

Terrell Independent School District
TISD Child & Adolescent School
2023-2024 Improvement Plan



Board Approval Date: November 13, 2023
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Mission Statement

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

The Child and Adolescent school mission is to cultivate an innovative learning community and prepare students to adapt and excel in a complex and rapidly changing world.

Vision

The Child and Adolescent School will strive to improve academic and behavioral goals through the collaborative team work of all stakeholders.

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,250 students served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

S - Say what you mean; mean what you say; do what you say

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at <https://tea.texas.gov>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus

plan.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

TERRELL ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Child & Adolescent School serves grades 7-12 students who reside at the Terrell State Hospital. All students are at-risk and all are mobile, since their enrollment may last several days to several months. All students served are in crisis. The Child & Adolescent School is currently comprised of 26 students from the following student demographics: 42.31% - male and 57.69% - female; African-American - 38.46%, Hispanic - 7.69%, White - 50.00%. Student demographics for programs include Special Education - 38.46%, Economically Disadvantaged 42.31% and At-risk - 100%.

Due to renovations at the State Hospital, the state of Texas has moved elementary students to a location outside of Terrell ISD. The program currently serves only secondary aged students. Students transition in and out of the hospital throughout the school year therefore enrollment and demographics fluctuate regularly. For example, during the 2022-23 school year (Last school year), C&A's total enrollment was 140 students transitioning in and out of the facility. Students ranged from kindergarten through 12th grade. Of the 140 enrolled students during the 22-23 school year we had 70 general education students, 101 students received special ed services, and 20 students receiving 504 services. Of the students receiving special education services 54% (45) Emotional Disturbance, 15% (13) Autism, 12% (10) Intellectual Disability, 11% (9) Other Health Impairment, and 8% (7) Specific Learning Disability.

All staff members are provided professional staff development to build content and effective instructional strategies, bringing multicultural awareness, bridging gaps, and building a culture of trust and respect. Along with this, staff development opportunities for teachers and staff are provided to address increasing student achievement for all students: focusing on the needs of economically disadvantaged students, ELL students, and other special student populations. C&A, strives to have staff demographics match student demographics.

Secondary teachers are certified special education and have received ELPS training and ELAR teachers are ESL certified. Trainings have also been provided in delivering resources, life skills and inclusion support to meet student needs. Secondary general education instruction is delivered via Edgenuity, an on-line curriculum which is aligned to TEKS and teachers pull students to address specific needs and reinforce instruction. The District Special Services Department provides speech therapy, OT, counseling, dyslexia and other related services as required for students per ARD & 504 documents. The LPAC determines needs and services for any EL students that are enrolled.

Demographics Strengths

- Student-teacher ratio is beneficial for C&A students
- All demographic categories represented

Student Learning

Student Learning Summary

The Child & Adolescent School utilizes the Teacher Resource System and Edgeunity System, and uses the Class Systems as a diagnostic/progress monitoring instruments for all students. Daily Language Review is part of the ELAR elementary class routine. The National Institute for Excellence in Teaching (NIET), and the Texas Instructional Leadership (aka The Waterfall model) is currently being utilized to provide teachers with coaching, timely feedback and to establish a campus culture of continuous improvement in teacher evaluation and growth. Efficient classroom instruction is monitored by documented walk-through observations. Teacher evaluations utilize the NIET system. Ongoing professional development includes building capacity of teachers through the use of the NIET, TIL, effective teaching strategies, subject specific/content development, developing culture/climate and crisis/behavior management.

The Child & Adolescent School provides ample time for planning and daily collaboration across grades and curriculum, and is focused on effective instructional practices personalized for each individual student. Edgenuity, a state TEKS-aligned on-line curriculum, provides secondary instruction for grades 7-12, with SPED certified teachers providing resource, life skills and inclusion support as needed.

At the Child & Adolescent School, every teacher has a district laptop. Supplemental resources for technology are needed to assist student learning; including but not limited to, talk-back devices, graphing calculators, projectors or interactive devices. Student chrome books are needing replaced due to battery life ends, damage and/or no longer usable. Ongoing technology/multi-media training is also needed to maintain teacher and staff technology knowledge and use.



