

Fort Worth Independent School District
087 IM Terrell Academy For STEM
2023-2024 Improvement Plan



Mission Statement

Mission:

The mission of I.M. Terrell Academy for STEM and VPA is to advance the legacy of progressive education through the collaborative integration of distinct disciplines to cultivate and empower global, visionary leaders.

Vision

Vision:

To create a learning environment that will *develop & nurture artistic talents, creative thinkers & innovative problem solvers* who will change the global landscape for generations to come.

Value Statement

Core Beliefs:

We believe the I.M. Terrell family will embody:

Pride in ourselves, school, and community.

Apprenticeship with integrity and excellence.

Nurturing the humanity of self and others;

Truth as our compass;

Honoring our history as we write our future;

Engagement in classroom, community, and craft; and

Resilience through adversity and challenges.

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2023

Demographics

Demographics Summary

I.M. Terrell Academy for STEM & VPA is a four-year high school that have Programs of Choice that focuses on

Science Technology Engineering Math - STEM

- Computer Science
- Engineering/Robotics

Visual Performing Art - VPA

- Visual Arts
- Dance
- Theatre
- Choir
- Orchestra/Band
- Piano

I.M. Terrell Academy for STEM & VPA is a four-year-old, 9-12 campus in Fort Worth ISD, located in Fort Worth, Texas. The city of Fort Worth has a very diverse population that brings families together from all backgrounds, races, and ethnicities. Our campus represents students from over 50 middle schools across Fort Worth and surrounding areas. Students can apply to come to I.M. Terrell Academy to focus on one of our Programs of Choice. Our campus currently has an audition process for incoming freshmen and sophomores wanting to be in one of the VPA programs. We do not have academic requirements for students to attend I.M. Terrell Academy. However, we offer rigorous academic courses and acceleration opportunities for those students who want to pursue those classes. Our goal is to make sure that our students are college and career-ready for an apprenticeship during and after graduation from I.M. Terrell Academy. Our current enrollment for grades 9-12 is at 497 apprentices.

We are adding 150-175 new apprentices to our current enrollment. I.M. Terrell has a very diverse student population that consists of:

- Asian 3.3%
- Black/AA 20.3%
- Hispanic 45.3%
- Two or More 2.3%
- White 28.4%

Our attendance rate has averaged around 95% in our district. The strong partnership that we are building with our parents is a contributor to these results. Our student population also includes

- Emergent Bilingual (11%)
- GT (72.3%)

- Special Education 3.9%
- (%) are economically disadvantaged,
- (34.8%) are identified as at-risk,

I.M. Terrell Academy has been able to attract and retain some of the best instructors in the city and state. Over 50% of the teaching faculty hold advanced degrees and multiple teaching certifications.

Demographics Strengths

I.M. Terrell Academy has many strengths. Some of those areas include:

1. Diverse student population (culturally rich, (%) Emergent Bilingual, (%) identified GT, 100% of students pursuing specialized interest pathway)
2. Rigorous academic offerings along with specialized areas that are geared towards students' interests.
3. Dedicated and committed families that are looking for a quality education without having to pay for it.
4. A safe and nurturing learning environment that is accepting of all apprentices regardless of race, ethnicity, or gender.

2023-2024	9th (66 incoming in FOCUS)	10th 132	11th 130	12th 92	TOTALS 420
Emergent Bilingual (10 different home- languages on campus)	8 (12%)	23 (17%)	16 (12%)	5 (5%)	52 (12%)
504	7 (11%)	18 (13.6%)	19 (15%)	8 (9%)	52 (12%)
Special Education	3 (5%)	8 (6%)	7 (5%)	3 (3%)	21 (5%)
Economically Disadvantaged	27 (41%)	74 (56%)	75 (58%)	57 (62%)	233 (55%)
At-Risk	23 (35%)	69 (52%)	61 (47%)	17 (18%)	170 (40%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have experienced a 22% increase in our At-Risk population from 2018-2023. This has resulted in more 9th and 10th-grade students struggling academically in our advanced level courses and has led to an (%) increase in course failures and additional challenges over the same time period. **Root Cause:** Our campus does not have a specific system to identify and monitor incoming students nor motivate and celebrate student success for those that fall within those targeted areas.

