

**Campus Improvement Plan
2020 - 2021**



Submitted for Board Approval October 2020



“Learning Today...Leading Tomorrow”

Mission

The Mission of Terry High School is to provide high quality and innovative academic growth experience for all students.

Vision

The Vision of Terry High School is to develop a culture of mutual respect and academic excellence through rigorous instruction which produces college and career-ready individuals.

2020-2021 Campus Improvement Plan Summary Sheet

<p>Goal 1: By May 2021, all English I & II STAAR students and student groups test takers will increase their overall academic performance at the meets level by 7% as measured by the English I End of Course exam.</p>	<p>Strategy 1: All English I & II teachers will receive training specifically focused on improving in Reading Fluency.</p>
	<p>Strategy 2: Create a master schedule that allows for a common planning time, collaboration, and utilization of PLC time for all English teachers by grade level.</p>
	<p>Strategy 3: Increase the amount of student discourse by continuing to train all English I & II teachers on the implementation of Kagan Structures and Talk, read, Talk Write strategies into their lessons.</p>
	<p>Strategy 4: Implement campus wide book study focused on building relationships and improving campus culture “Be the One”.</p>
	<p>Strategy 5: Improve quality of Tier I instruction by utilizing researched based instructional strategies and the Lead4ward resources into teacher planning.</p>
	<p>Strategy 6: Identify students in need of additional instructional support based on regression data, assessment data and grade evaluation. Teachers will utilize PLC time to analyze student data and work collaboratively with colleagues to address student needs by developing interventions opportunities throughout the school day and to provide extension/enrichment activities for students that are successful.</p>

<p>Goal 2: Goal Statement: The percent of ESL students achieving “Meets” grade level on the English I, English II, Algebra, Biology and US History EOC Tests will increase between 7% by the end of the 2020-21 school year as evidenced by the 2021 EOC results.</p>	<p>Strategy 1: All English I & English II teachers will participate and be trained as part of the ALP Cohort Training.</p>
	<p>Strategy 2: Teachers will continue to monitor ELL student performance in the classroom and on district assessments and identify areas of growth.</p>
	<p>Strategy 3: Identify ESL students in need of instructional support based on regression, assessment data and grade evaluation and assign students to a TELPAS Intervention Blasts during Ranger Time and on Saturdays.</p>
	<p>Strategy 4: Implement campus wide Saturday School intervention for struggling ELL's.</p>
	<p>Strategy 5: Increase level of Tier I instruction by utilizing the Lead4ward “Instructional Strategies Playlist” resources in their planning to increase student engagement.</p>
	<p>Strategy 6: Incorporate specific core content goals focused on ELL's strengths and weaknesses during PLC time based on the analysis of ELL student assessment data and plan interventions to address student needs.</p>
	<p>Strategy 7: Increase ELL's overall passing rate of performance at the Advance High Level by 7% as measured by the TELPAS test.</p>
	<p>Strategy 8: Continue to recruit and retain highly qualified teachers in core content areas and increase the number of teachers who are ESL certified by 5 teachers.</p>

<p>Goal 3: By May 2021 all Biology and Algebra I STAAR students and student groups test takers will increase their academic performance at the meets level by 5% as measured by the STAAR End of Course exam.</p>	<p>Strategy 1: All Biology/Algebra I teachers will attend Region IV training. Literacy in Science training for Biology and the Acceleration Series for Algebra.</p>
	<p>Strategy 2: Create a master schedule that allows for a common planning time for all Biology and Algebra I teachers.</p>
	<p>Strategy 3: Implement campus wide book study focused on building relationships and improving campus culture “Be the One”.</p>
	<p>Strategy 4: Increase the amount of student discourse by continuing to train all Science/Math teachers on the implementation of Kagan Structures and Essential Questions Strategies into their lessons.</p>
	<p>Strategy 5: Improve Tier I instruction specific to content language acquisition by providing opportunities for students to read and write regularly in the Biology/Algebra classroom.</p>
	<p>Strategy 6: Utilize PLC time to analyze assessment data, work collaboratively with colleagues to increase Tier I instruction and plan interventions to address student needs by utilizing the TEKS Scaffold, Content Builder, Academic Language and Learning from Mistakes section in Lead4ward.</p>
	<p>Strategy 7: Teacher will be trained on the utilization of PhET Interactive simulations, so that they can focus on the inquiry process and support a deeper understanding of important science/math concepts.</p>

<p>Goal 4: By May 2021 the percent of SPED failures will be reduced by a total of 8% as evidenced by each six weeks grading period.</p>	<p>Strategy 1: All Inclusion support teachers will participate in biweekly (PRC's) – Progress Review Conferences reviewing master list academic progress and interventions to support struggling learners.</p>
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	Strategy 2: Create a master schedule that allows for master-list teachers to plan with their core content team.
	Strategy 3: Utilize District Level SPED Instructional Facilitator and Compliance Coordinator in our Instructional walks to provide feedback specific to Special Education instructional practices.
	Strategy 4: Provide training to our Special Education teachers specific to differentiating instruction and implementing the co-teach model.