ACCOUNTABILITY OVERVIEW

Overall Rating

Not Rated

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

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Change Over Time

Academic Year	Overall Rating	Score
2021-22	Not Rated	N/A
2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	Not Rated	N/A
2017-18	Not Rated	N/A

* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

Overall Performance Details

 Student Achievement	 School Progress	 Closing the Gaps
<p>Not Rated</p> <p>Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.</p> <p>ADDITIONAL DETAILS</p>	<p>Not Rated</p> <p>School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.</p> <p>ADDITIONAL DETAILS</p>	<p>Not Rated</p> <p>Closing the Gaps tells us how well a school is ensuring that all student groups are successful.</p> <p>ADDITIONAL DETAILS</p>



STUDENT ACHIEVEMENT

Rating

Not Rated

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

Student Achievement Calculation

Component	Score	% of Grade
No Data	No Data	No Data

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Student Learning Strengths

Students thrive in our smaller school environment, once they are able to move beyond their traumatic experiences. A collaborative atmosphere with all stakeholders ensures the students' social needs are met in order to help students regain their focus and help guide the students to academic success. Our students are hard workers once they are able to move beyond their trauma and their behaviors are controlled. Our staff are willing to do the work.

- Expectation for all students to be at grade level or above
- National Institute for Excellence in Teaching (NIET)
- Weekly classroom walk through
- Teachers apply effective instructional approaches
- Alternating collaborative data meetings and strategy meetings weekly

School Processes & Programs

School Processes & Programs Summary

The Child & Adolescent School adheres to the district curriculum and TEKS Resource System. Teachers have sufficient planning/collaboration time across grades and curriculum levels. Edgenuity provides general education secondary instruction for grades 7-12 with SPED certified, ESL-trained teachers provide resources, life skills, and inclusion support as needed.

The Child & Adolescent School has a campus Professional Learning Community (PLC meets weekly), a Site-Based Decision-Making (SBDM) team, and daily communication with hospital staff (doctors, nurses, and staff) to collaborate on behalf of the students. Intentional scheduling for both teachers and students ensures that all legal requirements and student needs are met.

Our campus is focused on the PLC at work process. We work together as a collaborative team to meet the academic and social needs of every child. We have a shared responsibility for all students on campus. We focus on understanding what students should be learning, what we should be teaching (at the right level of rigor), and creating ways to measure student success.

School Processes & Programs Strengths

At C&A, we are committed to excellent teaching and learning for all students and adults. Therefore we have processes in place to support learning environments such as PLC's and whole staff professional learning. All staff members are highly qualified. All of our staff are involved in professional development opportunities designed to meet the individual needs of our students. All staff are participating members in our professional learning community. Our professional work is focused on student need and teacher growth.

For our students, we have programs that support student learning at all academic levels (Gen, Sped, 504). Students have structured daily routines, positive behavior privileges and the staff have removed distractions that interfere with behavior are all implemented.

Perceptions

Perceptions Summary

Our campus mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for all students. We want to build capacity in our students and teachers to believe that they can do the work and be successful. Our task is but, as a campus our priority is to ensure that everyone believes in the work and believe they can accomplish the work. We want our students to take ownership want to be successful. We will be develop our teachers through the PLC processm timely feedback, coaching and teacher observations. This process will allow us to impact the adults, who has the greatest impact to influence student achievement. We have a great campus and have seen some success, but we still have work to do. We must reach every student.

Perceptions Strengths

As a campus our strength is that we have a staff who are passionate about serving kids. All stakeholders are interested in taking our school to the next level, showing significant growth, and really seeing success in our students. By setting goals, looking at our data through our PLC's, creating engaging lessons with assessments, and working our campus of PLC process we will be able to see student growth. As a campus we do what we love and love what we do because every child deserves the best education every day. We will see every student on our campus, meet them where they are, and grow them to be successful academically and behaviorally. Our teachers have a heart to what is best for each student so that our students are successful.

Goals

Revised/Approved: October 2, 2023

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 1: GRADE 9: Student achievement on the ninth-grade state assessments at the Meets performance level or above will increase from 27 percent to 60 percent by June 2027.

