

**Denison Independent School District**  
**Terrell Elementary School**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

The mission of Terrell Elementary is to ensure that all students will learn at high levels.

## Vision

Terrell Elementary's vision is to become a school with a reputation of excellence in the the Denison community.

## Value Statement

Terrell Elementary's Value Statements: We will make No Excuses. We will maintain High Expectations. Failure is NOT an option.

Terrell Elementary's Overarching Goal is to become a true Professional Learning Community that maintains a focus on STUDENT LEARNING. This will be accomplished by having a shared mission, vision, value, and goals; having a collaborative culture with a focus on learning; collectively inquiring into best practices and continually investigating our current reality; being action oriented; being committed to continuous improvement; and being results oriented.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Year	Student population	Economically disadvantaged %	English language learners %	At risk %	Mobility rate %
2013-2014	442	81.7	3.1	42.3	24.8
2014-2015	371	84.9	1.1	32.1	25.3
2015-2016	313	74.4	1.6	23.3	28.1
2016-2017	314	82.2	1.9	24.2	26.1
2017-2018	357	78.4	3.4	30.8	25.5

YEAR	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more races
2016-2017	19.1	16.9	55.4	.6	.3	0	7.6
2017-2018	20.4	18.8	52.1	1.4	.3	0	7

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
96.5	96.2	96.9	96.3	96.0

attendance data

Terrell currently serves 312 students. Due to rezoning in the district over the last few years, the campus has seen slight changes in the student population.

The current components for student data assessment which affect the results include:

- High mobility rate- Grayson County Shelter is in Terrell's attendance zone.
- At-Risk Population decreasing- effective teaching and intervention methods

Needs-

- Strategies to work with the highly mobile population

- Develop trauma-informed strategies to better reach students with trauma that may in these mobile populations
- Rezoning of district lines in order for Terrell to have more students.
- 4 teachers per grade level

Terrell Elementary is staffed with highly qualified teachers and staff. Each grade level has at least one certified ESL teacher. Our campus has a dedicated staff with many employees celebrating over ten years of service to Terrell Elementary. The staff feels a sense of family and work together to meet the needs our students.

Teachers continue to use T-TESS - Texas Teacher Evaluation and Support System (T-TESS). T-TESS focuses on providing continuous, timely and formative feedback to educators so they can improve their practice. Teachers are provided the opportunity to utilize the rubric to self-reflect and make improvements to instruction. They plan their own PD needs to meet their goals.

### **Demographics Strengths**

To keep the attendance rate consistent and to provide opportunity for continued improvements, we would like to continue the following:

- Monitoring attendance--we now have a full time attendance/parent involvement coordinator
- Phone calls home and home visits
- Working with local court personnel on truancy issues
- Recognize students with perfect attendance during semester award assemblies
- Encourage teachers to obtain ESL certifications; all new hires have to obtain an ESL certificate
- Monitor all At Risk student progress including ESL Students
- Ensure all students' needs (academically, physically, emotionally, etc) are being met

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** High mobility rate of more than 25% **Root Cause:** High percentage of rental homes, the county homeless shelter, and government subsidized housing area are in Terrell's attendance zone.

**Problem Statement 2:** Terrell's attendance rate of 96% is below the established rate of 97%. **Root Cause:** Lack of consequences for truancy. Although there is some improvement in this area.

**Problem Statement 3:** Increasing number of ESL families that need support. **Root Cause:** Lack of Spanish-speaking personnel and resources for the families.

**Problem Statement 4:** Highest percent of economically disadvantaged students of DISD elementary campuses. **Root Cause:** Research suggests lack of home support and/or resources.

# Student Learning

## Student Learning Summary

Terrell students are held to high academic standards, and Terrell teachers use highly effective, research-based teaching practices that are rigorous. We keep the data in front of us and analyze what we are doing to improve that data.

Our current STAAR scores: M/M is meets/masters

Writing seems to be the area in need of greatest reinforcement. From 83/45 in 2018, to 2 years of decline, we must re-think our writing instruction.

