

# **Terrell Independent School District**

## **TISD Child & Adolescent School**

### **2021-2022 Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Public Presentation Date:** October 18, 2021

# Mission Statement

The Child and Adolescent school mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for ALL students.

## Vision

The Child and Adolescent School will strive to improve academic and behavioral goals through the collaborative team work of all stakeholders.

## Value Statement

Established in 1883, Terrell Independent School District has a proud history of providing quality education to students. It is our belief that the future of our community, state, and nation hinges on the quality of the student being educated by our school system. Terrell ISD is located east of Dallas, has an approximate enrollment of 4,961 students served by nine campuses.

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at [www.terrellisd.org](http://www.terrellisd.org) or the TEA website at <https://tea.texas.gov>. The campus improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Child & Adolescent School serves grades K-12 students who reside at the Terrell State Hospital. All students are at-risk and all are mobile, since their enrollment may last several days to several months. All students served are in crisis. The Child & Adolescent School is currently comprised of the following student demographics: 58.82% - male and 41.18% - female; African-American - 20.00%, Hispanic - 16.00%, White - 64.00%. Student demographics for programs include Limited English Proficient - 2.94%, Special Education - 35.29%, CTE - 23.53%. Other student demographics include Economically Disadvantaged - 11.76%, At-risk - 100% , Elementary (K-5) - 35%, Secondary (6-12) - 64%.

All staff members are provided professional staff development to build content and effective instructional strategies, bringing multicultural awareness, bridging gaps, and building a culture of trust and respect. Along with this, staff development opportunities for teachers and staff are provided to address increasing student achievement for all students: focusing on the needs of economically disadvantaged students, ELL students, and other special student populations. C&A, strives to have staff demographics match student demographics.

Elementary teachers are certified general education (EC-8), special education, and ESL certified. Secondary teachers are certified special education and have received ELPS training and ELAR teachers are ESL certified. Trainings have also been provided in delivering resources, life skills and inclusion support to meet student needs. Secondary general education instruction is delivered via Edgenuity, an on-line curriculum which is aligned to TEKS and teachers pull students to address specific needs and reinforce instruction. The District 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 EL students that are enrolled.

During the 20-21 school year school C&A total enrollment was 140 students. Students ranged from kindergarten through 12th grade. Of the 140 enrolled students during the 20-21 school year we had 60 general education students, 90 students received special ed services, and 17 students receiving 504 services. Of the students receiving special education services 54% (45) Emotional Disturbance, 15% (13) Autism, 12% (10) Intellectual Disability, 11% (9) Other Health Impairment, and 8% (7) Specific Learning Disability.

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Teachers need ongoing support and opportunities for professional learning that address individualized student learning. **Root Cause:** There is a vast range of student performance based on the lack of experiences and exposure to instruction that meets students where they are.

**Problem Statement 2:** Students academic achievement will improve when learning experiences are intentionally and consistently differentiated to meet each student's unique

needs. **Root Cause:** Students diverse background knowledge, experiences, strengths and weaknesses need to be routinely consider when creating engaging classroom lessons.

# Student Learning

## Student Learning Summary

The Child & Adolescent School utilizes the Teacher Resource System and Edgeunity System, and uses the Class Systems as a diagnostic/progress monitoring instruments for all students. Daily Language Review is part of the ELAR class routine. The National Institute for Excellence in Teaching (NIET), and the Texas Instructional Leadership (aka The Waterfall model) is currently being utilized to provide teachers with ongoing, timely feedback and establishing a culture of continuous improvement in teacher evaluation and growth. Efficient classroom instruction is monitored by documented walk-through observations. Teacher evaluations utilize the NIET system. Ongoing professional development includes building capacity of teachers through the use of the NIET, TIL, effective teaching strategies, subject specific/content development, developing culture/climate and crisis/behavior management.

The Child & Adolescent School provides ample time for planning and daily collaboration across grades and curriculum, and is focused on effective instructional practices specific for each individual student. Edgenuity, 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-5. Every student is assessed using district benchmarks and state assessments.

At the Child & Adolescent School, every teacher has a district laptop. Supplemental resources for technology are needed to assist student learning; including but not limited to, talk-back devices, graphing calculators and projectors or interactive devices. Student chrome books are needing replaced due to batteries going out or damage and longer usable. Ongoing technology/multi-media training is also needed to maintain teacher and staff technology knowledge and use.

## Student Learning Strengths

Students thrive in our smaller school environment, once they are able to move beyond their traumatic experiences. A collaborative atmosphere with all stakeholders ensures the students' social needs are met in order to help students regain their focus and help guide the students to academic success. Our students are hard workers once they are able to move beyond their trauma and their behaviors are controlled. Our staff are willing to do the work.

- Expectation for all students to be at grade level or above
- National Institute for Excellence in Teaching (NIET)
- Weekly classroom walk-through
- Teachers apply effective instructional approaches
- Alternating collaborative data meetings and strategy meetings weekly

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are not reaching their full potential on campus level or state assessments. **Root Cause:** Lack of targeted instruction to consistently push individual students to their full academic potential.

**Problem Statement 2:** Student data shows learning deficits for students enrolled at C&A. **Root Cause:** Student mental health issues and student trauma impact school performance and academic achievement.

**Problem Statement 3:** Batteries on student chrome books do not sustain long-term usage and the need to replace non-functioning chrome books. **Root Cause:** Student chrome books need replaced or updated.

# School Processes & Programs

## School Processes & Programs Summary

The Child & Adolescent School adheres to the district curriculum and TEKS Resource System. Teachers have sufficient planning/collaboration time across grades and curriculum levels. Edgenuity provides general education secondary instruction for grades 7-12 with SPED certified, ESL-trained teachers provide resources, life skills, and inclusion support as needed. General education/SPED/ESL certified elementary teachers provide instruction for grades K-6.

