

Terrell Independent School District
Terrell High School
2023-2024 Improvement Plan



Board Approval Date: November 13, 2023
Public Presentation Date: November 13, 2023

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.

Vision

The vision of Terrell ISD is to cultivate an innovative learning community where students are prepared to adapt and excel in a complex and rapidly changing world.

The vision of Terrell High School is to equip students with the tools necessary to be prepared for college, trade school, military, and or a career path in which they can compete and be successful with all future endeavours.

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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	13
Goals	15
Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.	15
Goal 2: SCHOOL CULTURE: Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.	21
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.	27
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.	31
Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.	34
2023-2024 Site Based Decision Making Team	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Terrell High School is a campus comprised of approximately 1,467 students. It is comprised of the following approximate student demographics: African American - 17.93%, Hispanic - 58.15%, White - 18.95%, American Indian - 0.14%, Asian - 0.55%, Two or More Races - 4.09%. Student demographics for programs include: Emergent Bilingual - 24.34%, Special Education - 11.32%, Gifted and Talented - 5.45%. Other student demographics include: Economically Disadvantaged - 77.37%, At Risk - 54.87%, Homeless - 1.57%. A large percent of our students live in poverty and experience a variety of trauma induced stresses. Many social and emotional supports for students are needed. Due to the high poverty rate of our campus, the district provides dual credit college courses free of charge to students.

Terrell High School will provide professional development for teachers and staff to build content and effective instruction strategies. Our campus continues to implement numerous strategies in order to bring multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Along with this, Terrell High School continues to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with focus on the needs of economically disadvantaged students, EB students, and other special student populations. Professional Learning Communities (PLCs) and Collaborative Team Meetings (CTMs) for staff will model specific strategies for teachers to address increased student achievement for special populations. Teachers are held accountable to obtain their ESL and GT certifications in order to serve the needs of our EL population and increase student achievement. A continued effort will be maintained to have staff demographics match student demographics in terms of recruitment.

Implementation of a peer mentoring program and new student mentoring at our campus level will be implemented. A focus will be made to provide focused parent support and trainings at the campus level.

Terrell High School has 137 staff members, 108 of which are teachers. To support teachers and reduce teacher turn-over, a mentor teacher program addresses the needs of beginning teachers and includes a monthly 'Tiger Academy' established to support teachers new to the profession and those in need. Professional Learning Communities provide job-embedded, data-driven, class-room focused, and collaborative learning opportunities for teachers. Additional individualized instructional coaching is provided as needed. The district provides targeted professional development annually, this is a combination of teacher selected and district mandated. Regular classroom monitoring by campus administrators ensuring that teachers implement what they learn.

Terrell High School seeks ways to engage parents, students, staff, and the community. In addition to variety interest surveys - from technology to communication, THS has utilized Youth Truth to survey students, families, and staff to assess needs - specifically, the campus and district's engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion. This will provide us the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives.

To address the varied schedules of parents, Title 1 meetings will be held on multiple dates and times.

Demographics Strengths

Highly Qualified and Increasingly Diversified Staff

Diversity of student population.

Variety of programs offered to ALL students.

Training & Support programs for teachers.

College & Career Readiness opportunities through CTE

Dual Credit Opportunities for ALL students meeting qualifications.

Associate Degree Programs for ALL students meeting qualifications

Increased performance of students in closing achievement gaps

Student Learning

Student Learning Summary

State accountability for 2021-2022 is rated "**B**". STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. TISD needs to increase number of students attaining Meets and Masters on state assessments. As a district, reading scores increased from prior year while math scores declined. Middle school science and social studies declined while high school maintained or showed slight improvements in these areas. AR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered

Terrell High School implements TISD's curriculum, which is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

THS places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, and other special student populations. Teachers obtain ESL certification and GT training/certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

Consistent program monitoring for academics, behavior, attendance, and a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support and At-Risk Counselors further supports impact the individual needs of students both academically and social/emotionally. To provide targeted intervention, part-time interventionist are assigned at multiple grade levels.

