

Denison Independent School District
Terrell Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to forge strong, positive connections with our students, our parents, and our community. These strong connections allow our Terrell Texans to achieve independence, build confidence, and gain academic knowledge.

MISSION STATEMENT

Vision

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

BELIEFS

Children are the priority.

All children can learn.

A learning environment of high standards and excellence is the expectation.

Instructional focus will be individual to the child.

Creating a safe environment is essential.

Every student matters. Every moment counts.

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 %
2020-2021	289	78.5	3.5	43.9	18.6
2021-2022	319	81.5	2.2	40.1	27.1
2022-2023	349	75.6	2.3	49.2	23.2

YEAR	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more races
2020-2021	15.9	18.3	55.4	1.7	0	0	8.7
2021-2022	13.8	24.1	50.5	.6	0	0	11
2022-2023	14.3	24.6	45.6	0.9	0	0	8.7

Attendance data

2021-2022	2021-2022	2022-2023	2023-2024	
93.7%	92.3%	94.3%		

Terrell currently serves approximately 432 students for the 24-25 school year.

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

- High mobility rate- Grayson County Shelter is in Terrell’s attendance zone in addition to 3 section 8 housing areas.
- At-Risk Population is 49.3%.
- Terrell acquired one kindergarten section from Houston Elementary, along with siblings.
- Expecting additional growth from Houston Elementary in 25-26 school year as the result of becoming a PreK/Head Start campus.

Needs-

- Develop trauma-informed strategies to better reach students with trauma that may in these mobile populations
- 4-5 teachers per grade level to keep class sizes manageable.
- Preparing for school growth.

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; paid for with Title 1 funds
- Club 745
- Phone calls home and home visits
- Working with DISD personnel on truancy issues with truancy prevention meetings
- Recognize students with 95% and higher 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: Terrell's percentage of students who are economically disadvantaged is the the low 80s percentile. Students who are economically disadvantaged underperform on STAAR compared to non-economically disadvantaged students, especially in math and reading. **Root Cause:** Students living in poverty are often behind academically and socially due to limited resources and stability in the home. COVID affected economically disadvantaged students disproportionately and created up to 3 years of gaps.

Problem Statement 2: Federal targets were missed in sub-populations resulting in an F for Domain 3: Closing the Gaps. **Root Cause:** COVID, poverty, and at-risk gaps take time and processes done with fidelity to fill.

Student Achievement

Student Achievement 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.

STAAR 2023

	Approaches	Meets	Masters	Did not meet
3 rd grade reading	68 D78	34 D52	7 D 21	32 (19 students) 59
3 rd grade math	78 D79	42 D 48	15 D18	22 (13 students) 59
4 th grade reading	77 D82	39 D46	11 D15	23 (13 students) 56
4 th grade math	61 D77	34 D52	7 D19	40 (16 students) 57

STAAR 2022

	Approaches	Meets	Masters	Did not meet
3 rd grade reading	73	50	19	23 11 students
3 rd grade math	68	43	14	21 10 students
4 th grade reading	71	55	22	29 16 students
4 th grade math	73	33	11	27 15 students

STAAR 2021

	Approaches	Meets	Masters	Did not meet
3 rd grade reading	88% 1/5	49% 1/5	22% 2/5	12% 5 students
3 rd grade math	95% 1/5	46% 2/5	15% 5/5	5% 2 students
4 th grade reading	67% 4/5	37% 4/5	16% 4/5	33% 16 students
4 th grade math	78% 2/5	47% 4/5	35% 3/5	22% 11 students
4 th grade writing	48% 5/5	20% 5/5	0% 5/5	53% 26 students

STAAR 2020 NO DATA due to COVID shut-down

STAAR 2019

	Approaches		Meets	Masters	Did not meet
3 rd grade reading	81%	2/5	44%	24%	19%
3 rd grade math	87%	2/5	57%	19%	13%
4 th grade reading	74%	2/5	40%	11%	26%
4 th grade math	83%	1/5	56%	29%	17%
4 th grade writing	49%	tie 4/5	23%	7%	51%