	3 <sup>rd</sup> Reading	3 <sup>rd</sup> Math	4 <sup>th</sup> Reading	4 <sup>th</sup> Math	4 <sup>th</sup> Writing
2019 M/M	44/24	57/19	40/11	56/29	23/7
2018-M/M	38/26	45/14	35/16	54/27	24/5
2017	79/40	84/43	86/50	90/52	83/45
2016	91	86	91	63	74
2015	85	NA	81	NA	67
2014	82	76	69	80	61

Some things to consider to keep up with the rigor of state standards going forward:

- math interventionist
- additional reading interventionist
- lower student:teacher ratios
- educating parents
- assistant principal
- SLC with teacher cert
- more SPED inclusion support

## Student Learning Strengths

3rd and 4th grade STAAR reading and math scores are exemplary, esp 4th grade math.

District common assessment and benchmark data is consistently high compared to district results.

The current components for student data assessment which affect the results include:

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-4 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-4
- District common assessments
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- STAR math and reading score in Renaissance
- Regular PLC meetings
- Protected intervention times
- Reading interventionist
- Grade level tutors
- Foster grandparents
- Dyslexia specialist
- IXL
- Rigby

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Fourth grade writing scores were low compared to 2 years ago. **Root Cause:** Rigor of test has increased; passing % has increased; need for vertical alignment on campus

**Problem Statement 2:** SPED department needs additional support. **Root Cause:** The number of SLC, Journey and other SPED students has increased the SPED teachers' loads.

**Problem Statement 3:** Larger class sizes. **Root Cause:** Each grade level has fluctuated in number thus reducing the number of teachers.

# School Processes & Programs

## School Processes & Programs Summary

Our campus has quality teachers and staff that ensure that the students are provided with a quality education. By focusing on the grade level TEKS and assessment data, the teachers teach using a variety of methods and groupings. Teachers collaborate with tutors, interventionists, instructional aids and administration to determine student needs and analyze growth through SST and PLC meetings. Students use a variety of online programs to help address specific TEKS (Education Galaxy, AR, Think Through Math, ixl, Reflex Math). The district provides teachers with a grade level curriculum coordinator to assist with curriculum, instruction, and assessments. Grade levels meet with their grade level at district wide PLC meetings to collaborate with peers. There are resource needs throughout the campus to help support and align grammar TEKS to help prepare for the fourth grade writing STAAR. Assessment data should be used to drive instruction. Due to the growth of the ELL and SPED population, teachers have a need for professional development on how to best serve this demographic. Teachers and ELL families need access to interpreters. The increase in the special education population, behavior concerns, and student performance on STAAR has led to the need for additional support in the resource classroom in the form of a full time instructional aid.

Wishes/suggestions to consider:

- Grammar resources to help vertically align and prepare students for fourth grade writing STAAR across grade levels.
- Reading curriculum resources to help deepen comprehension (online and print)
- Math TEKS spiraled/aligned
- Benchmarks purposeful and used to guide instruction (EOY benchmarks)
- Lessen gap between grade level common assessments/benchmarks
- ixl ELAR for grades 2-4 to help with specific grammar/reading TEKS
- ESL training on how to better implement ELPS in daily lesson plans.

Recruiting and retaining highly qualified employees remains a top priority for the district and Terrell. The district has established plans to address recruitment and retention efforts, succession plans, and staff stability. Although Denison ISD is small, key positions are filled with staff who are capable and willing to wear many hats. While the district is growing their own, they also seek highly qualified staff outside the district. A competitive salary schedule allows the district to recruit teachers within Texas as well as outside of the state. We would like to consider the following actions to improve Staff Recruitment, and Retention:

- Increase staff diversity
- Buddy program for established teachers in a new role
- Mentor program for paraprofessionals
- Specialized unit PLCs
- Time to observe other teachers/campuses
- Exit interviews and data
- Increase staff recognition and rewards
- At least 2 ESL certified teachers on each grade level.
- Instructional aids

Our school district supports high quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, and competitive salary/stipend schedules. Terrell organizes instruction through the framework of a Master Schedule to ensure that all grade levels are provided time to schedule appropriate instruction to fully meet the needs of all learners. A daily block of protected intervention time is provided to each grade level during which interventions, enrichment, speech therapy, and guidance services are provided and tutors may be utilized. Teachers have a voice in decision making and school policies through attendance and participation at Monday staff meetings, weekly and monthly school and district PLCs, and school committees. Some grade level teachers have the ability to some extent to “tweak” common assessments in monthly district PLC meetings and summer staff development. Data reflects a decline in enrollment after school boundary lines were redrawn two years ago. We need more diversity in



gender and race within our staff.

