

**Terrell Independent School District**  
**Terrell Alternative Education Center and DAEP**  
**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

Our vision is to provide each student a structured learning environment, which fosters academic growth toward excellence while encouraging self-discipline, self-respect, and good citizenship.

## 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 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	7
Perceptions	8
Goals	9
Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.	10
Goal 2: Maintain a high quality, safe learning environment both physical and social emotional for high student achievement.	10
Goal 3: Expect transparency and decisions that support long term financial stability for high student achievement.	12
Goal 4: Expect engagement with parents and the community for high student achievement.	13
Addendums	14

# Comprehensive Needs Assessment

Revised/Approved: September 3, 2021

## Demographics

### Demographics Summary

Terrell Alternative Education Center (TAEC) is a campus coordinated through the Student Management Department of the Terrell Independent School District. TAEC seeks to work with parents, school personnel and community resources as needed in every aspect of serving the district's at-risk youth. TAEC is comprised of two programs, Phoenix and Discipline Alternative Education Placement (DAEP). The Phoenix program consists of 4 students with the following student demographics: Female - 25%, Male - 75%, Hispanic - 25%, and White - 75%. Student demographics for programs include: Limited English Proficient (LEP) - 25%, and English Learner (EL) - 25%. Other student demographics include: Economically Disadvantaged - 50%, At Risk - 75%. The Average Daily Attendance is 61.64%. Student attendance is a focused area of concern as attendance has a direct impact of student achievement.

Currently, DAEP consists of 12 students, 10 High School and 2 Middle School. For the High School, student demographics include the following: Male - 90%, Female - 10%, African American - 50%, White - 30%, and Hispanic - 20%. Student demographics for programs include: Limited English Proficient (LEP) - 20%, and Special Education (SPED) - 20%. Other student demographics include: At Risk - 100%. The Middle School consists of the following student demographics: Male - 100%, and Hispanic - 100%. Student demographics for programs include: LEP - 50%.

TAEC has 7 staff members, 86% of which are Professional Staff. 100% of Professional Staff have more than 10 years of experience. Professional staff development offered to teachers and staff help bring multicultural awareness, bridge gaps, and build a culture of trust and respect.

### Demographics Strengths

- Diversity of student population
- Equitable teacher/student ratios
- Highly effective teachers
- Increasing student performance

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance rates are low. **Root Cause:** Students hold jobs that require them to work during school hours.

# Student Learning

## Student Learning Summary

State accountability for 2020-2021 is rated "Not rated: State of Disaster." STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. TAEC needs to increase number of students attaining Meets and Masters on state assessments.

The need to increase growth in all subjects and sub-populations, literacy, language acquisition, digital fluency, and college & career readiness are all identified areas of need. TAEC is committed to attaining the challenging HB3 goals established by the Board of Trustees.

TAEC implements curriculum that is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

TAEC places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EL students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

In need with consistent program monitoring for academics, behavior, and attendance, a systemic Multi-Tiered Systems of Support (MTSS) process will be implemented for all students. A district Director of Multi-Tiered Systems of Support has been added to further impact the individual needs of students. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

Teachers and staff facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress through the implementation of Individual Academic Plans. Students in special education continue to under perform in comparison to non-special education students and are commonly targeted for improvement.

TAEC is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. TAEC provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. TAEC provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that 'no students goes backwards'. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, 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.

TAEC Student Scores:

May 2021 STAAR English II				
Total Students	Percent Score	Approaches	Meets	Masters
2	55%	50%	50%	0

**May 2021 STAAR English II**

May 2021 STAAR Science, Biology

Total Students	Percent Score	Approaches	Meets	Masters
1	40%	100%	0	0

DAEP Student Scores:

**May 2021 STAAR English I**

Total Students	Percent Score	Approaches	Meets	Masters
6	39.3%	16.6%	0	0

May 2021 STAAR English II

Total Students	Percent Score	Approaches	Meets	Masters
2	22.5%	0	0	0

May 2021 STAAR Math, Algebra I

Total Students	Percent Score	Approaches	Meets	Masters
3	41.3%	33.3%	33.3%	0

May 2021 STAAR Science, Biology

Total Students	Percent Score	Approaches	Meets	Masters
1	30%	0	0	0

May 2021 STAAR Social Studies, US History

Total Students	Percent Score	Approaches	Meets	Masters
1	32%	0	0	0

**May 2021 STAAR Science, Grade 8**

Total Students	Percent Score	Approaches	Meets	Masters
4	22.25%	0	0	0

May 2021 STAAR Reading, Grade 8

Total Students	Percent Score	Approaches	Meets	Masters
4	32%	0	0	0

May 2021 STAAR Math, Grade 8

Total Students	Percent Score	Approaches	Meets	Masters
3	37%	0	0	0

**May 2021 STAAR Science, Grade 8**

May 2021 STAAR Social Studies, Grade 8

Total Students	Percent Score	Approaches	Meets	Masters
4	30.75%	0	0	0

**May 2021 STAAR Writing, Grade 7**

Total Students	Percent Score	Approaches	Meets	Masters
1	41%	0	0	0

May 2021 STAAR Reading, Grade 7

Total Students	Percent Score	Approaches	Meets	Masters
1	76%	100%	100%	0

May 2021 STAAR Math, Grade 7

Total Students	Percent Score	Approaches	Meets	Masters
1	43%	100%	0	0

May 2021 STAAR Math, Grade 6

Total Students	Percent Score	Approaches	Meets	Masters
1	34%	0	0	0

May 2021 STAAR Reading, Grade 6

Total Students	Percent Score	Approaches	Meets	Masters
1	40%	0	0	0

**Student Learning Strengths**

- Improved state accountability ratings
- National Institute for Excellence In Teaching (NIET)
- Teacher Learning Rubric (TLR)
- Academic enrichment opportunities
- Professional development opportunities through PLC, Region 10, and other virtual platforms

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Increase number of students attaining Meets and Masters on state assessments **Root Cause:** Behavior plays a significant role in the academic achievement of all students.

# School Processes & Programs

## School Processes & Programs 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 (NIET-Teacher Learning Rubric) are 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 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, Edgenuity, 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 Terrell Alternative Education Center (TAEC) supports 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 by offering different options on times (8am-12pm and 12pm-4pm) to attend the Phoenix program.

## School Processes & Programs Strengths

- TPEGS and TLR
- Highly qualified teachers
- One-to-one technology
- Student and teacher progress monitoring

## 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 the PLC at Work processes with consistency.



# Perceptions

## Perceptions Summary

It is a priority at TAEC to be a safe campus where students and staff members are feel secure. Monthly safety drills are completed and there are 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.

## Perceptions Strengths

- Numerous parent and community events
- Safe schools

## 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, Eduphoria, Gradebook, Professional Development sign-ins and agendas (including PLC)

Strategy 1 Details
<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>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools
Strategy 2 Details
<b>Strategy 2:</b> Monitor the intentional use of data to drive instruction by creating personalized learning paths for students. <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools
Strategy 3 Details
<b>Strategy 3:</b> TAEC staff will track and monitor student progress on multiple research based strategies that contribute to student success. <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools
Strategy 4 Details
<b>Strategy 4:</b> Targeted and effective classroom instructions for students at risk of not meeting state standards, including the use of instructional technology and training. <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools

**Goal 2:** 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 Sources:** Custodial Survey and observations

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> 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)], maintaining 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). <b>ESF Levers:</b> 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

**Evaluation Data Sources:** Counselor sign-ins, Family assessments, 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 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]</p>
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**Goal 3:** Expect transparency and decisions that support long term financial stability for high student achievement.

**Performance Objective 1:** Preserve Fiscal Responsibility

**Evaluation Data Sources:** Campus Budget Expenditures

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campuses.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Report and maintain accurate PEIMS data
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Follow State Comp Ed protocols.

**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, Event attendance

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide a list of community social services & resources to parents.

# Addendums