STAAR 2018

	Approaches		Meets	Masters	Did not meet
3 rd grade reading	74%	tie 3/4	38%	26%	26%
3 rd grade math	79%	2/5	45%	14%	21%
4 th grade reading	75%	tie 4/5	35%	16%	25%
4 th grade math	83%	2/5	54%	27%	17%
4 th grade writing	59%	5/5	24%	5%	41%

SPRING 2021 STAAR

2021 9/10 indicators met TERRELL/GOAL

ELAR/Reading	ALL 48/44	White 53/60	Econ disadv 44/33	SPED 38/19	Continuously enrolled 48/46
Math	ALL 51/46	White 62/59	Econ disadv 49/36	SPED 42/23	Contin. enrolled 49/47

Spring 2022 STAAR

2022 6/12 indicators met TERRELL/GOAL

ELAR/Reading	ALL	White	Econ disadv	SPED	Continuously enrolled	Non-cont. enrolled
	44/59	54/60	33/58	19/22	46/56	68/42
Math	ALL	White	Econ disadv	SPED	Contin. enrolled	Non-cont. enrolled
	45/46	40/59	36/43	23/15	46/47	44/45

Student Achievement Strengths

Student learning strengths:

- Weekly Data Meetings to analyze student work around readiness standards
- Observation/Feedback cycles to reteach material not yet mastered
- STAAR Released Test Questions for practice
- New STAAR 2.0 item type practice
- ESGI, Amira, Really Great Reading (RGR), STAR (Title 1 funds), Reflex (Title 1 funds), and HMH for rigorous online learning
- Rigby reading assessments for K through 2nd grade
- Imagine Math benchmarks
- District common assessments
- Interim assessments through Cambium for 3rd and 4th benchmarking
- Protected intervention times (Walk to Read 60 minutes and Walk to Math 30 minutes)
- Reading interventionist
- Dyslexia specialist
- HB tutoring plan

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Forty percent of 3rd grade and 42% of 4th grade students scored in the Meets category on the 2023 RLA STAAR assessment in the spring.

Problem Statement 2: Zero percent of students receiving Special Education passed the 2023 RLA STAAR Assessment in 2023.

Problem Statement 3: Forty-six percent of 3rd grade and 39% of 4th grade students scored in the Meets category on the 2023 Math STAAR assessment in the spring.

School Culture and Climate

School Culture and Climate Summary

Over half of the instructional staff (K-4) left Terrell Elementary at the end of the 2023-2024 school year, including a new administrator. Fourth grade consists of three new teachers (1-2 years of experience) with a seasoned teacher who moved from 2nd grade. Three new teachers to Terrell make up the third grade team. The second grade team is entirely new, with two returning Terrell Staff who moved from 4th grade to teach 2nd grade this year. Three new teachers (one retire/rehire and the other two with 1-3 years of experience) were added to the 1st grade team. There are currently 5 kinder sections. One of the sections was added a week after school started. Also noteworthy is that a 4th 3rd grade section was added three weeks into the school year. This year there is a combination of old vs. new. Staff are still learning one another and working towards bridging differences and expectations for student interactions and learning.

With the school in the 2nd year of improvement, staff are setting high expectations for student learning and student behavior. Students with extreme behaviors have become more numerous and can have an impact on the ability for students to learn. Staff received additional behavior training in the summer of 2024 to address the rise in undesirable behaviors and receive weekly updates from the district behavior specialist as reinforcement and reminders. Student SEL needs are high, and teachers adjusting to different expectations for student learning and behavior.

School Culture and Climate Strengths

- Culture and climate cadre helps support staff with ongoing activities to build community
- PBIS and Handle with Care teams
- District counselor coordinator offers mental health supports via meetings and emails
- Staff received training by Dan St. Romain to address undesirable behaviors.
- Grade teams support one another, but there are challenges with negativity throughout the building
- Working towards staff collectively applying the principles learned from Dan St. Romain in the summer