THS is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. GLA provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. Terrell High provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

Terrell High School is committed to attaining the challenging HB3 goals established by the Board of Trustees. Terrell High School provides materials for classroom teachers and students that follow district initiatives including but not limited to Edgenuity, Credit Recovery, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), 1:1 technology, and hardware upgrades. Continued opportunities will be provided for students to participate and obtain dual credit, AP courses, industrial certifications, and the Associate Degree program.

Terrell High School follows TISD's curriculum which is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Leading & Learning Teams set campus goals and maintain instructional focus while Professional Learning Communities through Collaborative Team Meetings provide collaborative, job-embedded, classroom-focused professional development.

Terrell High School offers accelerated instruction through advanced level courses, gifted & talented programs, dual credit opportunities, career & technology pathways, and other opportunities. Additionally, student at Terrell High School have options of services by establishing satellite campuses, such as the Health Science Academy, to address specific skill

sets.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Most areas show a double digit achievement gap between African American student group and other student groups for STAAR.

Reading	2021-2022					2020-2021					Difference			
English 1	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	63%	48%	11%	41%	71%	66%	50%	12%	43%	74%	-3			
Region 10	64%	50%	13%	42%	73%	66%	51%	14%	44%	75%				
THS	53%	36%	4%	31%	56%	54%	39%	7%	33%	58%	-1	-3	-3	-2%
English 2	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	71%	57%	9%	46%	78%	70%	57%	11%	46%	78%	1			
Region 10	71%	58%	10%	46%	78%	71%	58%	13%	47%	79%				
THS	67%	53%	5%	42%	71%	63%	45%	6%	38%	65%	4	8	-1	6%
Math	2021-2022					2020-2021					Difference			
Algebra 1	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	74%	46%	30%	50%	82%	72%	41%	23%	45%	76%	*			
Region 10	74%	48%	32%	51%	82%	73%	44%	26%	48%	80%				
THS	44%	13%	5%	21%	50%	58%	21%	9%	29%	55%	-14	-8	-4	-5%
SOCIAL STUDIES	2021-2022					2020-2021					Difference			
US History	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	89%	71%	44%	68%	92%	88%	69%	43%	67%	92%	1	--	--	0%
Region 10	89%	71%	46%	69%	92%	87%	69%	45%	67%	92%	1	1	2	0%
Terrell ISD - Districtwide Scores	83%	53%	28%	55%	86%	79%	49%	26%	51%	82%	4	4	2	4%
SCIENCE	2021-2022					2020-2021					Difference			
Biology	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	82%	57%	23%	54%	84%	81%	54%	22%	52%	83%	--	2	--	2%

Reading	2021-2022					2020-2021					Difference			
Region 10	83%	59%	25%	56%	87%	81%	56%	24%	54%	85%	2	3	1	2%
THS	83%	51%	9%	48%	76%	78%	43%	15%	45%	73%	5	8	-6	2%

Student Learning Strengths

Intervention & accelerated learning opportunities

Academic enrichment opportunities

Dual credit enrollment

Job-embedded professional development opportunities through PLCs

Teacher supports: Mentoring, Coaching, Tiger Academy, New Teacher Orientation, Collaborative Team Meetings

Rosetta Stone for ELL students

TELPAS practice sessions for ELL students

NIET Rubric teacher evaluation tool utilized to drive classroom instruction

School Processes & Programs

School Processes & Programs Summary

Terrell High School has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective leadership. The National Institute of Excellence in Teaching's TLR System is utilized as the evaluative tool for effective classroom instruction. THS provides annual training of the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The needs for effective instruction, enhanced interventions to close academic gaps, and increased literacy are evident. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence and cultural responsiveness are but a few of the areas professional development will address. Professional Learning Communities (PLCs) lay the framework for collaborative team meetings, job-embedded professional development, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Learning Coordinators in ELAR, Math, Science and Social Studies provide coaching to our teachers.