Goal 5: Increase Family and Community Involvement in Terry High School activities.	Strategy 1: Increase campus communication with parents and increase opportunities for parents to become involved in campus activities
	Strategy 2: Utilize social media to provide parents and community with school activity information
	Strategy 3: Organize a parent organization (Ranger Nation) to allow for opportunities to volunteer on campus events.
	Strategy 4: Send a weekly campus communication newsletter in English/Spanish sharing campus information.
	Strategy 5: Utilize the Parent Advisory Committee to provide parent classes based on community needs.

<p>Goal 6: The percent of graduates that meet the CCMR outcomes will increase from 35% to 55% by May 2021.</p>	<p>Strategy 1: Percentage of graduating students who score above the college readiness thresholds on the SAT/ACT/TSIA Reading & Math will increase from 49% to 52% by 2021.</p>
	<p>Strategy 2: Percentage of graduating students who meet criterion score of 3 or above on the Advanced Placement exams, in any subject, will increase from 22% to 25% by 2021.</p>
	<p>Strategy 3: The percentage of graduating students who earn a business or industry certification will increase from 4% to 5% by 2020.</p>
	<p>Strategy 4: Increase opportunities for our students to enlist in the Military by providing opportunities for ASVAB Prep course for Military Readiness.</p>
	<p>Strategy 5: Increase graduation rate from 90.3% to 95%.</p>

Comprehensive Needs Assessment

Data Sources Reviewed

TEA State Accountability Report Card	Attendance Reports	
SAT/ACT/AP Data Report	Campus PIEMS Data	
TELPAS Summary Report	AEIS Report	
Eduphoria – Assessment Data	College, Career and Military Readiness	
Graduation Rate		

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed strategies sections below.

Needs Assessment

Terry High School is celebrating 40 years this school year and is the 2nd oldest high school in Lamar Consolidated ISD.

We are located in Rosenberg, Texas, which is a suburban city southwest of Houston, Texas.

Terry High School serves students in 9th, 10th, 11th and 12th grades. Our current enrollment for the 2020-2021 school year is 2181. Our campus services the southwest side of Rosenberg and our feeder campuses are George Junior High for 7th and 8th grade, Navarro Middle School for 6th grade, and Arredondo, Beasley, Bowie, Culver, Meyer, Taylor Ray, and Travis Elementary Schools.

We are a “B” rated campus and received a Distinction for the Top 25% Percent: In Comparative: Academic Growth

Our campus is the least diverse High School campus in our district based on our demographics. Areas that we observed:

Enrollment by Race/Ethnicity

- 75.5% Hispanic,
- 13.0% African American,
- 9.4% White,
- 1% Asian, and
- 1% identify as two or more races.

Enrollment by Student Group

- 68.2% Economically Disadvantage
- 10.4% SPED
- 504 – 8.6%
- 9% LEP
- 56.9% At-Risk
- Campus Mobility Rate – 10.9%/ District (12.1%)

Other Areas Reviewed

- Campus attendance rate - 92.9% / District (95.6%)
- Campus annual dropout rate 1.3% / District (0.7%)
- 4 - year Graduation Rate 90.3% / District (94.1%)
- CCMR – 54.9% / District (68.9%)
- SAT Average Score – 905 / District – 1011
- ACT Average Score – 18.7 / District - 22.4
- College Ready – 29%
- TSI Graduates – ELA - 51.8%, Math - 27.3%, Passed Both - 26.2 %
- CTE Participation – 48.8%

Based on our iReady data most of our students are coming to us reading below their grade level. Our cultural and social issues of concern are with addressing the needs and closing the gaps for the 51% of our students that are considered At-Risk by implementing a culturally responsive atmosphere.

