

2020-21 Campus Improvement Plan

Accountability Rating: NOT RATED

School Name

Terrell Alternative Education Center

Address

103 9th St
Terrell, TX 75160

School ID

129-906-004

Principal

Dr. Renee' Jones

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Gary Cantrell	Secondary Science	Professional Staff Member
Cora Edwards	Secondary English	Professional Staff Member
LaShandra Gordon	Elementary Teacher	Professional Staff Member
Tiffany Porter	Parent	Community Member
Doug Pritchett	Owner	Community Business Owner

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Mission Statement

The mission of Terrell Independent School District, a unique community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging out students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.

Diversity strengthens the community and enriches the fabric of our society.

It is the responsibility of the entire community to partner in the educational process.

Learning occurs best in a safe, structured, and nurturing environment.

Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

Everyone is a teacher, and everyone is a learner.

We learn with and through others.

Effort, strategy, and help improve achievement.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & 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 performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

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

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures
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Subtotal of additional federal funds included for this school: \$

State or Local Programs	Total Expenditure
211 Title I	\$8,400.00
State Comp Ed	\$100,209.00

Subtotal of state or local funds included for this school: \$108,609.00

Total of federal, state, and/or local funds for this school: \$108,609.00

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Terrell ISD is a minority majority district with a high rate of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

Terrell Alternative Education Center is a campus comprised of 9 students with the following student demographics: Female 44.46%, Male 55.56%, African American - 33.330%, Hispanic - 55.56.00%, White - 11.11%, American Indian/Alaskan Native 0.00%, Two or More - 0.00%. Student demographics for programs include: Limited English Proficient - 0.00%, Special Education - 0.00%, Gifted and Talented - 0.00%, CTE - 66.67%. Other student demographics include: Economically Disadvantaged - 60.00%, At Risk - 100.00%.

Professional staff development offered to teachers and staff help bring multicultural awareness, preparing students after high school, gain awareness of a trauma informed school, bridge gaps, build a culture of trust and respect. Along with this, the district will continue to provide professional development opportunities for teachers and staff in order to address increased student achievement for the LEP/ESL student populations. A continued effort will be maintained striving to have staff demographics match student demographics.

The campus attendance rate is 88%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Terrell Alternative has 13 staff members, 53.84% of which are professional staff. 100% have more than 10 years' experience. The turnover rate for teachers in Terrell Alternative is 0% -well below the state average. Teacher ethnicity does not mirror student population as 11.11% are white and 50% staff members are white.

Terrell ISD seeks ways to engage parents and the community. A number of adult education courses as offered to our parents and the community including citizenship, Spanish, ESL, First Aid, Parenting, Nutrition and others. The ExCEL Center was designed to provide a multi-purpose area for the community, parents, and students to engage in extended learning opportunities and well-rounded, physical health of all. While ExCEL activities have been hindered by COVID-19 restrictions, the district looks forward to resuming activities as soon as possible.

Summary of Strengths

What were the identified strengths?

Diversity of student population.

Equitable teacher/student ratios

Highly effective teachers

Increasing student performance.

Summary of Needs

What were the identified needs?

Student attendance rates are low

Lack of diversity of teaching staff

Need for additional social and emotional supports for students

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance

Develop capacity of employees

Support social and emotional needs for students and teachers

Create a positive culture

Student Achievement

Overall Summary

State accountability testing was not conducted in the 2019-2020 school year; therefore, Terrell ISD's state rating remains in place from the 2018-2019 school year. The district's accountability rating increased from an overall score of 'C' (75) to a score of 'B'(87). Gains were made in every state accountability Domain and all campuses received passing grades in state accountability. The School Progress domain received an "A" based on the district's achievement in Relative Performance which measures the achievement of all students relative to districts with similar economically disadvantaged percentages. Due to the student population, TAEC did not receive a campus rating for the 2019-2020 school year.

The RTI task force is currently working a making a systemic Response to Intervention (RtI) process that will be implemented with consistent program monitoring for academics, behavior, and attendance. Teachers and staff will facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress.

In order to continue to increase student achievement in all areas, the district will provide ongoing staff development on specific TEKS based strategies through PLCs and provide guidance on how to utilize and disaggregate student data. Professional development will include building capacity of teachers through the use of the Terrell ISD Growth and Appraisal System and subject-specific/content development. We will continue building resource libraries and providing staff development to support instruction.

Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Summary of Strengths

What were the identified strengths?