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers report very high social-emotional needs and more extreme behaviors that take precedent over academic learning. Teachers report less is being taught as they attend to so many other student needs. Teacher anxiety and frustration is high; many teachers do not feel they can continue in the profession much longer. **Root Cause:** Students come from high levels of trauma. There is currently little evidence of the principles from Dan St. Romain utilized in classrooms to address behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over half of the instructional staff (K-4) left Terrell Elementary at the end of the 2023-2024 school year, including a new administrator. Fourth grade consists of three new teachers (1-2 years of experience) with a seasoned teacher who moved from 2nd grade. Three new teachers to Terrell make up the third grade team. The second grade team is entirely new, with two returning Terrell Staff who moved from 4th grade to teach 2nd grade this year. Three new teachers (one retire/rehire and the other two with 1-3 years of experience) were added to the 1st grade team. There are currently 5 kinder sections. One of the sections was added a week after school started. Also noteworthy is that a 4th 3rd grade section was added three weeks into the school year. This has impacted an understanding of the Terrell Way.

The Terrell Way is due for a re-vamp as new staff and new research come in.

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. 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 mostly competitive salary schedule allows the district to recruit teachers within Texas as well as outside of the state. 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 behavior specialist.

Staffing growth areas:

- Increase staff diversity
- Buddy program for established teachers in a new role
- Mentor program for paraprofessionals
- Exit interviews and data
- Increase staff recognition and rewards
- At least 2 ESL certified teachers on each grade level.
- Additional support staff
- Behavior interventionist
- Loss of retention bonuses

Staff Quality, Recruitment, and Retention Strengths

- The district has a team approach to interviews and hiring decisions and supports the administrators when hiring decisions are made.
- Robust mentor program

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Ten out of 21 PreK-4 teachers are within their first to three years of teaching. **Root Cause:** Pay scales, the amount of work required of teachers in school improvement, and the demographics are challenges that Terrell faces in recruiting and retaining teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Closing the Gaps continues to be an area of focus for 24-25. We are restructuring PLCs to address learning for ALL students, no excuses. While there is resistance from several individuals, school improvement has created a sense of urgency. As a result, there are two main priorities for the building.

Curriculum, Instruction, and Assessment Strengths

- 2022 National Blue Ribbon School
- Cambium interim assessments that mimic STAAR
- Weekly Math Data Meetings
- Personal support from a curriculum coordinator when needed
- Eduphoria online testing

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: District common assessments have not been updated to match the rigor of STAAR 2.0. **Root Cause:** STAAR 2.0 was just released so time is needed to update.

Problem Statement 2: There is not currently a viable and guaranteed curriculum in place. **Root Cause:** Lack of deep understanding of TEKS, STAAR 2.0 updates and rigor, and funds to purchase new curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

We strive to involve our Terrell families in academic and family-centered activities. Communication efforts include digital sign information, the Terrell website, Terrell Elementary Facebook, school-wide and classroom-based DOJO communication.

Our PTO is somewhat involved. They have planned and continue to plan many family and community involvement opportunities such as the Pumpkin Decorating contest, fundraisers, Santa Night, Mother/Son activity, Father/Daughter Dance, and Terrell Family Picnic. They also provide food and fun to the staff as well.

We are thankful to have many community partners that donate their time to our school. Waples Methodist Church provides school supplies for our students, pajamas for our students at Christmas, and lunch for our staff. Park Avenue Church of Christ and Barnabas/United Way provide food to families, and along with First Baptist church have donated coats for our students. First United Bank has donated supplies and water bottles and food for our family picnic. They also allow us to use our grill and will provide a cook, if needed!

Students participate in various community field trips such as Eisenhower, Downtown Denison, the Dallas Symphony, 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, and United Way has added a literacy day for community members to come and read also. There are also various local businesses that donate many things.

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

- 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
- STEM night

Parent and Community Engagement Strengths

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

- Digital sign information
- DOJO
- Facebook
- Schoology for grade 4
- Award Celebrations
- Meet the teacher night
- Open House
- Pictures with Santa night
- Book Fair night (Fall and Spring)
- Class parties
- Mother/Son event

- Father/daughter dance
- Terrell family picnic
- Read Across America reading volunteers
- Donations/support for families at Christmas (Terrell and churches)
- 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
- EducatorsHandbook for discipline data
- Safety committee, procedures, documentation (drills to fire marshall), district safety forum, Raptor
- Updated Mission Statement
- Terrell Staff Common Commitments

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although we have seen an increase in recent years, parental involvement could increase. At a recent Open House, we had approximately _____% of families in attendance. **Root Cause:** Families lack understanding of importance of home-school partnership, and work and other commitments limit their access to school during the school day and after-hours.