THS actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. All teachers new to THS attend New Teacher Orientation. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed, Math and Science. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is well above the state average and is addressed through incentives, training, and supports. Incentives are provided to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers, retention bonuses, extra duty stipends, and other incentives. The District has applied to participate in the state's Teacher Incentive Allotment whereby teachers, based on their effectiveness, may earn distinctions levels of Recognized, Exemplary, or Masters and receive additional compensation based on those distinctions.

Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments and embed essential skills. A Director of MSST/SEL also supports THS by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available.

Terrell High School provides opportunities for all stakeholders to provide input. Committees such as: Campus Leaderships Teams, Campus Site-Based Decision Making Committees, and CTE Advisory Board allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees. The Teacher Leaders, Mentoring Program, and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Academy is available for teachers exploring administrative roles.

Terrell High School monitors high expectations and critical thinking for high student achievement. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). THS provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development.

THS provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are

available as needed. Students receive 1:1 technology devices. THS provides for the continuation of digital programs including Rosetta Stone English, MAP, Infinite Algebra, StemScopes, Edgenuity, Go Math, Stephenson Reading, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc.

Terrell High School continues to expand and enhance our CTE program offerings to help prepare students for life beyond high school.

We offer students multiple pathways in all five endorsement options. Continued opportunities are provided for students to participate and obtain dual credit, Advanced Placement (AP) courses, Career Technical Education (CTE) certifications, and the Associate's degree program.

Bilingual/ESL Programs are being expanded to ensure language acquisition in the areas of listening, speaking, reading and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, newcomer interventions are in place and Read 180's Newcomer System 44 and translation devices for classroom instruction.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students. Transportation for after-hours activities is available to all students to allow participation in academic tutorials and athletics. Facility improvements provide a safe and secure environment for students, staff, and parents across the district.

Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. A credit recovery program and Graduation Team are also in place at Terrell High School to recover students at-risk of dropping out. Additional satellite campuses are established to meet the unique needs of students.

Terrell High School will use Remind, Facebook, marquee, and website announcements to encourage high turnout for events such as Open House, Parent/Teacher conferences, Summer Academy, Parent Nights, etc. Updated parent information will be maintained on the district database TxEIS. A parent survey in English and Spanish is utilized to address specific needs and gain input. Parental involvement REMIND will be provided to assist parents with information on how to help their children with school activities, and to provide a school-parent partnership. Volunteer opportunities will be emphasized campus wide. Social media outlets, such as Facebook and Twitter, will apprise families of district and campus events. The THS website will house need-to-know information regarding the district.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to, district calendar start/end times. The renewal of the District of Innovation Plan for 2022-2027 was adopted by the TISD Board of Trustees June 2021 and the 1st Amended District of Innovation was adopted in August 2021 and may be found on the district's website. This allows us flexible calendaring.

Terrell High School completes safety drills, views multiple security cameras, attend district safety meetings, complete compliance training and continuing education training.

School Processes & Programs Strengths

7 Period School Day to better leverage the master schedule and resources to support student learning and management.

One-to-one technology

Dual credit opportunities & Associates degree programs (embedded Dual Credit Teachers)

Industry Certification Programs CTE Agricultural, Manufacturing and Robotics programs

Credit Recovery

Professional Learning Communities (PLCs) and collaboration time built into schedules for all teachers

English Learner (EL) training for all teachers

Extended school day transportation is offered to all students needing extra support

Tuesdays, Wednesdays and Thursdays Targeted Intervention after-school in all areas as needed

ELA and Math College Prep class for students to be TSI/College Ready for College and Career/Military Ready (CCMR)

Restorative Discipline best practices

Perceptions

Perceptions Summary

Many great things are happening at Terrell High School! Friends of Public Schools joined the district in creating Ambassadors for the district to celebrate successes. 81% of our students receive free breakfast and lunch. Parent engagement opportunities are abundant with an urgency this coming year to maximize those opportunities and get parents and community members involved. 96.1% of our students graduate from high school - many with an Associates Degree or Industry Based Certification. Our Robotics team advanced to State competition along with many of our athletic programs and teams.

