

Terrell Independent School District
Herman Furlough, Jr. Middle School
2021-2022 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: October 18, 2021

Mission Statement

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

Vision

To establish a culture where **Every Child** who enters our doors, will be given **Every Chance** to be successful, **Every Day**.

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 or the TEA website at <https://tea.texas.gov>. The district 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

Needs Assessment Overview

FMS will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students. We will focus on the needs of economically disadvantaged students, EL students, and other underperforming student populations. Our primary goals for this school year is to increase the overall academic performances of students and close achievement gaps between specific student groups.

Demographics

Demographics Summary

Furlough Middle School is comprised of 1,116 students in grades six, seven and eight. The student body is very diverse and reflects the community from which the school serves. FMS has a rich tradition of excelling in extra-curricular activities and takes pride in the various enrichment programs that our students are enrolled in. We continue to recruit staff members that mirror our student body demographics. We also are making a strong push to engage our parents and community members in our school decision-making processes. Below are some notable demographic characteristics of our campus:

*African American - 22.76%,
Hispanic -50.54%,
White - 21.33%,
American Indian - 0.18%,
Asian - 0.54%,
Two or More - 4.48%,
Hawaiian/Pacific Islander - 0.18%.
Student demographics for programs include:
Limited English Proficient - 16.85%,
Special Education - 9.59%,
Gifted and Talented - 7.08%,
CTE - 49.73%,
Dyslexia - 5.73%.
Economically Disadvantaged - 81.81%,
At Risk - 51.97%,
Homeless - 0.09%.*

Demographics Strengths

*Diverse student body
College & career awareness opportunities
Community in Schools partnership
Counselor & Assistant Principal per grade level
High School credit opportunities
ESL certified teachers
Opportunities to include diverse students in Advanced classes
Advanced teachers required to be GT certified
Measures to ensure that staff represents the student body*

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a lack of student engagement in instructional activities. **Root Cause:** There is a need for culturally responsive lessons that are relevant to all student groups

Problem Statement 2: Increased amount of student discipline referrals are written. **Root Cause:** There is a need for a system for positive supports and interventions.

Problem Statement 3: African American and English Language Learners fall behind other groups in student achievement. **Root Cause:** There is a need for targeted supports and interventions.

Student Learning

Student Learning Summary

Student data disaggregation is critical to the academic success of FMS. Since FMS has been identified for targeted supports and improvement based on the 2019 TEA Agency Report, we have taken specific steps to ensure that we grow academically as a campus. Student and campus data are consistently monitored on a weekly basis in Professional Learning Communities to identify areas in need of improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students (specifically African American, Hispanic, and White student groups as our data shows academic gaps between those groups.) Leadership teams meet regularly to identify campus goals and make changes as necessary. We are implementing strategies to ensure that more diverse students are enrolled in courses of rigor and that the needs of our ELL learners are met. Additionally, we are providing opportunities for remediation and development through processes such as double blocked classes, Rosetta Stone, Reading Plus and Read 180 software programs. We also are incorporating AVID strategies as we move towards becoming an AVID campus.

FURLOUGH MIDDLE		READING			MATH			WRITING -7 SOCIAL STUDIES - 8			SCIENCE- 8		
GRADE	YEAR	approaches	meets	masters	approaches	meets	masters	approaches	meets	masters	approaches	meets	masters
6TH													
	2020-2021	51%	20%	9%	57%	29%	12%						
	2018-2019	57%	29%	12%	81%	42%	20%						
	Difference	-6	-9	-3	-24	-13	-8						
7TH													
	2020-2021	52%	26%	13%	51%	21%	8%	35%	12%	3%			
	2018-2019	69%	41%	21%	66%	32%	10%	62%	36%	15%			
	Difference	-17	-15	-8	-15	-11	-2	-27	-24	-12			
8TH													
	2020-2021	59%	31%	11%	41%	15%	1%	39%	16%	6%	57%	31%	15%
	2018-2019	84%	45%	19%	90%	44%	5%	58%	25%	15%	71%	40%	19%
	Difference	-24	-14	-8	-49	-29	-4	-19	-9	-9	-14	-9	-4

Student Learning Strengths

MAP testing to identify academic strengths

Rosetta Stone for ELL students

TELPAS practice sessions for ELL students

NIET Rubric teacher evaluation tool utilized to drive classroom instruction

Coaching sessions for teachers based on evaluation and walk through data to ensure high quality instruction

PLC periods for collaborative groups

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There are significant academic gaps between specific student groups (AA, Hisp, White) **Root Cause:** There is a need for consistent and researched-based methods of grade level instruction in all classrooms.