Areas of concern(s)

- Areas below the District average

- Students Entering HS Reading below Grade Level
- Student Regression due to COVID

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

Algebra I Meets Level at 68%, EL's 73%, and SPED 40%	Address concerns by focusing in on High quality Tier I instruction in the classroom. Increase opportunities for student discourse and utilize Lead4ward resources the planning process and PLC process to identify and address areas of student needs.
English I Meets Level 45%, EL's 26%, SPED 11%	
English II Meets Level 46%, EL's 18%, SPED 10%	
Biology I Meets Level 51%, EL's 68%, SPED 40%	
US History Meets Level 63%, EL's 78%, SPED 57%	

At-Risk Student Services / Drop-Out Prevention

As our population increases, there is a greater number of individuals coming to us as at-risk.	Identify and support students identified as at-risk, by utilizing Ranger Time (Advisory) to addressing our student's instructional and socio-emotional needs
With the large number of at-risk students, it is increasingly difficult to keep up with all of the students.	Utilize district personnel and resources to assist in getting students to school and providing them with the necessary resources that they need to be successful.
Need to increase our overall campus attendance rate	Need to track student attendance and provide interventions early on to support students

College, Career, and Military Readiness

Increase graduation rate from 90.3% to 95%	Track students closely as they come in as Freshman and ensure that they are on track to graduate in 4 years.
Continue the trend upward of students taking the AP Test, while increasing percentage of students score a 3 or higher on their test	Ensure that the quality of instruction in the AP courses is aligned with the level of rigor of the College Board, SAT and ACT by utilizing the Spring Board curriculum to align instruction with course rigor.
Increase the number of students taking the SAT, without dropping the campus composite score	
Need to increase the number of students taking the ACT	
Increase percent of students meeting the TSI standard in Math and ELA	Provide support for students that have not met the TSI standard, by allowing them to use Ranger Time / Advisory Time as an intervention time

School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

Solicit feedback from students and staff	Student/Staff suggestion boxes
Quickly identify students in social distress	Ranger Saver boxes
Increase Student leadership opportunities	Create a Principal Student Advisory Committee to address campus concerns
Increase Teacher Leadership opportunities/collaborations	Create a Principal Teacher Advisory Committee to address campus concerns and solution-focused opportunities
Increase student involvement in school activities	Continue to provide students with outlets by increasing the number and types of student clubs

Teacher Quality and Retention

Identified Problems

Proposed Strategies

Campus staff diversity	Continue to recruit teachers and staff to reflect our campus diversity
Encourage every teacher to become PAP, AP & ESL certified	Increase the number of PAP, AP, and ESL teachers on Campus by 15%
Increase staff attendance by providing incentives every month	Increase staff attendance by providing incentives for perfect attendance, every month
Increase opportunities for teacher input	Created Campus-wide Guiding Coalition, Creation of Campus Leadership Team to address campus concerns and contribute ideas to improve campus

Community and Student Engagement

Identified Problems

Proposed Strategies

Increase parent involvement in school activities	Provide opportunities for parents to get involved in school activities by creating a parent organization "Ranger Nation"
Increase campus communication with parents and community	Use social media to communicate campus events with parents and community

Goal 1

Goal Statement: By May 2021, all English I & II STAAR students and student groups test takers will increase their overall academic performance at the meets level by 7% as measured by the English I End of Course exam.	CNA Focus Area(s): English EOC STAAR Scores
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Strategy 1: All English I & II teachers will receive training specifically focused on improving in Reading Fluency.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
ELA teachers will incorporate research-based strategies in writing.	2.5	Principal, ELA Administrator, and Instructional Coordinator	October 7	Trained in Region IV Acceleration Series Workshop Title I (\$5500)	Lesson Plans, PLC and Walk-through
ELA Teachers will utilize close reading into their lessons	2.4	ELA Administrator, and Instructional Coordinator	Weekly	District Curriculum Specialist, Eric Russo Instructional Resources Title I - \$500	Lesson Plans, PLC and Walk-through
ELA teachers will identify students in need of additional instructional support for Ranger Time	2.6	ELA Administrator, and Instructional Coordinator	Weekly	Teacher Google Docs.	Intervention Lesson Plans
Identify students that need to be enrolled in a Reading support class	2.6	Associate Principal, ELA Administrator, and Instructional Coordinator	August	Eduphoria STAAR Scores	Student grade tracking sheets
Provide tutorials afterschool and on Saturdays through Ranger Success	2.5 & 2.6	ELA Administrator, and Instructional Coordinator	Weekly	Title 1 (\$10,000)	Attendance Rosters and student grade reports
All Campus assessments will contain dual coded questions and an SAR	2.4	ELA Administrator, and Instructional Coordinator	Weekly	Classroom assessments	Evaluation of assessments

Strategy 2: Create a master schedule that allows for a common planning time, collaboration, and utilization of PLC time for all English teachers by grade level.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Create a master schedule that includes common team planning time	2.4	Associate Principal	August	Skyward Scheduling	Evaluation of planning agendas

Teachers will have a team planning meeting, a minimum of once a week	2.4, 2.5	ELA Administrator, and Instructional Coordinator	Weekly	TEA Blueprints, Lesson Plans and District Curriculum Specialist	Planning Agenda
Teachers will meet through the PLC process after campus and district assessments student assessments	2.4, 2.5	ELA Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes

Strategy 3: Increase the amount of student discourse by continuing to train all English I & II teachers on the implementation of Kagan Structures and Talk, read, Talk Write strategies into their lessons.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
ELA Teachers will increase the amount of opportunities for student's discourse	2.6	Administration and Instructional Coordinator	January	Kagan Structure Training Part II	Evaluation of Lesson plans for implementation of Kagan Strategies
ELA Teachers will utilize Kagan Structures into their lessons	2.4	ELA Administrator, and Instructional Coordinator	Weekly	Kagan Resource Manual	Lesson Plans, PLC and Walk-through
ELA Teachers will increase student discourse by providing students with sentence stems to initiate student dialogue.	2.4	ELA Administrator, and Instructional Coordinator	Weekly	Mentoring Mind Critical Thinking Resource State Comp Ed: \$225	Lesson Plans, PLC and Walk-through

Strategy 4: Implement campus wide book study focused on building relationships and improving campus culture “Be The One”.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Campus wide Book Study “Be The One”: The Formula for Quality Instruction	2.4	Administration and Department Leads	October	Be The One Books Title I: (\$3,125)	Evaluation of implementation by walk-throughs and Instructional walks
Administration will use the gradual release model to ensure that all teachers are able to master the formula for quality instruction	2.4	All Administrators, Instructional Coordinator	February	CANVAS	Staff Meeting Discussion Sessions

Strategy 5: Improve quality of Tier I instruction by utilizing researched based instructional strategies and the Lead4ward resources into teacher planning.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will use the Lead4ward resources to provide structure to the introduction of the lesson’s concept	2.4	ELA Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Lesson plans and walk-throughs
Teachers will use the Lead4ward resources to assist with the generation of essential questions for the lesson.	2.4	ELA Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Lead4ward Field Guides and Website
Teachers will use campus assessment data and the Lead4ward resources to identify common student misconceptions and how to address them.	2.5	ELA Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC’s	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and assessment data
Teachers will use the Lead4ward resources to build content specific academic vocabulary.	2.6	ELA Administrator, Instructional Coordinator, and	Weekly during Planning	Lead4ward Field Guides and Website	Content specific writing, (SAR’s)

		Department Lead		
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Strategy 6: Identify students in need of additional instructional support based on regression data, assessment data and grade evaluation. Teachers will utilize PLC time to analyze student data and work collaboratively with colleagues to address student needs by developing interventions opportunities throughout the school day and to provide extension/enrichment activities for students that are successful.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will meet through the PLC process after campus and district assessments student	2.4, 2.5	ELA Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes
Teachers will use campus assessment data and the Lead4ward resources to identify common student misconceptions and how to address them.	2.5	ELA Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and assessment data

Goal 2

Goal 2: Goal Statement: The percent of **ESL students** achieving “Approaches and Meets” grade level on the English I, English II, Algebra, Biology and US History EOC Tests will increase between 5% and 10% by the end of the 2020-21 school year as evidenced by the 2021 EOC results.

I Focus Area(s):
ELL's Academic Progress

Strategy 1: Teachers will participate and be trained as part of the ALP Cohort Training.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
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Teachers will incorporate research-based strategies in writing.	2.5	Principal, ELL Administrator, and Instructional Coordinator	November 15	Training with District ALP Department	Lesson Plans, PLC and Walk-through
Teachers will utilize close reading into their lessons	2.4	Content Administrator, and Instructional Coordinator	Weekly	District Curriculum Specialist, Eric Russo Instructional Resources Title I - \$500 (accounted above)	Lesson Plans, PLC and Walk-through
Teachers will identify students in need of additional instructional support for Ranger Time	2.6	Content Administrator, and Instructional Coordinator	Weekly	Teacher Google Docs.	Intervention Lesson Plans
Identify students in need of additional support based on last year's STAAR scores	2.6	Associate Principal, Content Administrator, and Instructional Coordinator	August	Eduphoria STAAR Scores Ranger Time	Student grade tracking sheets
Provide tutorials afterschool and on Saturdays through Ranger Success	2.5 & 2.6	Content Administrator, and Instructional Coordinator	Weekly	Title 1 - \$10,000 Accounted above	Attendance Rosters and student grade reports
All Campus assessments will contain dual coded questions and an SAR	2.4	Content Administrator, and Instructional Coordinator	Weekly	Classroom assessments	Evaluation of assessments

Strategy 2: All English teachers and Sheltered Instruction teachers will participate in the Summit K-12 as part of the ALP Cohort Training.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
ELA teachers and Sheltered teachers will incorporate research-based strategies in writing.	2.4	Associate Principal	August	Summit K – 12 Training	Evaluation of planning agendas
Teachers will meet through the PLC process after campus and district assessments student	2.4, 2.5	Content Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes

Strategy 3: Identify students in need of instructional support based on regression, assessment data and grade evaluation and assign selected students to TELPAS Intervention Blasts during Ranger Time and on Saturdays.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will increase the amount of opportunities for students discourse	2.6	Administration and Instructional Coordinator	August	Kagan Structure Training	Evaluation of Lesson plans for implementation of Kagan Strategies
Teachers will utilize Kagan Structures into their lessons	2.4	Content Administrator, and Instructional Coordinator	Weekly	Kagan Resource Manual	Lesson Plans, PLC and Walk-through
Teachers will increase student discourse by providing students with sentence stems to initiate student dialogue.	2.4	Content Administrator, and Instructional Coordinator	Weekly	Mentoring Mind Critical Thinking Resource State Comp Ed: \$120	Lesson Plans, PLC and Walk-through

Strategy 4: Implement campus wide book study “Be The One” to focus on improving Campus Culture.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Campus wide Book Study of the Fundamental Five: The Formula for Quality Instruction	2.4	Administration and Department Leads	October	Fundamental Five Books Title I: (\$3,125)	Evaluation of implementation by walk-throughs and Instructional walks
Administration will use the gradual release model to ensure that all teachers are able to master the formula for quality instruction	2.4	All Administrators, Instructional Coordinator	February	CANVAS	Staff Meeting Discussion Sessions

Strategy 5: Improve Tier I instruction specific to content language acquisition by providing opportunities for students to read and write regularly in the Biology/Algebra classroom.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will use the Lead4ward resources to provide structure to the introduction of the lesson's concept	2.4	Content Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Lesson plans and walk-throughs
Teachers will use the Lead4ward resources to assist with the generation of essential questions for the lesson.	2.4	Content Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Lead4ward Field Guides and Website
Teachers will use campus assessment data and the Lead4ward resources to identify common student misconceptions and how to address them.	2.5	Content Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and assessment data
Teachers will use the Lead4ward resources to build content specific academic vocabulary.	2.6	Content Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Content specific writing, (SAR's)

Strategy 6: Incorporate a specific ELL goals focused on Core Content teams during PLC time based on the analysis of assessment data and plan interventions to address student needs.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will meet through the PLC process after campus and district assessments student	2.4, 2.5	Content Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes
Teachers will use campus assessment data and the Lead4ward resources to identify common student misconceptions and how to address them.	2.5	Content Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and assessment data

Strategy 7: Increase ELL's overall passing rate of performance at the Advance High Level by 7% as measured by the TELPAS test.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will continually monitor ELL student performance on classroom and district assessments through their grade level team to determine if error patterns are being corrected. (Target Group: ESL, LEP) (NCLB: 2)	2.4, 2.5	Content Administrator, and Instructional Coordinator	Bi-Weekly	(O) No funds needed	By continuing to monitor ELL student performance and targeting instruction based on data analysis, ELLs will show an increase in student performance on classroom and district assessments.
The ESL facilitator will analyze ELL 6 week's grades and accommodations to ensure teachers are aligning instruction and assessments to accommodations for ELLs and will provide teachers with in-class support when necessary for helping students succeed. (Target Group: ESL, LEP) (NCLB: 2)	2.4, 2.5	Content Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	Summative-Six week's failure rates for ELLs will be evaluated for success of accommodations and in class support.
. Teachers will receive training in the ELPS and will include the ELPS in their lesson plans and implement the ELPS with fidelity in classroom instruction. (Target Group: ESL, LEP) (NCLB: 2)	2.5	Content Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	(O) No funds needed	Lesson plans will include ELPS and classroom walkthroughs will show proof of ELPS implementation.

Strategy 8: Increase the percentage of teachers who are ESL certified number of ESL Certified teachers by 5

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will be encouraged to receive their ESL certification and training will be provided for teachers to receive their certification. (Target Group: ESL, LEP) (NCLB: 2,3)	2.5	Content Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and assessment data

Goal 3

Goal Statement: By May 2021 all Biology and Algebra I STAAR students and student groups test takers will increase their academic performance at the meets level by 5% as measured by the STAAR End of Course exam.