Terrell High School seeks ways to engage parents, students, staff, and the community. Terrell High School has utilized Youth Truth to survey students, families, and staff in English and Spanish. Specifically, the campuses engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion are assessed. This provides us the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives.

Terrell High School hosts various parent and community engagement programs such as: Pep rallies, Job Fairs, CTE Showcases, Veterans' Day Program, Alumni Breakfasts, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program, College & Career Fairs, and universal breakfast program. There are additional community involvement opportunities with sports, clubs, organizations. Although tremendous efforts are made, student surveys report that their parents are not fully engaged and do not attend school functions to the extent desired.

Terrell High School places priority on safety and completes safety drills regularly. To address behavior issues, the campus has implemented a step system code of conduct, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and ROAR. The ROAR Packet was established to act on reports of threats or bullying. A pattern of African American males represent a higher number of disciplinary actions than other populations exist.

The campus attendance rate was impacted by COVID and the loss of students and teachers from the classroom due to illness and quarantine. The campus has not returned to its norm and student attendance is a focused area of concern because attendance has a direct impact of student achievement. A perception of student apathy exists due to a low attendance rate. However, low attendance can be attributed to a number of other causes.

The teacher turnover rate at Terrell High School is consistently higher than state average. In order to retain teachers, THS implements the district provided supports and are assigned a mentor teacher to provide regular and consistent support. New teachers are involved in a mentor system throughout the school year to provide continuing support for new staff in order to retain high-quality teachers. Terrell High School provides staff development of the NIET TRL rubric, subject-specific content areas, classroom management, and holding all staff accountable for increasing student achievement in all areas. Staff development will be provided by various sources including the NIET and through Professional Learning Communities (PLCs) with curriculum coordinators and campus administrators. Through these efforts and other professional development activities and cross-training opportunities, Terrell High School builds the capacity of all staff. Staff members are encouraged to take ownership through a variety of campus committees.

Terrell High School is committed to promoting a culture of College, Career and or Military ready for all students.

Terrell High School completes safety drills, views multiple security cameras, attend district safety meetings, complete compliance training and continuing education training. Teacher and student surveys indicate school is a safe environment.

Perceptions Strengths

Numerous engagement opportunities for students

Pathways, Certifications, and post-secondary degrees offered within the typical school day curriculum

Tiger Time on Fridays to support student choice, involvement, volunteerism, and school spirit

Communities in Schools

Positive working relationships among teachers and administrators

TISD Excellence Foundation Grant Opportunities

Weekly Administration Meetings, Bi-Weekly Department Head Meetings to address campus needs and celebrations

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, and other End-of-course 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.

Title I:

2.4, 2.6

Funding Sources: - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted - \$1,000

Strategy 2 Details

Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers.

Title I:

2.4, 2.6

- **Results Driven Accountability**

Funding Sources: Courageous Principals - Principals Training - 255 ESSA Title II, Part A TPTR - 255, Courageous Principals - AP Training - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting - 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.

Title I:

2.4, 2.5, 2.6

- **Results Driven Accountability**

Funding Sources: Summer School Extra Duty Pay - 211 ESSA Title I, Part A - 211, At Risk Student Mentors - 199 General Fund: SCE - ESSER, Credit Recovery Teacher - 199 General Fund: SCE - ESSER, Interventionist - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - 211 ESSA Title I, Part A - 211

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.