History has shown at Terrell that students will rise to the occasion when strong school organization and high expectations are in place.

Wishes/Suggestions to consider

- Trauma-informed professional development.
- Lower student: teacher ratios
- Instructional paraprofessionals, in addition to our behavioral paraprofessionals
- Additional available spots in the bilingual program for Spanish speaking student
- A yearly rotation of master schedule to provide variety to grade levels (same grade level not always having morning conference time or end of day rotations)

At Terrell the staff is overall pleased with the technology that we have. We feel we are strong in the area of having a multitude of different types of technology available to our staff and students. We strive to provide the best technology for our students to meet their academic needs.

Technology Needs:

Additional classroom technology-

newer printers

Software Needs

Software training for those who need it

In addition to these curricular elements, we are striving this year to increase parental involvement. This includes PTO, attending programs at the school, positive social media presence, and improving interface with the sign-in system.

### **School Processes & Programs Strengths**

Current best practices/strengths that we want to continue:

- Assessments/Data help to guide small group
- Eduphoria to analyze data
- Grade level tutors
- Reading Interventionists
- K-2 report cards focus on standards based grading
- Monthly SST meetings
- Weekly campus grade level PLC
- District grade level PLC
- District curriculum coordinators

- Grade level scope and sequence
- Online math resources: ixl, TTM, Reflex Math
- iPads/apps in the lower grades have increased engagement

Our current Staff Recruitment, and Retention actions that we want to continue (strengths):

- Well-educated, dedicated, and hard-working staff
- Helpful, warm, and compassionate staff
- Established structure, routines, and expectations
- Mentor program for new teachers PLC – collaboration
- Book club
- Professional development opportunities for teachers
- District and campus celebration of 10+ years of service

Best Practices/Strengths that we would like to see held in place:

- Protected intervention times
- Conference times
- PBIS/morning announcements/morning meetings
- Terrell Way
- Dismissal organization, structure, and expectations
- Locked front door and entrance procedures
- 2, rather than 4, Lone Star Celebrations per year
- Variety of staff development offerings and choices

Our campus has wireless internet throughout.

Each classroom on our campus is equipped with computers, wireless internet, smartboard, projector, document camera, printer, tv tuner, audio amplifier and a phone. Pre K-1 has a class set of ipads in each classroom. There are 14 ipads available for checkout from the library for upper grades. Our campus has 5 COWS, 4 of which house touchscreen laptops. The software on our campus is utilized daily. Currently we have iStation, Renaissance Learning, Compass, Think Through Math, Brain Pop, IXL as well as many apps on the ipads.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Class sized fluctuate during the year, causing large class sizes. **Root Cause:** High mobility rate.

**Problem Statement 2:** Resource class size is large for specialized learning classroom. **Root Cause:** Increase in number of students served.

**Problem Statement 3:** ELL/Spanish-speaking students are achieving at lower levels than their peers. **Root Cause:** The district bilingual program is full; Terrell needs additional ESL training.

# Perceptions

## Perceptions Summary

We strive to involve our Terrell families in academic and family centered activities. Communication efforts include a weekly Terrell newsletter, marquee information, the Terrell website, @TerrellTexans Twitter, Terrell Elementary Facebook, and Blackboard Connect (the school wide calling system).

Our PTO is very involved. They have planned many family and community involvement opportunities such as the Fall Festival, Santa Night, Mother/Son Kickball Tournament, Father/Daughter Dance, and Terrell Family Picnic.

We are thankful to have many community partners that donate their time to our school. Waples Methodist Church has volunteers that read with our students weekly. They also provide school supplies for our students, pajamas for our students at Christmas, and an end of the year lunch for our staff. Trinity Methodist Church supplies students in need with weekend food bags. Park Avenue Church of Christ and First Baptist church have both donated coats for our students, and FBC men have done an outside "sprucing up" this fall. First United Bank has donated supplies. Students participate in various community field trips such as Eisenhower, Downtown Denison, Frontier Village and plays at DHS. Many members of the community participate in Read Across America week by reading to each class to promote a love of reading. There are also various local businesses that donate food coupons and PBIS prizes to our students.