2024: 45

2025: 50

2026: 55

2027: 60

High Priority

Evaluation Data Sources: STAAR Data
TAPR Report

Strategy 1 Details
Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards. Funding Sources: - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted
Strategy 2 Details
Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. Funding Sources: Courageous Principals - Principals Training- Previously Noted - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting- Previously Noted - 255 ESSA Title II, Part A TPTR - 255
Strategy 3 Details
Strategy 3: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT - Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning. Funding Sources: Instructional Staff Salaries - Previously Noted - 211 ESSA Title I, Part A - SCE

Strategy 4 Details
Strategy 4: RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.
Funding Sources: Eduphoria Lead4Ward Add On - Previously Noted - 211 ESSA Title I, Part A - 211

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 2: COLLEGE, CAREER & MILITARY READY (CCMR)

By May 2024, the percent of students designated COLLEGE & CAREER READY will increase from 62 percent to 70 percent.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR 2025
CCMR Tracker

Strategy 1 Details
<p>Strategy 1: COLLEGE & CAREER READY: Students that have not attained CCMR designation status by their Senior year will complete the Texas College Bridge curriculum in English & Math for College Prep credit, as needed.</p> <p>Funding Sources: Texas College Bridge - 199 General Fund CTE - 199 CTE</p>
Strategy 2 Details
<p>Strategy 2: CAREER EDUCATION - Career education will be provided to expose students to knowledge, skills, and competencies necessary for a broad range of career opportunities.</p> <p>Funding Sources: Greenlight - 199 General Fund - 199 CTE, NTN - Outside Funding Source - GRANT</p>

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 3: EQUITY -

By May 2024, the achievement gap among student populations will shrink by 5 percent.

[CTE, Special Education, Dyslexia, SS504, EL, GT, Economically Disadvantaged, At-Risk, and all ethnic/racial groups, etc.]

Evaluation Data Sources: STAAR Data

MAP data

CLI data

Strategy 1 Details
Strategy 1: EMERGENT BILINGUAL - EB students will achieve proficiency in the TELPAS domains of listening, speaking, reading and writing. Title I: 2.4, 2.6 - Results Driven Accountability
Strategy 2 Details
Strategy 2: SPECIAL EDUCATION: Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations. Title I: 2.4, 2.6 - Results Driven Accountability
Strategy 3 Details
Strategy 3: SPECIAL EDUCATION : By 2024, RDA Domain III indicators will decrease by one designation level in the areas of STAAR pass rates, SpEd participation, representation, instructional settings, placement, and disciplinary removals. Title I: 2.4, 2.6 - Results Driven Accountability

Strategy 4 Details
<p>Strategy 4: PROGRESS MONITORING: Utilize progress tracking, monitoring and intervention system on every campus.</p> <p>Title I: 2.4, 2.6</p>
Strategy 5 Details
<p>Strategy 5: TEACHER QUALITY: Identify and address any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.</p> <p>Title I: 2.4, 2.6</p>

Goal 2: SCHOOL CULTURE:

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 1: ATTENDANCE:

By May 2024, Student attendance will remain at 100%.

Evaluation Data Sources: Ascender Attendance
TAPR

Strategy 1 Details
Strategy 1: Monitor daily attendance utilizing all resources, including the district dashboard and tracker.

Goal 2: SCHOOL CULTURE:

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 2: DISCIPLINE & BEHAVIOR:

By 2024, the percent of student referrals and student behaviors warranting suspension or alternate settings will decrease by 10%

Evaluation Data Sources: Ascender & On Data Suite Discipline Data

Strategy 1 Details
<p>Strategy 1: DISCIPLINE MANAGEMENT PLAN: Utilize a discipline management plan that is effective and equitable.</p> <p>Funding Sources: ASCENDER Student Information System - 199 General Fund - 199</p>

Goal 2: SCHOOL CULTURE:

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 3: SOCIAL, EMOTIONAL LEARNING:

By May 2024, student self-efficacy will improve from beginning of year to end of year.

Evaluation Data Sources: Surveys

Strategy 1 Details
Strategy 1: TARGETED SUPPORT - Provide and support COUNSELING and SOCIAL SERVICES to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs. This may include targeted supports and personnel (psychologist, behavior specialists, mental health programs, specialized instructional support services, etc.) to meet student needs.
Strategy 2 Details
Strategy 2: PROFESSIONAL DEVELOPMENT: By May 2024, Counselors and all appropriate staff will receive training to ensure high performance in addressing address the needs of students, increasing staff, student and parent awareness specific to: (a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services in accordance with TEC.
Strategy 3 Details
Strategy 3: MENTAL HEALTH PROVIDER: Contract with local mental health provider to assist troubled children and staff members in distress.