Title I:

2.4, 2.5, 2.6

- **Results Driven Accountability**

Funding Sources: Eduphoria Lead4Ward Add On - 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 OR successfully complete a dual credit course in English or Math.</p> <p>Title I: 2.5</p> <p>Funding Sources: Texas College Bridge - 199 General Fund CTE - 199 CTE, Cost of Dual Credit - 199 General Fund CTE - 199 CTE - Noted Below</p>
Strategy 2 Details
<p>Strategy 2: PROGRAMS OF STUDY: Programs of study will be re-aligned and implemented to meet TEA recommendation, workforce needs, and student interest.</p> <p>Title I: 2.5</p> <p>Funding Sources: iCEV - 244 Carl D. Perkins (CTE) - 244, Adobe - Certiport - 244 Carl D. Perkins (CTE) - 244, Prin of Law Textbooks - 410 IMA Funds - 410, Instructional Materials and Supplies - 199 General Fund CTE - 199 CTE</p>
Strategy 3 Details
<p>Strategy 3: COLLEGE READINESS: District will pay tuition for students to enroll in approved dual credit courses AND will provide SAT, ACT, and TSI on the high school campus.</p> <p>Title I: 2.5</p> <p>Funding Sources: TVCC Tuition - 199 General Fund CTE - 199 CTE, TVCC Textbooks & Digital Labs - 199 General Fund CTE - 199 CTE, TVCC Transportation - 199 General Fund CTE - 199 CTE, College Board - SAT Exams/ACT Exams/TSI Exams - 199 General Fund CTE - 199 CTE</p>

Strategy 4 Details

Strategy 4: COLLEGE READINESS:

To promote a college going culture, the district will partner with outside sources such as Greenlight and NTN for college acceptance, financial aid, and scholarship opportunities.

Title I:

2.5

Funding Sources: Greenlight - 199 General Fund - 199 CTE, NTN - Outside Funding Source - GRANT

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
<p>Strategy 1: EMERGENT BILINGUAL - EB students will achieve proficiency in the TELPAS domains of listening, speaking, reading and writing.</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Bilingual Specialist - 263 ESSA Title III, LEP - 263, Bilingual Specialist - 199 General Fund - 199</p>
Strategy 2 Details
<p>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.</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p>
Strategy 3 Details
<p>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.</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p>

Strategy 4 Details
Strategy 4: PROGRESS MONITORING: Utilize progress tracking, monitoring and intervention system on every campus. Title I: 2.4, 2.6
Strategy 5 Details
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. Title I: 2.4, 2.6

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 increase from 93% to 96%.

Evaluation Data Sources: Ascender Attendance
TAPR

Strategy 1 Details
Strategy 1: Monitor daily attendance utilizing all resources, including the district dashboard and tracker. Title I: 2.4, 2.6
Strategy 2 Details
Strategy 2: Conduct home visits to chronically absent students (10 or more absences). Title I: 2.4, 2.6

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
Strategy 1: STUDENT PLACEMENTS: By May 2024, African American student suspensions (In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be less than 20% of the total TISD disciplinary removals/out-of-placements. Title I: 2.4, 2.6 Funding Sources: E-Hall Pass - 289 TITLE IV - 289
Strategy 2 Details
Strategy 2: DISCIPLINE MANAGEMENT PLAN: Utilize a discipline management plan that is effective and equitable. Title I: 2.4, 2.6 Funding Sources: ASCENDER Student Information System - 199 General Fund - 199

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 37% to 45%.

Evaluation Data Sources: Surveys

Strategy 1 Details
<p>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.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Social Worker - 199 General Fund: SCE - ESSER</p>
Strategy 2 Details
<p>Strategy 2: SECONDARY GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS: Panorama surveys will be provided beginning, middle and end of school to measure social & emotional wellness of all students. Secondary counselors will create guidance lessons based on Panorama data.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Panorama - 289 TITLE IV - 289, Panorama Training - 289 TITLE IV - 289</p>
Strategy 3 Details
<p>Strategy 3: 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.</p> <p>Title I: 2.4</p>