We are continually aiming to improve our family and community participation. We would like to incorporate the following to increase parental awareness and support:

- Parenting tips added to the weekly newsletter
- List of learning websites per grade level for home/school use added to Terrell's website for easy access at home and school
- Parenting classes
- Interpreter for non-English speaking parents (forms offered in Native language)
- Parent involvement night for parents to get tips on how to help their child at home (stations/games)
- Create an environment that welcomes families in at any time.

The following suggestions were offered which will be passed on to PTO and admin for their consideration:

- Arts and crafts night
- Family Reading Night (in conjunction with the Book Fair)
- Math Game Night (in conjunction with the Academic Fair)

We at Terrell Elementary School share common aspirations with many schools in our wants and needs for our campus culture and climate. The difference is in our planning and execution to achieve, not only hope for, positive change where needed or to preserve those aspects that already meet campus needs.

## Perceptions Strengths

Here is a complete list of our current activities that we want to continue (strengths):

- Terrell weekly newsletter
- Marquee information

- Blackboard Connect-School wide calling
- Award Celebrations
- Meet the teacher night
- Open House
- Fall festival
- Pictures with Santa night
- Book Fair night (Fall and Spring)
- Class parties
- Academic Fair
- Mother/Son event
- Father/daughter dance
- Terrell family picnic
- 4<sup>th</sup> grade play performance
- Foster Grandparents
- Waples Methodist Church reading volunteers
- Trinity Methodist Church food bags
- Read Across America reading volunteers
- Local restaurants food coupon donations
- Donations from community organizations for PBIS prizes
- Donations/support for families at Christmas (Terrell and churches)

Strengths we wish to continue:

- Mrs. Jones social and emotional development/reinforcement for students
- Our school philosophy of positive reinforcement
- Dedication to having our school managed in the most highly organized way possible (Terrell Way, classroom and rotation procedures, etc.)
- Sense of family from teachers/staff in being willing to help anyone in need
- Support not only for physical and emotional needs but also spiritual (we are a campus that prays)
- EducatorsHandbook for discipline data
- Safety committee, procedures, documentation (drills to fire marshall), district safety forum, LobbyGuard.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Increase parent involvement. **Root Cause:** Work or other commitments keep them from attending.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Class size averages by grade and subject

#### **Employee Data**

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

# Goals

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 1:** Improve all students' academic performance, especially 4th grade STAAR writing.





**Evaluation Data Sources:** Students will reach meets or mastery level in core content areas on Spring 2020 STAAR.

**Summative Evaluation:** None

<b>Strategy 1:</b> Disaggregate data for all students, including at-risk  <b>Strategy's Expected Result/Impact:</b> PLC Minutes, Lesson Plans  <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 Regular Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Use PLC time to analyze data and formulate a plan for those who did not learn <b>Strategy's Expected Result/Impact:</b> PLC Minutes <b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - 199 Regular Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May



<b>Strategy 3:</b> Use PLC time to develop research-based engaging lessons to enhance learning <b>Strategy's Expected Result/Impact:</b> PLC Minutes, Lesson Plans, Walkthroughs, Classroom Observations <b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - 199 Regular Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Collaboratively create, administer and disaggregate formative assessments with appropriate modifications <b>Strategy's Expected Result/Impact:</b> Formative Assessments <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Classroom Teachers, Principals <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - 199 Regular Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Provide additional time, support, and opportunities for students who are not successful <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Intervention Periods/Plans, Walkthroughs, Classroom Observations, tutoring <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Special Ed Teachers, Reading Teachers, Intervention Personnel <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224-Special Ed. (old)	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 6:</b> Provide enrichment opportunities for students who are initially successful <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Intervention Periods/Plans, Walkthroughs, Classroom Observations, ACES, tutors, volunteers, software programs <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Intervention Personnel <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - 199 Regular Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 7:</b> Employ a teaching assistant to assist classroom teachers by enhancing the reading program through assisting students in selecting appropriate leveled books, setting reading goals, and working on text fluency. <b>Strategy's Expected Result/Impact:</b> Students' book selections, walkthroughs, fluency charts, AR, Ren. Place Star, iStation <b>Staff Responsible for Monitoring:</b> Campus principal, and classroom teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Library assistant - 211 Title I	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<b>Strategy 8:</b> Refine the curriculum in core academic areas. <b>Strategy's Expected Result/Impact:</b> Core Curriculum Documents, Lesson Plans <b>Staff Responsible for Monitoring:</b> Classroom teachers, Director of Instruction, Curriculum Coordinators, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 2:** Improve students' mathematical concepts and skills.

