**Summary of Instructional Needs**

After careful review of the 2021-2022 STAAR data, iStation data, Renaissance Star Early Literacy data, teacher progress monitoring, and SLO’s, following instructional needs were identified for the district:

* 7th/8th Math
* Early Literacy/Elementary Reading
* Early Education
* Secondary ELAR

**Solutions/Support to Address the Instructional Needs**

* Instructional Teacher Assistant for PreK/Kindergarten
	+ The PreK and Kindergarten classroom is a combined class. With the continuation of an instructional assistant, the PreK/Kinder teacher can target the instructional needs of specific groups of students with help from the teacher assistant. This will allow the teacher to plan accordingly and target the specific needs of each grade level within the classroom
* Hire a 1st Grade Teacher
	+ At the start of the 2021-2022 school year, a 1st grade teacher was hired and the benefits of small groups and targeted instruction were immediately evident. Due to an unfortunate situation, the teacher passed away at the end of the 1st semester. The 1st and 2nd grade classes were recombined. After being split for half a year, when they were recombined, the 1st and 2nd grade differences were evident. Because of the different needs that each of these grade levels has, it is difficult to meet the needs of these students and have the 2nd grade students prepared for 3rd grade. This has not been a teacher issue, but an organizational issue. The teachers have attempted to target the needs of all students within the grade levels; however, the different standards for both grade levels and the academic functioning levels of these two grade levels have made it difficult for the teacher to target all the students’ academic needs at the level expected. The district will hire a first-grade teacher to separate the grade levels again, allowing for the appropriate academic foundational development of these students before entering 3rd grade.
* Guided Reading
	+ Guided reading is imperative for the appropriate reading development for early literacy. The Fountas and Pinnell Guided Reading Library for Kindergarten through 6th grade has been purchased. With some additional training and support, the full implementation of this program will provide the students with the instructional support that is needed for early literacy.
	+ As a supplement to the Fountas and Pinnell Guided Reading Library, Reading A-Z will be used to support the at-home reading, reading fluency and the guided reading needs of the students.
* Math support and intervention
	+ Reading has been the primary focus for several years because of how well students were performing in math. Over the last two years, math weaknesses have become evident, specifically at 7th and 8th grade. The CEIC committee will research best practices, research the current vertical alignment, and identify resources that can be purchased to support the math deficient that have been identified through data analysis.
* Secondary ELAR Support
	+ While data indicates that secondary ELAR performance is showing growth, in order to ensure that students are ready for post-secondary opportunities, resources and software will be purchased to support the growth of secondary students in Reading and Writing. The resources will be researched by CEIC and ELAR teachers, to match the resources with the students’ needs. The resources may include subscriptions, novels, reference materials, digital products, etc.
* Computer-based intervention programs
	+ Different computer-based intervention programs will be researched and purchased for the district. Based on classroom needs, the administration, CEIC, and staff will determine which programs to continue with and which programs to purchase to support instructional needs of the students.
* Computer – Technology upgrades for students
	+ Technology is used daily by all TCISD students. In order to replace the chromebooks and other technology that is outdated and/or broken, funds will be utilized to replace the technology equipment that is used by all students and teachers. The technology is not only used for research and various assignments, but the computer-based programs are used within these devices to ensure that the students’ instructional needs are met.
* Mental Health
	+ Mental health is a need in the district. An increase in programming and lesson is needed to support the mental health of the students and staff. Because Sanderson Schools is rural, it is difficult to provide students with support from surrounding areas. The district will research and purchase some mental health programs to use with the students and the district will also bring in organizations to support students with mental health awareness and support. .
* COVID-19 Proactive Procedures
	+ COVID-19 is an ever-changing virus that creates various challenges for school districts. With the limited resources available in Sanderson, TCISD will utilize the school nurse to provide COVID-19 awareness and to provide COVID-19 testing to reduce the risks of it becoming campus spread. Through the use of the ESSER funds, the district will purchase

supplies that are needed to mitigate the spread of the virus and funds may be used, when appropriate and with board approval, to provide a nursing stipend for the added risks associated with COVID-19 testing.

* Extended School Year and Tutorials (HB4545)
	+ Tutorials will be provided for students throughout the year. Teachers will continue to develop a schedule that works to support their students’ academic needs. In December and January, the committee of staff and parents will meet to discuss the extended school year option and whether it would benefit the students, according to the first semester data.
* Retention Pay
	+ Education is a profession that is struggling to keep staff employed within it’s field. Stress and added demands are two of the reasons that teachers are leaving this profession. Without the added demands and stress of the job, TCISD already struggles to hire and retain staff because it is a rural school district with limited resources and opportunities. It is important that TCISD develop the teachers that are on staff and retain them in order to ensure academic growth with the students. In an effort to retain current staff, some of the ESSER funds may be utilized to provide retention pay to staff members. The retention pay must be justifiable, equitable, and it must be approved by the TCISD board of trustees.

This instructional plan is a working document and will change according to student needs. Needs that are identified will be addressed through teacher support and with various resources provided by the district.