Strategy 4 Details
<p>Strategy 4: ALTERNATIVE EDUCATION / AT-RISK: Provide an alternative choice high schools to meet the needs of at-risk students.</p> <p>Funding Sources: TAEC Teacher Salaries - 199 General Fund: SCE - ESSER, TAEC Support/Adm Salaries - 199 General Fund: SCE - ESSER, Tomlinson - 211 ESSA Title I, Part A - 211, Tomlinson PD - 211 ESSA Title I, Part A - 211</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 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
Strategy 1: EXTRA-CURRICULAR ACTIVITIES: By 2024, the number of participants in UIL athletic extra-curricular activities will increase from ____% to ____%. Title I: 2.5
Strategy 2 Details
Strategy 2: FINE ARTS: By 2024, the number of participants in UIL fine-arts extracurricular activities will increase from 10% to 12%. Title I: 2.5
Strategy 3 Details
Strategy 3: STEM & ROBOTICS and CTE: By 2024, STEM, Robotic, and CTE opportunities will be made available to students at all grade levels. Title I: 2.5
Strategy 4 Details
Strategy 4: ENRICHMENT: By 2024, an enrichment and outside-of-school learning opportunity will be made available to each grade level.

Strategy 5 Details
Strategy 5: COLLEGE EXPOSURE: By 2024, student exposure to college visits will be provided at middle and high school levels Title I: 2.5
Strategy 6 Details
Strategy 6: ADVANCED STUDIES: Develop system for identification of GT students, training of GT teachers, and providing services to support Gifted & Talented Programs throughout the district. Title I: 2.4, 2.5

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
Strategy 1: RECRUIT & TRAIN Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff Funding Sources: Recruitment Fairs - 255 ESSA Title II, Part A TPTR - 255, NIET Trainings - 255 ESSA Title II, Part A TPTR - 255
Strategy 2 Details
Strategy 2: COMPLIANCE: Provide annual compliance training for teachers and other appropriate personnel

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 campus 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 -

Campus will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.

Strategy 1 Details
<p>Strategy 1: COMMUNICATION MEDIUMS: Campus will use websites, website applications, social media, REMIND messages, parent portal, video newsletters 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 district 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>

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

Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT

Strategy 1 Details
<p>Strategy 1: OUTREACH: Provide campus-wide outreach program for parents to help build connections and capacity</p> <p>Funding Sources: Lectura Latino Family Literacy - 263 ESSA Title III, LEP - 263</p>
Strategy 2 Details
<p>Strategy 2: ACCESS: Campus will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Dudes at Doors, Boys to Men, Strong Fathers, Veteran's Day, Cultural Days, Hall of Fame, etc.) .</p> <p>Title I: 4.2</p> <p>Funding Sources: Strong Fathers - Parent Engagement - 211 ESSA Title I, Part A - 211</p>
Strategy 3 Details
<p>Strategy 3: PARENT & FAMILY ENGAGEMENT POLICY: The campus will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.</p> <p>Title I: 4.1, 4.2</p>

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Earl Gilmore	Principal
Administrator	Durrell Thompson	Associate Principal
Librarian	Kimberly Cokely	Librarian
Classroom Teacher	Diallo Stogner	Science Department Chair
Classroom Teacher	Katlin Ybarra	English Department Chair
Classroom Teacher	Deborah Smith	CTE Department Chair
Classroom Teacher	Cody Herrera	Math Department Chair
Classroom Teacher	Sarah Pizzini	Social Studies Department Chair
Classroom Teacher	Ana Reyes	LOTE Department Chair
Classroom Teacher	Amanda Guthrie	Fine Arts Department Chair
Classroom Teacher	Joe Stephens	PE/Athletics Department Chair
Business Representative	Vaughan Edmonson	Platinum Chevrolet- Service Manager
Community Representative	Dwight Gentry	Member- Rotary Club of Terrell
Parent	Ryanne Hamilton	Parent
District-level Professional	Stan Heisel	Director of Technology
Paraprofessional	Anita Avila	Principal Secretary
Coordinator	Patricia Lane	Campus PTA Coordinator
Non-classroom Professional	Lourdes Baker	Lead Counselor
Student	Ashton Anderson	Student Ambassador