Goal 2: SCHOOL CULTURE:
Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 4: WELL-ROUNDED EDUCATION:
Increase participation in extracurricular activities and opportunities for student enrichment.

Evaluation Data Sources: Ascender Course Enrollment Report
Fine Arts Participation Tracker
Athletic Participation
Enrichment Opportunities Provided

Strategy 1 Details
<p>Strategy 1: ADVANCED STUDIES: Provide opportunities for students to enroll in courses or research areas that might be future career choices.</p> <p>TEA Priorities: Connect high school to career and college</p>

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 1: RECRUITMENT

Utilize recruiting strategies to hire the more effective educator in every classroom.

High Priority

Evaluation Data Sources: Decreased turnover rates
Stability in employee roster

Strategy 1 Details
<p>Strategy 1: RECRUIT & TRAIN Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff</p> <p>Funding Sources: Recruitment Fairs - 255 ESSA Title II, Part A TPTR - 255, NIET Trainings - 255 ESSA Title II, Part A TPTR - 255</p>

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 2: RETENTION & TRAINING

Ensure employees: (1) feel valued (2) are well supported, and (3) are well trained.

Strategy 1 Details
Strategy 1: COMPLIANCE: Provide annual compliance training for teachers and other appropriate personnel
Strategy 2 Details
Strategy 2: ONBOARDING PROGRAM: Provide meaningful orientation, and specialized supports and resources for new employees, including but not limited to a new teacher Mentor Program.

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 3: SAFETY

Strategy 1 Details
Strategy 1: DRILLS & COORDINATED EMERGENCY RESPONSE Conduct fire drills, evacuation drills, and reinification drills to prepare for emergencies and coordinate with district personnel.
Strategy 2 Details
Strategy 2: BULLYING PREVENTION: Campus administration and staff will use anti-bullying training and protocol
Strategy 3 Details
Strategy 3: BARK SYSTEM: By May of 2024, implement and utilize the Bark sysytem to assist with communication and emergency management campuswide and will run a minimum of two drills through the application to practice use.

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 4: STUDENT SERVICES

Strategy 1 Details
Strategy 1: COORDINATED SCHOOL HEALTH SERVICES: Provide coordinated school health services, activities, and evaluations including required physical activities and nutritional feeding programs.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 1: FINANCIAL STABILITY

Propose a budget that promotes fiscal responsibility and supports instructional growth.

Strategy 1 Details
Strategy 1: MONITOR PROGRAMS Monitor federal and special programs to ensure compliance, measurable Performance Objectives, and meaningful consultation occur.
Strategy 2 Details
Strategy 2: PEIMS: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
Strategy 3 Details
Strategy 3: MEANINGFUL CONSULTATION: Establish a Campus Site Based Committee and consult with them in a timely and meaningful ways.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 2: BUILDING OPERATIONS -
Maintain a safe, clean, and orderly environment

Strategy 1 Details
Strategy 1: SUPPORTS: Perform monthly walkthroughs of campuses to evaluate conditions and make recommendations as needed.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 3: TECHNOLOGY -
Technology will be integrated throughout the district and infused in teaching & learning.

Evaluation Data Sources: More efficient systems. Greater learning opportunities.

Strategy 1 Details
Strategy 1: CLASSROOM DEVICES: Campus staff will ensure classroom devices are available for instructional use and procedures are in place to ensure devices. remain in the classrooms and are operational in order to deliver daily instruction

Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 1: COMMUNICATION MEDIUMS -

The campus will utilize multiple mediums to ensure effective communication to all stakeholders.

Strategy 1 Details
<p>Strategy 1: COMMUNICATION MEDIUMS: Campus will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.</p> <p>Funding Sources: REMIND - 211 ESSA Title I, Part A - 211</p>
Strategy 2 Details
<p>Strategy 2: SURVEYS, ADVISORY PANELS, and COMMITTEES: Provide opportunities for parents and students to let the campus know how they view their work experiences through surveys, advisory panels, and committees.</p> <p>Funding Sources: Youth Truth Parent Survey - 211 ESSA Title I, Part A - 211, Panorama Student & Staff Survey - 199 General Fund - 199</p>