**Evaluation Data Sources:** Percent of students who pass the appropriate grade level and subject area STAAR will increase by a minimum of 2%.

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide additional learning time for struggling students in the form of in- school tutoring & in-school intervention / after school. <b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, daily and formative assessments <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Intervention Personnel, & Special Education staff <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> Tutors, materials - 211 Title I, - 199 Regular Education, - 224 Special Education, Tutors - 199 24 Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Specifically focus on students' needs during intervention times <b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, daily and formative assessments <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224 Special Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Review and persistently implement RtI processes <b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, daily and formative assessments, Comprehensive RtI Packets <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Interventionists - 211 Title I, - 199 Regular Education, Interventionist - 199 24 Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May





<b>Strategy 4:</b> Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state  <b>Strategy's Expected Result/Impact:</b> Curriculum Document(s) <b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - 199 Regular Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Complete and implement plans for remediation and growth for all students in math.  <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments, students' IEP progress. <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - 211 Title I, - 199 Regular Education, - 224 Special Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 6:</b> Attend professional development sessions and grade level PLCs to improve math strategies.  <b>Strategy's Expected Result/Impact:</b> Lesson plans, training attendance <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Classroom teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 3:** Prepare students for Writing Expectations on State Assessments.

**Evaluation Data Sources:** Percent of students who reach meets STAAR Writing assessment will increase to 50%.

**Summative Evaluation:** None





<b>Strategy 1:</b> Attend staff development sessions to provide training on teaching strategies for improving writing skills focusing on grammar, editing and revising. <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments, students' IEP progress. Empowering Writers. TEA Reading Academy, district PLC meetings <b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals, Curriculum Coordinators, Classroom Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Use rubrics for assessing different types of writing <b>Strategy's Expected Result/Impact:</b> Completed Rubrics. Student friendly rubrics for self assessment <b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals, Curriculum Coordinators, Classroom Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Complete and implement plans for remediation for all students demonstrating weakness in writing <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments, students' IEP progress. Small group instruction. Before, during, and after school tutoring. <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - 211 Title I, - 199 Regular Education, - 224 Special Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 4:** Improve students' science concepts and skills. and prepare students for STAAR Science Exams.

**Evaluation Data Sources:** Percent of students who pass the appropriate grade level assessments will increase.

**Summative Evaluation:** None

<b>Strategy 1:</b> Attend training sessions to prepare for the rigor and state expectations for Science TEKS <b>Strategy's Expected Result/Impact:</b> Session Attendance Records, District workshops (ex. Science Solutions) <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Coordinators, Director of Instruction, Classroom Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Evaluate and modify the common assessments. <b>Strategy's Expected Result/Impact:</b> Updated Common Assessments, teacher input <b>Staff Responsible for Monitoring:</b> Principals, Curriculum Coordinators, Classroom Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Complete and implement plans for remediation for all students demonstrating weaknesses in science. <b>Strategy's Expected Result/Impact:</b> Response to intervention records, PLC minutes, daily and formative assessments, and students' IEP progress. <b>Staff Responsible for Monitoring:</b> Principals, classroom teachers, and special education teachers.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 5:** Improve students' reading abilities and prepare students for STAAR Reading exams.

**Evaluation Data Sources:** Percent of students that reach meets on STAAR reading will meet or exceed 50%.

**Summative Evaluation:** None

<b>Strategy 1:</b> Attend 3rd and 4th grade PLCs to inform staff of test changes including an awareness of readiness and supporting standards & improve reading strategies <b>Strategy's Expected Result/Impact:</b> Session Attendance Records, Teacher Lesson Plans <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Campus Principals, Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Identify and provide specialized instruction for students with dyslexia <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments <b>Staff Responsible for Monitoring:</b> Campus Principals, Dyslexia Coordinator, Director of Instruction, Classroom Teachers, Reading Interventionists <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Reading Interventionists (2) - 211 Title I	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Provide additional learning time in the form of in-school and after school tutoring & reading intervention for all students. <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - 211 Title I, - 199 Regular Education, - 199 24 Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Complete and implement plans for remediation / growth for all students in reading <b>Strategy's Expected Result/Impact:</b> Response to Intervention Records, PLC Minutes, daily and formative assessments <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, Interventionists, Special Education Teachers, Tutoring Personnel <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224 Special Education, - 199 24 Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 6:** Enhance students' technology skills and abilities.