CNA Focus Area(s):
Biology/Algebra I EOC STAAR Scores

Strategy 1: All Biology/Algebra I teachers will attend Region IV training. Literacy in Science training for Biology and the Acceleration Series for Algebra.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
All Biology teachers will incorporate research-based instructional strategies into their lessons.	2.5	Principal, Science Administrator, and Instructional Coordinator	November 16	Attend Region IV Literacy in Science Workshop Title I (\$1500)	Lesson Plans, PLC and Walk-through
All Algebra teachers will incorporate research-based instructional strategies into their lessons.	2.5	Principal, Math Administrator, and Instructional Coordinator	November 1	Attend Region IV Acceleration That Sticks Series Title I (\$3000)	Lesson Plans, PLC and Walk-through
Teachers will utilize close reading into their lessons	2.4	Content Administrator, and Instructional Coordinator	Weekly	District Curriculum Specialist, Eric Russo Instructional Resources	Lesson Plans, PLC and Walk-through

				Title I - \$200	
Identify students in need of additional support based on last year's STAAR scores	2.6	Associate Principal, Science Administrator, and Instructional Coordinator	August	Eduphoria STAAR Scores Ranger Time	Student grade tracking sheets
Provide tutorials afterschool and on Saturdays through Ranger Success	2.5 & 2.6	Science Administrator, and Instructional Coordinator	Weekly	Title 1 - \$10,000 (Accounted above)	Attendance Rosters and student grade reports
All Campus assessments will contain dual coded questions and an SAR	2.4	Science Administrator, and Instructional Coordinator	Weekly	Classroom assessments	Evaluation of assessments

Strategy 2: Create a master schedule that allows for a common planning time for all Biology and Algebra I teachers.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Create a master schedule that includes common team planning time	2.4	Associate Principal	August	Skyward Scheduling	Evaluation of planning agendas
Teachers will have a planned team meeting, once a week	2.4, 2.5	Science Administrator, and Instructional Coordinator	Weekly	TEA Blueprints, Lesson Plans and District Curriculum Specialist	Planning Agenda
Teachers will meet through the PLC process after campus and district assessments student	2.4, 2.5	Science Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes

Strategy 3: Implement campus wide book study focused on building relationships and improving campus culture “Be the One”.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Campus wide Book Study “Be The One”	2.4	Administration and Department Leads	October	“Be The One” Books Title I: (\$3,125)	Evaluation of implementation by walk-throughs and Instructional walks
Administration will use the gradual release model to ensure that all teachers are able to master the formula for quality instruction	2.4	All Administrators, Instructional Coordinator	October	CANVAS	Staff Meeting Discussion Sessions

Strategy 4: Increase the amount of student discourse by continuing to train all Science/Math teachers on the implementation of Kagan Structures and Questioning Strategies into their lessons.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will increase the amount of opportunities for student discourse	2.6	Administration and Instructional Coordinator	August	Kagan II Structure Training	Evaluation of Lesson plans for implementation of Kagan Strategies
Teachers will utilize Kagan Structures into their lessons	2.4	Content Administrator, and Instructional Coordinator	Weekly	Kagan Resource Manual	Lesson Plans, PLC and Walk-through
Teachers will increase student discourse by providing students with sentence stems to initiate student dialogue.	2.4	Content Administrator, and Instructional Coordinator	Weekly	Mentoring Mind Critical Thinking Resource State Comp Ed: \$150	Lesson Plans, PLC and Walk-through

Strategy 5: Improve Tier I instruction specific to content language acquisition by providing opportunities for students to read and write regularly in the Biology and Algebra classroom.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize the TEA blueprint for Science and utilize Region IV resources to scaffold lessons to meet student needs	2.6	Content Administrator, and Instructional Coordinator	Weekly	Region IV Science Resources: Title I \$3250 (accounted above)	Intervention Lesson Plans
Teachers will use the Lead4ward resources to provide structure to the introduction of the lesson's concept	2.4	Content Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Lesson plans and walk-throughs
Teachers will use the Lead4ward resources to assist with the generation of essential questions for the lesson.	2.4	Content Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Lead4ward Field Guides and Website
Teachers will use campus assessment data and the Lead4ward resources to identify common student misconceptions and how to address them.	2.5	Content Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and assessment data
Teachers will use the Lead4ward resources to build content specific academic vocabulary.	2.6	Content Administrator, Instructional Coordinator, and Department Lead	Weekly during Planning	Lead4ward Field Guides and Website	Content specific writing, (SAR's)

Strategy 6: Utilize PLC time to analyze assessment data, work collaboratively with colleagues to increase Tier I instruction and plan interventions to address student needs by utilizing the TEKS Scaffold, Content Builder, Academic Language and Learning from Mistakes section in Lead4ward.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
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Teachers will meet through the PLC process after campus and district assessments student	2.4, 2.5	Content Administrator, and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes
Teachers will use campus assessment data and the Lead4ward resources to identify common student misconceptions and how to address them.	2.5	Content Administrator, Instructional Coordinator, and Department Lead	Bi-Weekly during PLC's	District and campus assessment information (Eduphoria)	PLC completed agenda and meeting notes, and, assessment data

Strategy 7: Teacher will be trained on the utilization of PhET Interactive simulations, so that they can focus on the inquiry process and support a deeper understanding of important science/math concepts.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize the PhET interactive simulations to manipulate variables of change to determine effects.	2.4, 2.5	Content Administrator, Math Administrator and Instructional Coordinator	Bi-Weekly	PLC Agenda, and Assessment Data	PLC Agenda and Notes

Goal 4

Goal Statement: By May 2021 the percent of **SPED** failures will be reduced by a total of 8% as evidenced by each six weeks grading period.