School Context and Organization

School Context and Organization Summary

Terrell Elementary has a principal and an assistant principal as the administrative team. There are clear roles & responsibilities outlined to ensure all building operations and programs run effectively. A school counselor supports the administrative team with restorative practices, PBIS principles, and real-time support for students who are struggling. The counselor provides regular guidance lessons and behavior support groups. She sees students on an as-needed basis by appointment. She has also begun the "Lead the Way" program to develop student leadership skills.

Based on the 4 Essential Skills for Transformational School Leaders (A. Muhammad and L. Cruz) of

- 1) Communicating the Rationale
- 2) Establishing Trust
- 3) Building Capacity and
- 4) Getting Results,

The leadership team is composed of 5 grade chairs, counselor, reading interventionist, special education teacher, and two administrators. There is an additional PBIS Team created to support student life, culture/climate/unity, PBIS/The Terrell Way, and Terrell procedures. Action teams are created to support solutions to expectations. The leadership team also helps with refinement of the CNA and CIP.

The principal communicates via a weekly staff update newsletter, and staff meetings are held monthly.

Staff meet weekly in PLC meetings and SST meetings. There is a focus on weekly data meetings where teachers bring student work and discuss strengths and gaps in understanding. A reteach is planned during the meeting and scheduled dates for admin to watch the reteach wrap up the meeting.

Our schedule allows each grade level intervention time. All grades are self-contained, but for 4th grade; they are departmentalized to help with the transition to 5th/6th grade.

Our campus could benefit from an additional counselor and a behavior interventionist, particularly since we are home to all section 8 housing and a Journey program. The district does currently have a general education behavior specialist that comes to observe challenging behaviors and work with staff on classroom management and specific student concerns.

We currently have an SRO who is an integral member of the staff.

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. Daily blocks of core instruction and intervention time are created so that students have the greatest chance for academic success. Teachers have a voice in decision making and school policies through attendance and participation at monthly staff meetings, weekly and monthly school and district PLCs, and school committees.

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

School processes and programs growth areas:

- Trauma-informed professional development.
- Lower student-to-teacher ratios
- Need for available spots in the bilingual program for Spanish speaking students - upper grades

- Cadres work well together/staff feel some ownership in decision-making

School Context and Organization Strengths

- District support
- 80/20 counselor plan
- Lead the Way program
- PLC and SST time
- Refining RtI protocols and referral process
- Monthly drills & door audits

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Rise in office referrals and walkie calls for assistance in classroom. **Root Cause:** Lack of clear classroom consequences for Tier 1 and 2 behaviors and inconsistent or absent use of Dan St. Romain principles.

Problem Statement 2: Not all students are given, especially at-risk, are given opportunities to meet challenging state academic standards. **Root Cause:** We do not have a well-rounded program of curriculum and instruction, including enrichment opportunities.

Technology

Technology Summary

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. 1:1 Chromebooks have had a positive impact on student learning, esp for 3rd and 4th grade. We strive to provide the best technology for our students to meet their academic needs.

Technology Needs:

- newer printers
- Chromebooks for PreK and K to replace outdated iPads
-

Technology Strengths

- 1:1 Chromebooks
- Excellent IT support from our computer lab manager
- Many rigorous technology programs
- Reflex math to support basic fact learning

Problem Statements Identifying Technology Needs

Problem Statement 1: We need better alignment of the technology resources we have to student needs, ie intervention, enrichment, etc. **Root Cause:** Lack of time and protocols to analyze this data and what the programs are teaching and assessing.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Improve mathematical proficiency (grades 3-4) by increasing 20% proficiency (on grade level or above) on the End of Year Math Cambium Interim Assessment 2025.


High Priority


HB3 Goal


Evaluation Data Sources: Increasing percentages of students will reach meets or mastery level on Math and Reading on Spring 2024 STAAR in 3rd and 4th grade.