**Evaluation Data Sources:** Students will show an increase in technology skills and abilities.

**Summative Evaluation:** None

<b>Strategy 1:</b> All students will attend computer lab classes at least one time per week under the direction of a computer lab tech. Grade level technology TEKS will be addressed. <b>Strategy's Expected Result/Impact:</b> Daily classroom assessments and computer lab software assessments. <b>Staff Responsible for Monitoring:</b> Campus Principal and computer lab tech <b>Funding Sources:</b> - 211 Title I	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Review the state expectations for technology skills by grade level. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Technology Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Provide time for students to master and apply technology skills to learning assignments. <b>Strategy's Expected Result/Impact:</b> Student products <b>Staff Responsible for Monitoring:</b> Principal, teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Evaluate students' abilities at the end of the school year. <b>Strategy's Expected Result/Impact:</b> End of Year Report <b>Staff Responsible for Monitoring:</b> teachers, principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 7:** Improve Services for English Language Learners (ELL) including Bilingual & English as a Second Language (ESL) Students

**Evaluation Data Sources:** Students will show an increase in their PreLAS and LAS Links Reading Assessment.

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue to encourage teachers to obtain ESL certification <b>Strategy's Expected Result/Impact:</b> Increased number of ESL certified teachers. <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				




**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success






**Performance Objective 8:** The percentage of 3rd grade students who meet or master grade level in reading will increase from 47% to 49% by May 2021.  
(Five year goal 2024 =57%)

**HB3 Goal**

**Evaluation Data Sources:** Domain 1: Student Achievement

**Summative Evaluation:** None

<b>Strategy 1:</b> Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.  <b>Strategy's Expected Result/Impact:</b> CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and TPRI/Tejas Lee results for 1st and 2nd grades are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.  <b>Staff Responsible for Monitoring:</b> PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> - 199 24 Compensatory Education, - 211 Title I, - 199 Regular Education	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	May
<b>Strategy 2:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.  <b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.  <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Principals, Teachers  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education, - 255 Title II, Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	May
<b>Strategy 3:</b> Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.  <b>Strategy's Expected Result/Impact:</b> Improvement in reading skills will be evident with focused instruction in reading.  <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> - 199 24 Compensatory Education, - 211 Title I, - 199 Regular Education	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	May

<b>Strategy 4:</b> Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children. <b>Strategy's Expected Result/Impact:</b> Reading scores will improve. <b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Parents, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - 211 Title I, - 263 Title III, BIL/ESL	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 9:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 57% to 59% by June 2021. (Five year goal 2024 = 65%)

### HB3 Goal

**Evaluation Data Sources:** Domain 1: Student Achievement

**Summative Evaluation:** None





<b>Strategy 1:</b> Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. <b>Strategy's Expected Result/Impact:</b> Imagine Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth. <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 288 Indian Education Grant, - 199 24 Compensatory Education, - 289 Title IV, - 199 23 Special Education, - 199 25 ESL, - 211 Title I	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	May
<b>Strategy 2:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons. <b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities. <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Principals, Teachers <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - 199 Regular Education, - 255 Title II, Part A, - 211 Title I, - 199 24 Compensatory Education	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	May
<b>Strategy 3:</b> Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children. <b>Strategy's Expected Result/Impact:</b> Math scores will improve <b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Parents, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 211 Title I	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 1:** Encourage respect for one another.