CNA Focus Area(s):
Special Education Failures

Strategy 1: All Inclusion support teachers will participate in biweekly (PRC's) – Progress Review Conferences reviewing master list academic progress and interventions to support struggling learners.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
All teachers will meet with the Principal/Associate Principal to review student data and effectiveness of	2.5	Principal, Supervising Administrator,	Bi-Weekly	Lead4Ward	Monitor Grades, Attendance and Accommodation Compliance
Teachers will participate in X=Log training to track	2.2	Principal, Supervising Administrator, Master List Teachers	Bi-Weekly	X=Log Training	Tracking Logs
Improve communication rapport between parent, campus and students to ensure student success.	2.6	Principal, Supervising Administrator, Master List Teachers	Bi-Weekly	Phone logs and communication logs	Track phone logs and communication

Strategy 2: Create a master schedule that allows for master-list teachers to plan with their core content team. teachers.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Create a master schedule that includes common core team planning time.	2.4	Principal, Supervising Administrator, Master List Teachers	August	Skyward Scheduling	Evaluation of planning agendas
Teachers will have a planned team meeting, once a week	2.4, 2.5	Principal, Supervising Administrator	Weekly	TEA Blueprints, Lesson Plans and District Curriculum Specialist	Planning Agenda
Teachers will with Core Content Teachers through the PLC process after campus and district assessments student and identify specific areas of need	2.4, 2.5	Content Administrator, Instructional Coordinator, And Core Content Teacher	Twice per six-weeks (week 2 and 4 of each six weeks)	PLC Agenda, and Assessment Data	PLC Agenda and Notes

Strategy 3: Utilize District Level SPED Instructional Facilitator and Compliance Coordinator in our Instructional walks to provide feedback specific to Special Education instructional practices.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Department Leads and District individuals will participate in "Walk-through Wednesday's"	2.4	Administration and Department Leads	Weekly	Instructional Walk Data Collection Rubric	Evaluation of Instructional walk data

Strategy 4: Provide training to our Special Education teachers specific to differentiating instruction and implementing the co-teach model.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will participate in training and identify effective research-based differentiation strategies in the classroom.	2.6	Administration and Instructional Coordinator	October	Stetson Training	Evaluation of Lesson plans for implementation of Differentiation strategies
Teachers will participate in Co-Teach Model training	2.4	Content Administrator, Core Content Teacher, and Inclusion Support Teachers	November	District Level Co-Teach Training	Lesson Plans, PLC and Walk-through
Teachers will increase student discourse by providing students with sentence stems to initiate student dialogue.	2.4	Content Administrator, Core Content Teacher, and Inclusion Support Teachers	Weekly	Mentoring Mind Critical Thinking Resource State Comp Ed: \$150	Lesson Plans, PLC and Walk-through

Goal 5

Goal Statement: Increase Family and Community Involvement in Terry High School activities.

CNA Focus Area(s):
Increase parental involvement

Strategy 1: Increase campus communication with parents and increase opportunities for parents to become involved in campus activities	

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Communicate with parents by providing support with the Skyward program	3.1	Counselor's and Title 1 Coordinator	August and ongoing	Skyward	Skyward usage report
Support parents with accessing student instruction via CANVAS	3.1	Administrators, Counselor's and Title 1 Coordinator	August and ongoing	CANVAS	Canvas usage reports
Increase the number of BOY forms to over 90%	3.1	Admin. Assistants, Counselor's and Title 1 Coordinator	September	Skyward	Skyward Report

Strategy 2: Utilize social media to provide parents and community with school activity information

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Create a campus Facebook page to post campus information	3.1	Principal, Principal's Admin. Assistant and Broadcasting teacher	August and On-going	Facebook	Community comments and feedback
Create a THS Principal Twitter account to post and communicate campus information	3.1	Principal, Principal's Admin. Assistant and Broadcasting teacher	August and On-going	Twitter	Community comments and feedback

Strategy 3: Organize a parent organization to allow for opportunities to volunteer for campus events.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
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Create a parent organization "Ranger Nation"	3.1	Principal, and Title 1 Coordinator,	September	Title 1: \$500	Parent volunteer tracking sheets
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Strategy 4: Send a weekly campus communication newsletter in English/Spanish sharing campus information