Improved state accountability ratings

TTAGS and TPEGS

Academic enrichment opportunities

Job-embedded professional development opportunities through PLC, Region 10, and other virtual platforms

Summary of Needs

What were the identified needs?

Need to increase literacy

Need to increase digital fluency

Need to increase college & career readiness

Ensure implementation of Systemic Multi-Tiered Systems of Support (MTSS) process

Student growth in all subjects

Professional accountability to implement learning from professional development

Increase number of students attaining Meets and Masters on state assessments

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Early Literacy

Blended learning and digital fluency

Professional development to increase teacher capacity

Attain Board Goals

District Processes & Programs

Overall Summary

Terrell Alternative Education Center/DAEP has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator (TPEGS-Terrell Principal Evaluation and Growth System) and teacher evaluation system (TTAGS - Teacher Appraisal and Growth System) and is in place to ensure that teachers receive regular observations and appropriate feedback to implement effective teaching practices. The campus administrator provides annual training for teachers.

High expectations are monitored and critical thinking for high student achievement. Terrell Alternative Education Center is

incorporating three methods for enrollment: (1) Face-to-Face, (2) Synchronous online instruction with TISD teachers at a designated times, and (3) A-synchronous online instruction at-home digital experiences in core areas and face-to-face elective experiences. Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Terrell ISD provides its employees with standard technology equipment including laptops, document cameras, and projectors. This campus is equipped with Computer -on-Wheel carts (COWs), iPad systems, and Swivl. Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Odysseyware, Go Math, Woozers, Prodigy Math, Achieve 3000: Smarty Ants, KidBiz, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance.

Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services.

Summary of Strengths

What were the identified strengths?

TPEGS and TTAGS

Highly qualified teachers

One-to-one technology

Student and teacher progress monitoring

Summary of Needs

What were the identified needs?

Need for blended learning training

Need for technology integration

Need for increased early literacy growth

Need for automated systems

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended Learning & Technology

Early Literacy

Effective instruction

Culturally Responsive Teaching

Perceptions

Overall Summary

It is a priority at TAEC to be a safe campus where students and staff members are feel secure. Monthly safety drills are done and there a multiple security cameras in place at various locations around the campus. Teacher and staff surveys indicate that they feel safe and secure while on campus. Student attendance is a top priority with 100% of our students are At-Risk.

Summary of Strengths

What were the identified strengths?

Numerous parent and community events

Safe schools

Summary of Needs

What were the identified needs?

Student engagement in the classroom

Classroom management practices

Increased student attendance rate

Culturally Responsive Teaching

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Parent and Community Engagement

Classroom management training

Well-rounded student

Additional Information

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC)

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

Critical Success Factor(s) **CSF 2 - Increase the User of Quality Data to Drive Instruction**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increase pass rate on state assessments

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s) **CSF 7 - Increase Teacher Quality**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increased teacher and student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Objective 3:

Develop a strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increased student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Analyze data and implement enhanced dropout prevention efforts to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Goal 2: Safe learning environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the

overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s) **CSF 4 - Increased Learning Time**
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Amount	100,209
Source	State Comp Ed
Description	DAEP Payroll

Strategy/Activity 3

Provide training on the duties of peace officers, school resource officers, and security officers to students in accordance with TEC 38.081.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

DAEP Police Officer
Campus Principal

Strategy's Expected Result/Impact

Safe environment; Compliance

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

CSF 1 - Improve Academic Performance

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal/Counselors

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Amount

1200

Source

211 Title I

Budget Reference

289

Description

SEL Materials

Strategy/Activity 4

Ensure campuses provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

**Formative
Summative**

Resources

Strategy/Activity 5

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

**Formative
Summative**

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Provide pregnancy related services to students in need.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Campus Principal