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate data for all students, including at-risk and other sub-populations. Strategy's Expected Result/Impact: PLC Minutes, Lesson Plans</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Use PLC time to analyze data and formulate a plan for those who did not learn or do not meet standards on common assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: PLC Minutes</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers, Tutors</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Use PLC time to develop research-based engaging lessons to enhance learning</p> <p>Strategy's Expected Result/Impact: PLC Minutes, Lesson Plans, Walkthroughs, Classroom Observations</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide enrichment opportunities for students who are initially successful</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Intervention Periods/Plans, Walkthroughs, Classroom Observations, ACES, tutors, volunteers, software programs</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Intervention Personnel</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - 199 Regular Education</p>	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 2: Enhance students' technology skills and abilities.

Evaluation Data Sources: Students will use district-approved technology software to meet academic goals.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Daily classroom assessments and computer lab software assessments.</p> <p>Staff Responsible for Monitoring: Campus Principal and computer lab tech</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Review the state expectations for technology skills by grade level.</p> <p>Staff Responsible for Monitoring: Principal, lab manager, teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students have access to 1 to 1 Chromebooks. Ensure they are well-prepared to use and care for this technology on a regular basis that supports curriculum.</p> <p>Strategy's Expected Result/Impact: Students will be proficient users of technology to enhance their learning.</p> <p>Staff Responsible for Monitoring: teacher, lab manager</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: The percentage of 3rd-grade students that score Meets grade level or above on STAAR RLA will increase from 41% to 71% by June 2028.





High Priority

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

K-4 Students will score at 46.1% in the area of strong decoders on the EOY BDS/ADS Decoding Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children.</p> <p>Strategy's Expected Result/Impact: Reading scores will improve.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 263 Title III, BIL/ESL, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 4: The percentage of 3rd-grade students that score Meets grade level or above on STAAR Math will increase from 31% to 60% by June 2028.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement
3rd & 4th Grade students will score greater than 75% on Interims and Common Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Imagine Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 23 Special Education, - 211 Title I, - 288 Indian Education Grant, - 199 24 Compensatory Education, - 289 Title IV, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: - 211 Title I, - 255 Title II, Part A, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p>Strategy's Expected Result/Impact: Math scores will improve</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - 211 Title I, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 1: Increase attendance from 92.3% to 96%.





Evaluation Data Sources: Student attendance data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitoring of attendance with phone calls to every absent student daily and use truancy tribunal for truancy prevention meetings. Principal phone calls and home visits can support as well.</p> <p>Strategy's Expected Result/Impact: Maintain a 95% or better attendance rate as a school.</p> <p>Staff Responsible for Monitoring: Principal, Elementary Attendance Clerk, Parental Involvement Coordinator, Classroom Teachers, Guidance Counselor, School Nurse</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Maintain a 95% or better attendance rate as a school.</p> <p>Staff Responsible for Monitoring: Principal, attendance clerk, classroom teachers, & guidance counselor.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 2: Reduce the number of student disciplinary offenses.





Evaluation Data Sources: Disciplinary referrals will decline from the 2023-2024 school year with additional supports in place.

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform all students, parents, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Communicate daily behavior updates via DOJO or behavior calendar.</p> <p>Strategy's Expected Result/Impact: Signed Letters, DOJO communication, signed behavior folders</p> <p>Staff Responsible for Monitoring: Principal, teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Use trauma-informed strategies and restorative practices to work with Tier 3 gen ed behavior students. Protect counselor's time to provide this training to students and provide training to staff.</p> <p>Strategy's Expected Result/Impact: More regulated students.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Improve the quality of real-time supports for students & staff





Evaluation Data Sources: Organize current tiered-support systems. Categorize students in real time to begin intentional collaborative inquiry and systems implementation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement the District Emergency Operation Plan which includes all drills for practice. Strategy's Expected Result/Impact: District emergency plan Staff Responsible for Monitoring: Central Administration Staff, Campus Principals, School Safety Officer</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the Terrell Emergency Operation Plan Strategy's Expected Result/Impact: Terrell emergency plan Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 Dan St. Romain strategies and theories of action.