Problem Statement 2: Overall campus achievement needs to increase in all tested areas from previous year. **Root Cause:** There is a need to develop a common PLC format across all core content areas.

School Processes & Programs

School Processes & Programs Summary

At FMS there is a high standard for best instructional practices as well as building social character. We are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved with student success. FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs. The use of technology became even more important due to the recent Covid-19 pandemic. Hence, many of our programs will hinge on ensuring that students effectively use their campus issued device to support their learning. Monthly professional learning sessions are scheduled to ensure campus systems are executed and for staff development. FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time. Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent/Teacher Organizations (PTO), campus mentors, and Student Leadership Teams. Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits.

School Processes & Programs Strengths

Committees to provide input and collaboration

Student organizations

Procedures to ensure students have access to advanced courses

Beginning Teacher Mentor Program

Student Advisory Board

On Campus Counseling Services

Teacher developed discipline intervention plans

Character Education Sessions

Monthly Staff, Leadership, and Administrative meetings

Additional PLC period for Core tested areas

Implementation of PBIS System

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Core content subjects and electives class sizes are larger than the 25:1 ratio **Root Cause:** There is a need for an equitable allocation of teachers to ensure student needs are met.

Problem Statement 2: Approximately 20% of our student body exhibit behaviors that are not conducive for academic achievement. **Root Cause:** There is a need to create a character education program.

Problem Statement 3: PTO and parental involvement is minimal at the campus **Root Cause:** Inability to follow up with PTO memberships and offerings of parent involvement sessions on campus.

Perceptions

Perceptions Summary

FMS's goal is to provide an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students. Our motto is for this school year is "Furlough Can, Furlough Will." As we continue to recover from the Covid pandemic, we will implement systems to ensure students are safe and are learning at grade level. This includes ensuring that we have locked classroom doors, utilizing security cameras, and monitoring of activity in restrooms/hallways and throughout the campus. Compliance and safety training will be completed by all staff members. Attendance (and its impact on student achievement) is emphasized daily, and we will put measures in place to improve our student attendance rates. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom and ensure that our staff are consistent in the discipline practices. Failure intervention plans are required for teachers with high student failure rates each six weeks.

Perceptions Strengths

Based on YouthTruth data, academic challenge, belonging and peer collaboration were named as staff strengths. A sense of belonging and peer collaboration were named as student strengths. Positive working relationships among teachers and administrators were also listed as strengths. To provide additional support and socio-emotional guidance to students a Community in Schools program was added to the FMS campus. Daily Professional Learning Communities are scheduled as part of the teacher work-day for all tested areas. To assist with additional campus supports, the TISD Excellence Foundation offers Grant Opportunities. To help improve school matters and disseminate information throughout the campus, the campus Leadership Team members meet regularly to address concerns and provide suggestions. Weekly recognition of Teacher and Support staff help boost morale throughout the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance numbers have decreased from previous year **Root Cause:** Attendance percentages are lower on early release Fridays.

Problem Statement 2: There is an increase in negative student behavior. **Root Cause:** There is a need for a structured PBIS system.

Problem Statement 3: Lack of parent involvement/participation **Root Cause:** Need to jumpstart our PTO program.

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

Targeted or ESF High Priority

Evaluation Data Sources: Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas, curriculum assessments, MAP, Reading Plus, STAAR, TELPAS

Strategy 1 Details
Strategy 1: Provide and monitor the effective use of instructional programs, targeted interventions, supplies and materials to support and reinforce teaching and learning in subject areas to all student groups. ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy
Strategy 2 Details
Strategy 2: Create specific instructional programs and accelerated instruction for student groups that did not meet academic targets on standardized assessments and provide interventions to improve the academic performance of students based on school and state data reports. Comprehensive Support Strategy - Targeted Support Strategy
Strategy 3 Details
Strategy 3: Support teachers in their growth and development through targeted instructional coaching and mentoring using the NIET rubric. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Strategy 4 Details
Strategy 4: Ensure language acquisition instructional strategies and implementation of ELPS to support EL students.
Strategy 5 Details
Strategy 5: Implement a campus level PBIS system providing targeted interventions and character lessons to struggling students in both academic and behavioral areas of need. ESF Levers: Lever 3: Positive School Culture
Strategy 6 Details
Strategy 6: Assess students using various formative assessment tools (Curriculum assessments, MAP, teacher made assessments) and analyze the data during PLCs and collaborative planning days to ensure that procedures are implemented to address areas that need improvement. Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 2: Increase the enrollment of students in College and Career courses and honors courses.

Evaluation Data Sources: Master Schedule, course selections

Strategy 1 Details
Strategy 1: Promote the CCR courses on campus and increase interest through teacher recommendations, program showcases, and implementation of the AVID Program.
Strategy 2 Details
Strategy 2: The AVID Site Team will promote the use of AVID best practices throughout the campus. TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy
Strategy 3 Details
Strategy 3: Close the opportunity gap by preparing all students for college readiness and success in a global society by utilizing teaching strategies that will improve disciplinary literacy, supporting college and career readiness for ALL students and professional learning communities. TEA Priorities: Build a foundation of reading and math

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance 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 Sources: Teacher Evaluations, Student scores (Growth & Performance)

Strategy 1 Details
Strategy 1: Utilize the NIET instrument to evaluate teachers and campus leaders to coach them to high levels of achievement. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Provide academic enrichment and support opportunities for students such as summer camps, extended day tutorials, character development sessions, summer school, and at-home extension activities. ESF Levers: Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Develop strategies and supports for narrowing the academic achievement gap and provide equity and access opportunities as well as professional development to address these needs. ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 4: Readily and strategically incorporate technology in teaching and learning to improve outcomes for all students.

Evaluation Data Sources: Asset Panda documentation; software reports, digital badges

Strategy 1 Details

Strategy 1: Provide one-to one devices to all students on campus to maximize learning and offer alternative options for teaching and learning.

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

Performance Objective 1: Maintain a safe and civil campus that is conducive for student learning.

Evaluation Data Sources: PEIMS Discipline Reports; TxEIS Discipline Reports

Strategy 1 Details
Strategy 1: Implement the district's discipline management plan effectively and equitably to ensure all students can learn without disruption. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Implement measures to address prohibited conduct including bullying, harassment, and abuse. ESF Levers: Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Follow discipline management plan including physical or verbal aggression and sexual harassment and all Title 9 procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying. ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 2: Increase social-emotional supports on campus to ensure the safety and well-being of students and staff.

Evaluation Data Sources: Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Strategy 1 Details
Strategy 1: 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. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Guidance lessons will be provided by school counselors to help students cope with social and emotional needs, abuse, and drop-out procedures.
Strategy 3 Details
Strategy 3: 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. ESF Levers: Lever 3: Positive School Culture
Strategy 4 Details
Strategy 4: Analyze attendance data reports, academic achievement data, and school discipline reports to ensure steps are taken to prevent student drop-outs

Goal 3: Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1: Recruit, retain and train certified and highly effective teachers.

Evaluation Data Sources: District Staffing Report, TAPR Report

Strategy 1 Details
Strategy 1: Recruit and retain a diverse, highly qualified staff. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Provide high quality staff development for all teachers and administrators to build capacity, including instructional best practices, technology applications, AVID strategies, and PLC process. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 3 Details
Strategy 3: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
Strategy 4 Details
Strategy 4: Decrease teacher turnover rate. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers
Strategy 5 Details
Strategy 5: Ensure beginning teachers are supported through through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs. TEA Priorities: Recruit, support, retain teachers and principals

Goal 4: Expect engagement with parents and the community for high student achievement.

Performance Objective 1: Improve the partnership between Parents and the school to ensure parents are involved in the processes of the campus.

Evaluation Data Sources: Opportunities provided for family & community involvement; Participation

Strategy 1 Details
Strategy 1: The campus will provide opportunities for parent involvement activities including parent conference days, parent education sessions, PTO events, and student recognition programs. ESF Levers: Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Solicit more parental and community involvement for campus events and activities by utilizing different social media and communication outlets (Remind, Facebook, Twitter, campus website) to keep parents and the community informed.

Addendums