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use "SMORES" site to create (multi-language) newsletter	3.1	Title 1 Coordinator and Principal Admin. Assistant	Monthly	Title 1: \$600	Parent feedback and community survey

Strategy 5: Utilize the Parent Advisory Committee to provide parent classes based on community needs

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Terry High school will have a monthly Parent Advisory Committee meeting every month	3.1	Title 1 Coordinator	Monthly	Title 1: \$2000	Attendance rosters, campus surveys

Goal 6

Goal Statement: The percent of graduates that meet the CCMR outcomes will increase from 35% to 55% by May 2021.

CNA Focus Area(s):
College, Career, and Military Readiness

Strategy 1: Strategy 1: Percentage of graduating students who score above the college readiness thresholds on the SAT/ACT/TSIA Reading & Math will increase from 49% to 52% by 2021.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
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Communicate with parents by providing support with the Skyward program	3.1	Counselor's and Title 1 Coordinator	August and ongoing	Skyward	Skyward usage report
Support parents with accessing student instruction via CANVAS	3.1	Administrators, Counselor's and Title 1 Coordinator	August and ongoing	CANVAS	Canvas usage reports
Increase the number of BOY forms to over 90%	3.1	Admin. Assistants, Counselor's and Title 1 Coordinator	September	Skyward	Skyward Report

Strategy 2: Strategy 2: Percentage of graduating students who meet criterion score of 3 or above on the Advanced Placement exams, in any subject, will increase from 22% to 25% by 2021.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Create an opportunity for students to undergo preparatory classes prior to the AP Test	3.1	Jon Spiering and AP Teachers	August and On-going	AP Study Sessions	Percent of AP Scores

Strategy 3: Strategy 3: Percentage of graduating students who earn a business or industry certification will increase from 4% to 5% by 2020.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Counselors and College and Career Facilitator will host virtual events and HB 5 Night to communicate CTE Industry certification information.	3.1	CTE Administrator Counselors and College and Career Facilitator	February	Title 1: \$500	Student/Parent Attendance Tracking sheets

Strategy 4: Strategy 4: Percent of graduating students who meet will the threshold for CCMR for Military ready will increase from 8% to 12%.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Counselors and College and Career Facilitator will host College and Military Night.	3.1	Counselors and College and Career Facilitator	October	Title 1: \$600	Student/Parent Attendance Tracking sheets

Financial Summary

Title I Budget Planning

Funding Source – Title I	Total Amount	
6100 – Payroll Cost (Extra Duty Pay/Tutoring)	\$10,000	Tutorial Teachers: Summer School Now/Ranger Success/Saturday School
6200 – Professional and Contracted Services	\$13000	Teacher Training and Educational Professional Consultants
6300 – Supplies and Materials	\$65,842.71	A I Technology (laptops/iPads/Hotspots), Summer School Now/Saturday School/Ranger Time Supplies/Headsets for Testing
6411 – Other Operating Expenses	\$10000	Ranger Success Buses College/Career Textbooks & Tuition/Field Trips/School Climate Intervention
Total	\$103,842.71	

Funding Source – State Comp Ed	Total Amount	
State Comp Ed	40,722.00	
Tutoring	22,212. 00	
6200-6400	18,510.00	
Total	\$81,444.00	

State Compensatory Education

Position	FTEs Funded by Compensatory Education
Eduardo Perez-Siva – Math	.57
Angelica Trevino – Parent Educator	1
Shanna Wenzel – College and Career Facilitator	.62
Tracie Pryor – Testing Coordinator	1
SCE FTE Total	197,385.35

Title I

Position	FTEs Funded by Title I
Jonathan Spiering - Instructional Assistant Principal	.60
Serena Bostic – Instructional Coordinator	1

Stephen Simons - Math	1
Derek Rowe – ESL Coach	.50
Title I FTE Total	\$258,267

SBDMC Members

Name	Position
Juan Nava	Principal
Maria Fondon	Associate Principal
Tracie Bogany	Assistant Principal
Sheryl Smith	Counselor
Serena Bosctic	Instructional Coordinator
Shanna Wenzel	College and Career Facilitator
Lisa Rose	Librarian
Regina Wagner	Nurse
LaPrecious Polk	Teacher
Trudy Higgins-Edison	Teacher
Kendale Stoker	Teacher
Kevin Tatum	Teacher
Sheryl Pierce	Teacher
Angelica Lopez-Trevino	Title I Coordinator
Roxanne Villafranco	Parent
Lisa Reyes	Parent/Community Business Member
Kenny Washington	Business Member

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)