all teachers access to English Lanuage Learning materials and professional development (ELPS Workbooks) to improve instructional decisions and data analysis.	School Director, Teachers Sp.Pops Coordinator I-Coach	263 Title III (\$1,500), 420 Funds	BOY; Weekly	Workbooks, 1-2 teachers ESL Certified	*ELL performance increase in MAP and Benchmarks, more teachers take and pass ESL Supplemental certification	Lesson/unit plans, classroom walk-throughs, and scholar achievement data, number of teachers ESL Certified	2, 3, 4	3

<p>Goal 3: Trinity Environmental Academy will engage a broad support network to ensure scholar success including parents and family members, community organizations, and businesses.</p> <p>Objective(s):</p> <ul style="list-style-type: none"> Engage a comprehensive network of stakeholders and supporters of TriEA, including parents, community members, and local business through a variety of communication platforms to promote academic achievement. Promote continuous parent engagement, education, involvement, and advocacy. Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences. 								
Strategies and Action Steps	Person(s) Responsible	Resources*	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	TEA Strategic Priorities
Parent/Teacher Organization meets monthly, notification is emailed and sent home with scholars so parents can learn about academic content and achievement standards and support the school in an organized, strategic way	CEO School Director DOS PTO President	199 Fundraising	Monthly	Agendas, sign-in sheets,	Parent supported initiatives on campus, increased parent engagement and understanding of academic standards and requirements	Sign-in sheets, parent attendance at school events (conferences, family nights, volunteering), anecdotal feedback from parents/families	6	2, 4

Leveraging parent support during the school day.	CEO, School Director, DOS, Counselor	420 Funds, Local Funds	Monthly	Agendas, Sign-in sheets	Parent volunteer hours	Monthly parent volunteer hours, anecdotal feedback,	6	4
Partnerships with outside community organizations provides family education opportunities during TriEA Parent Academy.	CEO School Director DOS Counselor Compliance/Development Director	Partnership Agreement, Outside Funding, and/or 420 FSP	Quarterly	Sign-in Sheets, partnership agreements	Increased parent involvement and engagement with school supported initiatives.	Sign-in sheets, parent attendance at school events, anecdotal feedback from parents/families	6	4
Automatic calling system and online access in Skyward will keep families engaged with school events and their scholar's progress.	CEO School Director DOS Counselor Teachers	420 FSP, 211 Title I Funds (\$97K) Title I, 1003 (\$20K)	Weekly	Call logs	Increased parental involvement	Parent/Family attendance at school events and numbers of calls made with calling system	6	4
Using Skyward as an all-in-one communication platform to engage every family.	School Director, Front Office	420 FSP (\$8K)	Monthly	Data reports/usage	Increased transparency and communication with TriEA Families	Number of parent/family accounts created, and number of families regularly engaged through platform	6	4
Pre Attendance Conferences (parent orientation) and Middle School Owl Camp for new scholars to introduce them TriEA mission and procedures to promote parental involvement and communication	School Director DOS Counselor Teachers Front Office	420 FSP	Weekly prior to start of school and monthly after school begins for year	Sign-in sheets and regular schedule for large group conferences	Parents and scholars will have a better understanding of TriEA mission and vision, scholar/parent compact expectations	Sign-in sheets, anecdotal feedback from families, scholar withdraw explanations	6, 7	4

Create exhibition of learning opportunities for scholars to share their work and parents to better understand their child's academic needs, subsequently connecting with staff and teachers.	School Director, DOS, Counselor, Teachers	420 FSP, 289 Title IV (\$9,250)	Monthly	Sign-in Sheets,	Increased scholar achievement in elementary/sec ondary grades.	Sign-in sheets, number of scholar's who attend and who's parents attend	7	2, 4
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***Resources Key:**

- Fund Code 420 is Foundational School Program (FSP) and includes SCE and state SpEd
- Fund Code 199 is independent fundraising, unrestricted
- Fund Code 461 is independent fundraising, restricted
- Fund Code 240 is the Breakfast and National School Lunch Program, a federal program
- Fund Code 211 is Title I Part A, Improving Basic Programs
- Fund Code 255 is Title II Part A, Teacher and Principal Training and Recruiting
- Fund Code 263 is Title III Part A, English Language Acquisitions and Language Enhancement
- Fund Code 289 is Title IV Part A, English Language Acquisitions and Language Enhancement

Pro Bono Services from business entities