Evaluation Data Sources: Create data dashboards for behavior & systems of support. Share with staff every 3, 6, 9 weeks.

Strategy 1 Details	Reviews			
Strategy 1: Continue Morning Meetings to implement Terrell Way and Essential 55. Add monthly school-wide meetings to ensure Terrell Way, PBIS, and expectations are being reviewed and met.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Training for new staff for PBIS.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 through the use of DOJO, Facebook, digital sign, phone calls, parent/teacher conferences. Title I meetings, campus improvement meetings, and PTO.





Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent letter will be sent for students identified needing additional academic or SEL support.</p> <p>Strategy's Expected Result/Impact: Copies of letters</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Campus Principals, Counselors, Classroom Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve General Parent Communication through weekly office / counseling newsletter.</p> <p>Strategy's Expected Result/Impact: Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits &/or phone contacts, Student Handbook.</p> <p>Staff Responsible for Monitoring: Superintendent for Administration, Director of Special Programs, Campus Principals</p> <p>Title I: 4.2</p> <p>Funding Sources: Parent Involvement Coordinator - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: Increase parent involvement through PTO, Curriculum nights, and Open House.

Evaluation Data Sources: Parent survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Translate documents in the home language of each child. Strategy's Expected Result/Impact: Translated documents. Staff Responsible for Monitoring: Central Administration, Principal, DISD Public Relations Office</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide access to student's grades online with the Gradebook Parent Viewer. Strategy's Expected Result/Impact: Online Gradebook Staff Responsible for Monitoring: Central Administration, Principal, DISD Public Relations Office</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide activities on a regular basis in which students and their families can participate. Add activities each year, and encourage attendance. Strategy's Expected Result/Impact: Involved parents create support for student and increases achievement.</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Continue partnerships with local churches and banks and other community partners to better support our students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a team for developing and maintaining these relationships and promoting them on social media and sending thanks when support is provided.</p> <p>Strategy's Expected Result/Impact: more partnerships and deeper partnerships</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Terrell Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.016

Brief Description of SCE Services and/or Programs

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Personnel for Terrell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amiee Brown	Teacher	0.143
Caitlin Armstrong	Teacher	0.143
Chandra Jenkins	Teacher	0.143
Destinee Pedigo	Teacher	0.143
Erica Ruiz	Teacher	0.143
Jennifer Eaves	Teacher	0.143
Katherine Knox	Teacher	0.15
Kristy Weda	Teacher Dyslexia	1
MaKena Bodine	Teacher	0.143
Mikayla Sander	Teacher	0.143
Presley Malear	Teacher	0.143
Rebecca Hix	Teacher	0.143
Shelby Shelton	Teacher	0.15
Sheri Bledsoe	Teacher	0.143
Staci Gruhn	Teacher	0.143

Title I

1.1: Comprehensive Needs Assessment

Terrell's Title I Needs are included in the Campus Comprehensive Needs Assessment.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carly Guerrero Reyna	Parent Involvement Coordinator	Title I	1
Dianna Streller	Instructional Assistant	Title I	1
Donielle Reynolds	Computer Lab (Inst. Asst.)	Title I	1
Jennifer Chapman	Reading Interventionist	Title I	1
Kelly Hayes	Instructional Assistant (LRC)	Title I	1
Kim Paschal	Instructional Assistant	Title I	1

Campus Site-Based Committee

Committee Role	Name	Position
Parent	Todd Gruhn	Parent
Parent	Grey Nehring	Parent
Committee	Jennifer Chapman	Teacher
Teacher	Shelby Shelton	Teacher
Teacher	Kristin Kelley	Teacher
Teacher	Katie Knox	Teacher
Teacher	Staci Gruhn	Teacher
Teacher	Tina Burnham	Teacher
District Representative	Kyle Uber	Director
Administrator	Stephanie Paulson	Assistant Principal
Administrator	Sandy Anderson	Principal
Counselor	Jena Jones	Counselor

Campus Funding Summary

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	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	2			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
4	1	2	Parent Involvement Coordinator		\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
1	4	3			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00