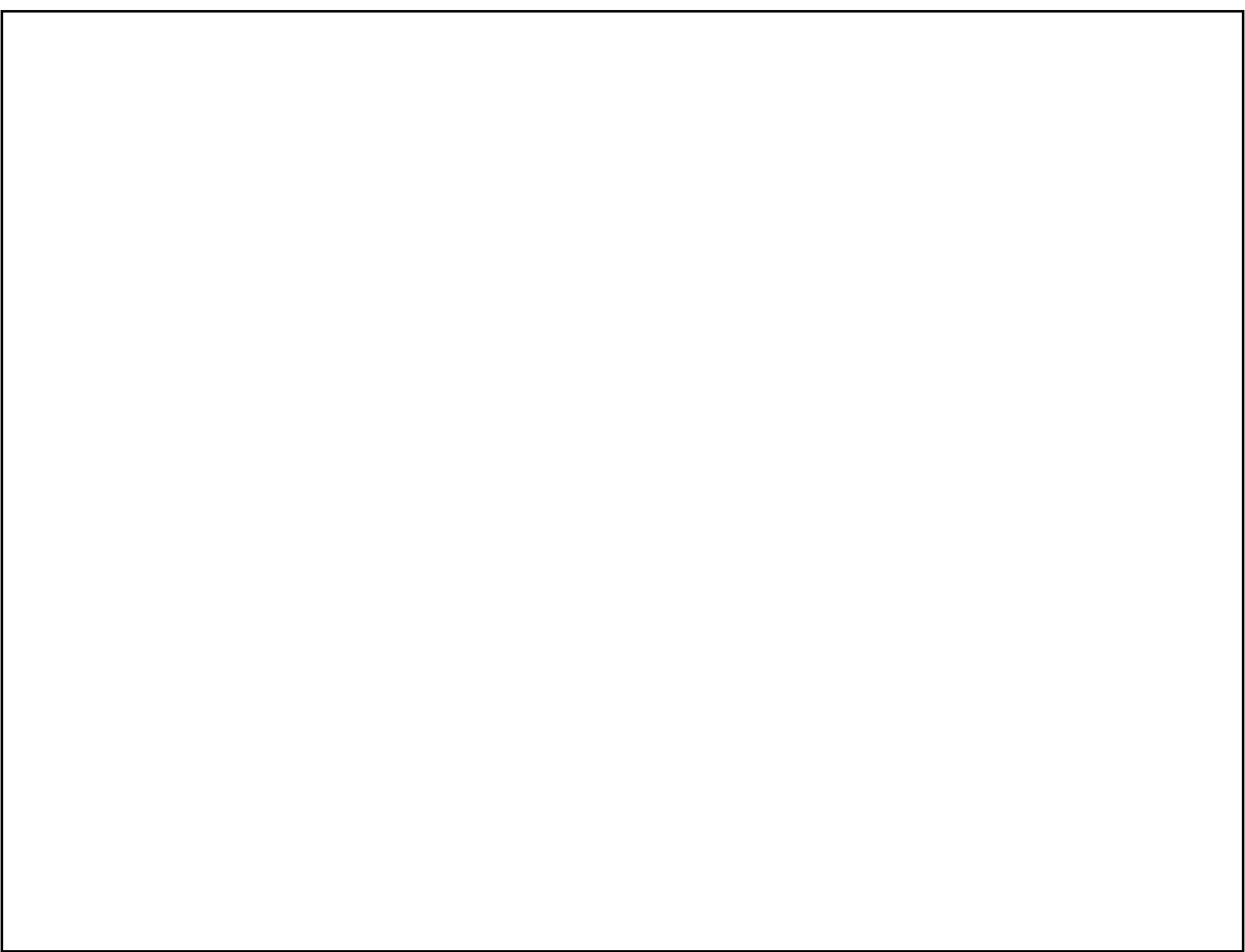
Strategy's Expected Result/Impact

Dropout Reduction

Reviews

Formative
Summative

Resources



Goal 3: Fiscal Responsibility and Transparency

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

Campus Budget Expenditures

Summative Evaluation:

Effective and efficient use of funds to support goals.

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campuses.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Prioritize Goals

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Utilize automated and digitized systems to maximize efficiency.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction
 CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Streamline processes; Data accuracy

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s) **CSF 2 - Increase the User of Quality Data to Drive Instruction**
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Participate in recruiting events such as attending/hosting job fairs,virtual interviews and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s) **CSF 3 - Increase Leadership Effectiveness**
CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Critical Success Factor(s) **CSF 3 - Increase Leadership Effectiveness**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

Parent Surveys, Event attendance

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training to all staff

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide a list of community social services & resources to parents.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus principal

Description

Remind

Strategy/Activity 5

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principals & Counselors

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative
Summative

Resources

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data and Number of partnerships

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Increase opportunities for community involvement

Reviews

Formative
Summative

Resources

Texas Education Agency
2019 Accountability Ratings Overall Summary
TERRELL ALTERNATIVE EDUCATION CENT (129906004) - TERRELL ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall			Not Rated
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness	13		
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 33.3%)			Not Rated
Closing the Gaps			Not Rated

* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

	Percent	Bonus Points Earned
AEA Bonus Points		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	n/a	n/a
EOC Retest Assessments at Approaches Grade Level or Above	n/a	n/a

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible