

2020-21 Campus Improvement Plan

Accountability Rating: NOT RATED

School Name

TISD Child & Adolescent School

Address

1200 E. Brin
Terrell, Texas 75160

School ID

129906-104

Principal

Dwight Malone

District Name

Terrell ISD

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Dwight Malone	Principal	Administrator
Karen Tawater	Classroom Teacher	Teacher
Randy Walter	Classroom Teacher	Teacher
Denise Brooks	Classroom Teacher	Teacher
Gigi Rose	Classroom Teacher	Teacher
Debie Rogers	Executive Director of Special Programs	District Level-Professional
Dr. Paul Sobin	Terrell State Hospital Doctor	Terrell State Hospital Representative
Rodeny Morrow	Business owner	Business Representative
Erica Larry	Child Protective Services	Community Representative

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Mission Statement

The mission of the TISD Child and Adolescent Center is to provide an environment where students, parents, and faculty feel welcome, safe and successful. Students participate in a child-centered, research-based program that addresses unique learning styles while the faculty receives continuous staff development and coaching to promote effective teaching strategies and a rigorous curriculum that addresses the individual potential of each student.

Vision

The mission of Child and Adolescent school is that everyone learns everyday.

Core Beliefs

Students can overcome adversity.

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
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199 General Fund	\$15,350.00
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Subtotal of state or local funds included for this school: \$15,350.00

Total of federal, state, and/or local funds for this school: \$15,350.00

Comprehensive Needs Assessment Summary

Needs Assessment Overview

The C&A campus is a state hospital residential facility serving the most at-risk student population. Most students are not residents of Terrell, Texas and have been placed in the state hospital by order of the Court. The C&A campus serves students in crisis with a number of social, emotional, and mental issues as well as intellectual disabilities and severe behavioral challenges. Consistency in learning is impacted due to high mobility rate of this population of students and their many challenges. Faculty members are committed to educating our fragile student population.

Demographics

Overall Summary

The Child & Adolescent School (C&A) currently serves 25 students in grades K-12 students who reside at the Terrell State Hospital. All students are at-risk and all are mobile, with enrollment lasting several days to several months. All students served are in crisis. The Child & Adolescent School is currently comprised of the following student demographics: 65.52% - male and 34.48% - female; African-American - 6.90%, Hispanic - 27.59%, White - 62.07%. Student demographics for programs include Limited English Proficient - 3.45%, Special Education - 62.07%, CTE - 6.90%. Other student demographics include Economically Disadvantaged - 51.72%, At-risk - 89.66%, Elementary (K-5) - 27.58%, Secondary (6-12) - 72.41%.

All staff members are provided professional staff development by the district to build content and effective instructional strategies bringing multicultural awareness, bridging gaps, embracing diversity, and building a culture of trust and respect. Along with this, the district provides staff development opportunities for teachers and staff in order to address increased achievement for all students: focusing on the needs of economically disadvantaged students, ELL students, and other special student populations. A continued effort will be maintained, striving to have staff demographics match student demographics.

All campus certified general education, special education, and ESL certified. Terrell ISD Special Services Department provides speech therapy, OT, counseling, dyslexia and other related services as required for students per ARD & 504 documents. The LPAC determines needs and services for any ELL students that are enrolled.

Summary of Strengths

What were the identified strengths?

Student-teacher ratio is beneficial for C&A students
All demographic categories represented

Summary of Needs

What were the identified needs?

School staff needs professional development in the areas of students in crisis, mental health issues, severe behavior issues, and student court appointed pending chargers.

Priorities

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

The Child and Adolescent School has seen a shift from students with mental health issues to students with intellectual disabilities, severe behavioral challenges, and in crisis. Our priority will be to utilize research base behavior strategies to minimize student non compliant behavior to focus on academics.

Student Achievement

Overall Summary

The Child & Adolescent School utilize the Teacher Resource System and Odesseyware, using diagnostic/progress monitoring instruments for students. Daily Language Review is part of the ELAR class routine. The Terrell Teacher Appraisal and Growth System (T-TAGS) is currently being utilized to provide teachers with ongoing, timely feedback and establishes a culture of continuous improvement in teacher evaluation and growth. Effective classroom instruction is monitored by documented walk-through observations. Administrator evaluations utilize the T-PEGS evaluation system. Ongoing professional development includes building capacity of teachers through the use of the TTAG rubric indicators, effective teaching strategies, subject specific/content development, as well as developing culture/climate and crisis/behavior management.

The Child & Adolescent School provides ample time for planning and daily collaboration across grades curriculum, focusing on effective instructional practices to teach to individual students. Odysseyware, a state TEKS-aligned on-line curriculum, provides secondary instruction for grades 7-12, with SPED certified teachers providing resource, life skills and inclusion support as needed. Elementary teachers (Gen. Ed. EC-8/SPED/ESL certified) provide instruction for grades K-6.

Summary of Strengths

What were the identified strengths?

Expectation for all students to be at grade level or above
Terrell Teacher Appraisal & Growth System (T-TAGS)
Weekly classroom walk throughs
Terrell Principal Evaluation & Growth System (T-PEG)
Teachers apply effective instructional approaches

Summary of Needs

What were the identified needs?

Students did not meet State performance objectives for the 2019/2020 school year.
The need to address specific academic needs of all students and student groups.

Priorities

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

Campus priorities are to increase student participation by creating engaging student lessons.

District Processes & Programs

Overall Summary

The Child & Adolescent School contributes to the Excellence Foundation campaign and communicates with parents through letters, phone calls and student reports. The staff at C&A and Terrell State Hospital have established an excellent working relationship. The C&A staff provides social skills lessons and utilizes PBSI to reward student behavior, sharing behavior rating sheets with the hospital professionals. C&A participates in district and state hospital safety and security emergency programs.

Summary of Strengths

What were the identified strengths?

Commitment to child-centered environment
Productive and collaborative relationship with hospital staff
Updates on student progress through bi-weekly meetings with doctors
District and hospital security programs
Open communication with parents and hospital staff

Summary of Needs

What were the identified needs?

The need to review policies and procedures with students to ensure a consistent routines effecting student learning and safety.

Priorities

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

20-21 priorities are to consistently address academic as well as behavioral expectations of students, and consistently rewarding positive student work ethic / behavior.

Perceptions

Overall Summary

The Child & Adolescent School maintains a positive relationship with the state hospital staff including doctors, nurses, and support staff. The Community Relations Department secures some student and teacher supplies each year. Parents participate in ARDs and 504 meetings both in person or by phone and receive report cards every six weeks by mail. HIPPA laws prohibit any photos of student activities to ensure privacy, but student work is displayed in the hallways.

Summary of Strengths

What were the identified strengths?

Productive and collaborative working relationship with hospital staff
Terrell State Hospital Community Relations arranges for donation of teacher and student supplies
Parent contact by phone, in person, email and mail as needed

Summary of Needs

What were the identified needs?

Parental involvement is limited.

Priorities

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

CA& will continue to focus on increasing students achievement during students' hospitalization which will focus on treatment and recovery.

Additional Information

Goals and Strategies

Goal 1: High Achievement for all student

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, and PLC meetings

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 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

August 2020- May 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal

Strategy's Expected Result/Impact

Weekly checks of students use of digital instructional programs.
Increase in students participation in the STAAR testing and increasing who Meet and Masters the STAAR assessment.

Reviews

Formative
Summative

Resources

Amount	100.00
Source	199 General Fund
Budget Reference	199
Description	Odysseware curriculum program

Strategy/Activity 2

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

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

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Administrators will 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

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning

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 2:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher walkthroughs and evaluations, Professional Development sign-ins and agendas, and PLC meetings

Summative Evaluation:

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

Strategy/Activity 1

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

Dwight Malone / Principal
Campus Instructional Staff

Strategy's Expected Result/Impact

Increase the number of student who Meets or Masters the STAAR examination.

Reviews

**Formative
Summative**

Resources

Amount	2,800.00
Source	199 General Fund
Budget Reference	199
Description	Instructional Supplies

Strategy/Activity 2

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

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

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

DRA, MAP, STAAR

Reviews

**Formative
Summative**

Resources

Strategy/Activity 3

Utilize a well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone

Strategy's Expected Result/Impact

Student purpose

Reviews

Formative
Summative

Resources

Objective 3:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

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

July 2020 - August 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Retain potential drop outs.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Evaluate the effectiveness the campus' decision making policies, procedures, and staff development activities and ensure they are effectively structured to positively impact student achievement (TEC 11.252(d)).

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Dwight Malone, Principal

Strategy's Expected Result/Impact

Best practices for campus

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):

Terrell State Hospital Environmental Services Report,

Summative Evaluation:

Teacher turnover rates; Student discipline behavior documents

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by Terrell State Hospital Environmental Services

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 20 - May 21

Person(s) Responsible/Monitor

Dwight Malone / Principal
C&A Campus Staff
Terrell State Hospital Environmental Services Staff

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Amount

2,800

Source

199 General Fund

Budget Reference

199

Description

Instructional Supplies

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Summative Evaluation:

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]

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

Dwight Malone / Principal
Campus instructional staff
District personnel

Strategy's Expected Result/Impact

Teacher capacity to assist students in need increases.

Reviews

**Formative
Summative**

Resources

Amount

2,800

Source

199 General Fund

Budget Reference

199

Description

Instructional Supplies

Goal 3: Fiscal Responsibility

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 data documents, Campus audit

Summative Evaluation:

Campus Budget balance, Campus budget check points.

Strategy/Activity 1

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

Dwight Malone / Principal, Yolanda Covarrubias / Principal Secretary

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative

Summative

Resources

Amount

2,250.00

Source

199 General Fund

Budget Reference

199

Description

Supplies

Strategy/Activity 2

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

Dwight Malone / Principal
Yolanda Covarrubias / Secretary
District Administration

Strategy's Expected Result/Impact

Accurate data for all state reporting

Reviews

Formative
Summative

Resources

Amount

1,200

Source

199 General Fund

Budget Reference

199

Description

Office Supplies

Objective 2:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

Campus data documents, Campus audit

Summative Evaluation:

Strategy/Activity 1

Implement strategies for recruiting, retaining and developing highly effective teachers.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone / Campus principal
District Administrative Staff

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Amount	1,000
Source	199 General Fund
Budget Reference	199
Description	Misc Oper/C&A

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):

Signature page from Ard meeting, and Parent contact log

Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Community early and often with parents and stakeholders through phone calls, notices sent via US mail, and electronic communication

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

Timeline

August 2020- May 2021

Person(s) Responsible/Monitor

Dwight Malone / Principal, Beth Ross / Diagnostician , Campus Secretary

Strategy's Expected Result/Impact

High engagement with parents and staff.

Reviews

Formative
Summative

Resources

Amount

1,200

Source

199 General Fund

Budget Reference

199

Description

Office Supplies

Strategy/Activity 2

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

CSF 1 - Improve Academic Performance

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dwight Malone / Campus Principal
Beth Ross / Diagnostician
Campus Staff

Strategy's Expected Result/Impact

Informed Stakeholders

Reviews

**Formative
Summative**

Resources

Amount

1,200

Source

199 General Fund

Budget Reference

199

Description

Office Supplies

Texas Education Agency
2019 Accountability Ratings Overall Summary
TISD CHILD & ADOLESCENT SCHOOL (129906104) - TERRELL ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall			Not Rated
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 11.8%)			Not Rated
Closing the Gaps			Not Rated

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