The Child & Adolescent School has a campus Professional Learning Community (PLC meets weekly), a Site-Based Decision-Making (SBDM) team, and daily communication with hospital staff (doctors, nurses, and staff) to exchange student information. Intentional scheduling for both teachers and students ensures that all legal requirements and student needs are met.

Our campus is focused on the PLC process. We work together as a collaborative team to Reach Every Child. We have a shared responsibility for all students on campus. We focus on understanding what students should be learning, what we should be teaching (at the right level of rigor), and creating ways to measure student success.

## School Processes & Programs Strengths

At C&A, we are committed to excellent teaching and learning for all students and adults. Therefore we have processes in place to support learning environments such as PLC's and whole staff professional learning. All staff members are highly qualified. All of our staff are involved in professional development opportunities designed to meet the individual needs of our students. All staff are participating members in our professional learning community. Our professional work is focused on student need and teacher growth.

For our students, we have programs that support student learning at all academic levels (Gen, Sped,504). Students have structured daily routines, positive behavior privileges and the staff have removed distractions that interfere with behavior are all implemented.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** PLC meetings need to be more structured and purposeful to meet then needs of all learners. **Root Cause:** Utilize PLC at work processes with consistency.

**Problem Statement 2:** Technology updates are needed for teachers **Root Cause:** Technology equipment utilized by the staff is outdated and is in need of replacements.

# Perceptions

## Perceptions Summary

Our campus mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for all students. We want to build up our students and teachers to believe that they can do the work and be successful. There is a great work to do but, as a campus our priority is to ensure that everyone believes in the work and believe they can accomplish the work. We want our students to want to be successful. We will be develop our teachers through the PLC process and teacher observations. This process will allow us to impact the adults, who have the greatest impact our student achievement. We have a great campus and have seen some success, but we still have work to do. We must reach every student.

## Perceptions Strengths

As a campus our strength is that we have a staff that has been together for 2 years, who are consistent and steady. All stakeholders are interested in taking our school to the next level, showing significant growth, and really seeing success in our students. By setting goals, looking at our data through our PLC's, creating engaging lessons with assessments, and working the system of PLC we will be able to see student growth. As a campus we mus reach every child every day. We will see every student on our campus, meet them where they are, and grow them to be successful individually. Our teachers are hard working and our student are more than capable of being successful.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** All students are not demonstrating ownership of their actions and their learning. **Root Cause:** Students lack social-emotional skills and need explicit instruction to help build important learner qualities.



# Goals

**Goal 1:** 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 Sources:** Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agenda and products from PLCs.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Implement the districts 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.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Targeted and effective classroom instructions for student at risk of not meeting state standards, including the use of instructional technology, training and utilizing the TISD MTSS guide.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Teacher walkthrough and evaluation, professional development, PLC data, STAAR data, progress monitoring data and student data.

**Goal 2:** Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

**Performance Objective 1:** Provide professional development to staff, student and parents social emotional and trauma informed care.

**Evaluation Data Sources:** Campus behavior data sheets, teacher feedback, PLC documentations, campus walk-throughs.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Effective differentiated strategies will be used to meet the unique needs of our learners.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> All teacher will be implementing learning stations in their classrooms into focus on small group instruction utilizing best practices.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Continue to enforce COVID-19 safety practices, protocols, and sanitation.

**Goal 2:** Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

**Performance Objective 2:** Coordinate meetings with Terrell State Hospital Staff to provide specific social and emotional strategies and trauma informed care polices.

**Evaluation Data Sources:** Meeting notes, TISD & TSH meeting documentation, teacher and doctor notes, campus walk-throughs.

Strategy 1 Details
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<b>Strategy 1:</b> Follow discipline management including physical or verbal aggression and sexual harassment, identification, response to and reporting prohibited conduct, harassment, and/or bullying, and support efforts to reduce overuse of discipline practices that remove students from the classroom (which may include identifying and support schools with high rates of discipline, disaggregated by each of the subgroups of students)
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**Goal 2:** Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

**Performance Objective 3:** Increase social-emotional supports

**Evaluation Data Sources:** Teacher retention, Discipline Rates, Attendance Rates

Strategy 1 Details
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<p><b>Strategy 1:</b> To build an understanding of social &amp; emotional learning and work with student behavior 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.</p>
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**Goal 3:** Expect transparency and decisions that support long term financial stability for high student achievement.

**Performance Objective 1:** Maintain Fiscal responsibility

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TISD Audits

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide support and training to staff on accurate financial procedures.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures

**Goal 4:** 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 Sources:** Parent Surveys, meeting attendance

Strategy 1 Details
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<b>Strategy 1:</b> Communicate consistently with parents and all stakeholders through mail and electronic communications to keep parents informed.
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**Goal 4:** Expect engagement with parents and the community for high student achievement.

**Performance Objective 2:** Establish, embrace and support business partnerships and meaningful communication involvement in the overall success of students

**Evaluation Data Sources:** Survey data, Number of partnerships

Strategy 1 Details
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<b>Strategy 1:</b> Provide opportunities for community involvement including training, special campus event programs
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# Addendums



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

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>			Not Rated
<b>Student Achievement</b>			Not Rated
<a href="#">STAAR Performance</a>			
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>			Not Rated
<a href="#">Academic Growth</a>			Not Rated
<a href="#">Relative Performance (Eco Dis: 11.8%)</a>			Not Rated
<a href="#">Closing the Gaps</a>			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