**Evaluation Data Sources:** Teacher and staff recognition of acts or kindness and compassion.

**Summative Evaluation:** None





<b>Strategy 1:</b> Reciting "The Terrell Way" daily and collectively as an entire school as we open each day with the daily announcements. <b>Strategy's Expected Result/Impact:</b> Minimal occurrences of disrespectful behavior. Increased acts of kindness and compassion. <b>Staff Responsible for Monitoring:</b> All	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Develop student leaders in 1st through 4th grade to help new students feel welcome at Terrell. <b>Strategy's Expected Result/Impact:</b> Increased acts of kindness and compassion. <b>Staff Responsible for Monitoring:</b> All	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Recognize and celebrate acts of kindness and compassion at the classroom level, through the daily announcements, and through Celebration Roundups. <b>Strategy's Expected Result/Impact:</b> Minimal occurrences of disrespectful behavior. Increased acts of kindness and compassion. <b>Staff Responsible for Monitoring:</b> All	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Embrace and participate in scheduled 5K run activity. <b>Strategy's Expected Result/Impact:</b> Minimal occurrences of disrespectful behavior. Increased acts of kindness and compassion. <b>Staff Responsible for Monitoring:</b> All	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 2:** Improve student attendance.

**Evaluation Data Sources:** Overall student attendance for all students will remain at 95% or better.

**Summative Evaluation:** None

<b>Strategy 1:</b> Monitoring of attendance <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. <b>Staff Responsible for Monitoring:</b> Principal, Elementary Attendance Clerk, Parental Involvement Coordinator, Classroom Teachers, Guidance Counselor, School Nurse <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Recognize and celebrate semester perfect attendance and all year perfect attendance. This will be done during our semester Celebration Roundups and End-of-Year Celebration Roundups. <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. <b>Staff Responsible for Monitoring:</b> Principal, attendance clerk, classroom teachers, & guidance counselor.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Place phone calls and make home visits. <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. <b>Staff Responsible for Monitoring:</b> Principal, attendance clerk, parental involvement coordinator, classroom teachers, & guidance counselor. <b>Title I Schoolwide Elements:</b> 3.1 <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Work closely with local court personnel. <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or better attendance rate as a school. Decreased occurrences of court appearances. <b>Staff Responsible for Monitoring:</b> Principal and attendance clerk.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 3:** Reduce the number of student disciplinary offenses.

**Evaluation Data Sources:** Disciplinary referrals will decline from the 2019-2020 school year.

**Summative Evaluation:** None

<b>Strategy 1:</b> Inform all students, parents, and staff of the expected behavior as stated in the District/Campus Code of Conduct. <b>Strategy's Expected Result/Impact:</b> Signed Letters <b>Staff Responsible for Monitoring:</b> Principal, teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				








**Goal 2:** Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 4:** Use trauma-informed strategies and restorative practices to work with Tier 3 gen ed behavior students.

**Evaluation Data Sources:** Educator's Handbook documentation and staff feedback

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide Zones of Regulation training <b>Strategy's Expected Result/Impact:</b> office referrals will decline <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Counselor <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Provide a safe and orderly school climate that is conducive to learning.

**Performance Objective 1:** Provide a safe campus environment.

<b>Strategy 1:</b> Continue to implement the District Emergency Operation Plan <b>Strategy's Expected Result/Impact:</b> District emergency plan <b>Staff Responsible for Monitoring:</b> Central Administration Staff, Campus Principals, School Safety Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<b>Strategy 2:</b> Continue to implement the Terrell Emergency Operation Plan <b>Strategy's Expected Result/Impact:</b> Terrell emergency plan <b>Staff Responsible for Monitoring:</b> All staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<b>Strategy 3:</b> Conduct monthly emergency drills (evacuation, lock down, & tornado) <b>Strategy's Expected Result/Impact:</b> Timely and orderly drills <b>Staff Responsible for Monitoring:</b> All staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Provide a safe and orderly school climate that is conducive to learning.

**Performance Objective 2:** Promote, teach, instill, and encourage the Terrell Way , PBIS, and Ron Clark's Essential 55.

**Evaluation Data Sources:** Parent, staff, and student input at end of 2019-2020 school year--survey.

**Summative Evaluation:** None

Strategy 1: Implement Morning Meetings to implement Terrell Way and Essential 55.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Training for new staff for PBIS.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Develop parent survey.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 1:** Improve parent communication.

**Evaluation Data Sources:** Parent Survey at end of 2019-2020 school year to assess.

**Summative Evaluation:** None





<b>Strategy 1:</b> Parent notification will be sent for students being placed on TIER II or TIER III for remediation <b>Strategy's Expected Result/Impact:</b> Copies of letters, Meeting Minutes <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers <b>Title I Schoolwide Elements:</b> 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Parent letter will be sent for students identified as At-Risk in reading and math. <b>Strategy's Expected Result/Impact:</b> Copies of letters <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Principals, Counselors, Classroom Teachers <b>Title I Schoolwide Elements:</b> 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Improve General Parent Communication through weekly office / counseling newsletter. <b>Strategy's Expected Result/Impact:</b> Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits &/or phone contacts, Student Handbook. <b>Staff Responsible for Monitoring:</b> Superintendent for Administration, Director of Special Programs, Campus Principals <b>Title I Schoolwide Elements:</b> 3.2 <b>Funding Sources:</b> Parent Involvement Coordinator - 211 Title I	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 2:** Encourage parent involvement.

**Evaluation Data Sources:** Parent survey at end of 2019-2020 school year.

**Summative Evaluation:** None

<b>Strategy 1:</b> Translate documents in the home language of each child. <b>Strategy's Expected Result/Impact:</b> Translated documents. <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, DISD Public Relations Office	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Continue the automated calling system. <b>Strategy's Expected Result/Impact:</b> Logs of calls <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, DISD Public Relations Office	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Provide access to student's grades online with the Gradebook Parent Viewer. <b>Strategy's Expected Result/Impact:</b> Online Gradebook <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, DISD Public Relations Office	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Assist preschool children in the transition from early childhood programs to kindergarten. <b>Strategy's Expected Result/Impact:</b> Classroom walk-throughs <b>Staff Responsible for Monitoring:</b> Central Administration, Principal, Guidance Counselor, and PreK & Kinder teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Terrell Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 114 8 24 6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$185,150.00
6100 Subtotal:		\$185,150.00
6300 Supplies and Services		
199 114 8 24 6300	6399 General Supplies	\$250.00
6300 Subtotal:		\$250.00
6400 Other Operating Costs		
199 114 8 24 6400	6410 Travel, Subsistence and Stipends	\$150.00
6400 Subtotal:		\$150.00

## Personnel for Terrell Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristy Weda	Dyslexia Specialist	Reading	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

At Terrell Elementary, we complete our Needs Assessment each year based on our Assessments and data. We share this data with our Campus Improvement Committee and have input from all of our stakeholders including parents.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

At Terrell Elementary, the Campus Improvement Plan is developed based on our needs from the previous year's data. Input is given from staff members and the Campus Improvement Committee which includes parents and community members

### **2.2: Regular monitoring and revision**

We annually monitor our plan four times a year and adjust our plan as needed.

### **2.3: Available to parents and community in an understandable format and language**

We have copies of the CIP available to parents in the office if needed. This is discussed during our CIP meeting.

### **2.4: Opportunities for all children to meet State standards**

At Terrell, we want all students to be successful and meet State standards. We have weekly PLC meetings and use tracking sheets to monitor the students and how they are doing in class. We use the tracking sheets to monitor their progress during the year.

### **2.5: Increased learning time and well-rounded education**

Each student at Terrell is given the opportunity for small group instruction if needed. We look at each student as an individual and meet them at their needs

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

We offer many ways to communicate with families: Title I meetings, PTO meetings, weekly newsletters to parents, conferences as needed.



### **3.2: Offer flexible number of parent involvement meetings**

Parents can attend PTO meetings, Title I meetings, Open House, Meet the teacher, Kinder Roundup, etc...

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ariel Dawson	Instructional Aide	Reading/Math	1
Caitlyn Lunkley	Instructional Aide	Reading / Math	1
Carly Guerrero	parent involvement coordinator		1
Kelly Hayes	LRC	Reading	1
Kelly Hurley	Interventionist	Reading/Math	1

# Campus Funding Summary

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors		\$0.00
1	2	3	Interventionist		\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	9	2			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	7	Library assistant		\$0.00
1	2	1	Tutors, materials		\$0.00
1	2	2			\$0.00
1	2	3	Interventionists		\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	5	2	Reading Interventionists (2)		\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	8	1			\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
4	1	3	Parent Involvement Coordinator		\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	5	4			\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$0.00
1	9	2			\$0.00
Sub-Total					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	4			\$0.00
1	9	3			\$0.00
Sub-Total					\$0.00

288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
224-Special Ed. (old)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

# Addendums