Problem Statement 2: We have experienced an increase in our Special Ed. & 504 student population that is creating a challenge in some areas to meet student needs. **Root Cause:** The increase in numbers of this population and no additional resources is creating some challenges for the staff to meet all the needs.

Student Learning

Student Learning Summary

INCLUDE 2022 TEA REPORT CARD DATA HERE.

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2022&lev=C&id=220905087&prgopt=reports%2Fsrc%2Fsrc.sas

Accountability Ratings

- Overall Rating A 93%
- Student Achievement A 92%
- School Progress A 92%
- Closing the Gaps A 96%

-

Distinctions Designations

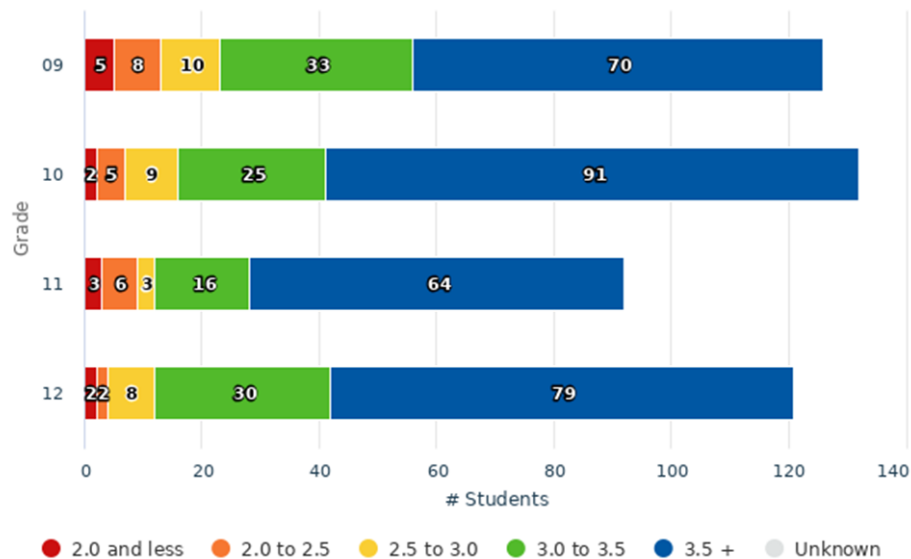
- Academic Achievement in English/Language Arts/ Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Closing the Gaps
- Postsecondary Readiness

Attendance Rate: 97.3%

STAAR Outcomes

All Subjects	96%
ELA/Reading	94%
Mathematics	95%
Science	99%
Social Studies	100%

GPA Avg. Across Grade Levels



Student Learning Strengths

Students possess a high level of individual drive to develop their passion for any profession.

Most students are highly engaged in the teaching and learning that is taking place.

Students are adaptable to a wide range of learning environments.

Many students are capable of exponential growth in their areas of study.

Our students benefit from kinesthetic learning that allows the students to better connect to their work.

Our students holistically do a good job of transferring and connecting information from class to class.

Our students' diverse backgrounds create a rich learning environment and campus community that enables our students to grow academically and socially.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. **Root Cause:** We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

Problem Statement 2: We have seen an increase in the number of failures, especially from our ESL/EB and At-Risk student population and struggling readers. **Root Cause:** The root cause is that there are students coming to high school that experienced learning gaps during COVID that were never addressed. This creates a need for a Reading/Math Specialist that can work with and meet the needs of our students based on where they are academically and scaffold their learning to level back up to their peers.

Problem Statement 3: Opportunity gaps exist with the dual credit offering prohibiting student success within the P-TECH program. **Root Cause:** The root cause is the lack of exposure to upper-level academic courses our students come to I.M. Terrell Academy with

School Processes & Programs

School Processes & Programs Summary

- **Instructional Processes:** Every teacher needs to have a classroom Canvas page and upload lesson plans to campus shared google drive folder
- **Curricular Processes:** The Teaching of English and Social Studies in the Humanities to ALL our apprentices. Other core areas follow AP, OnRamps, teacher-driven, or district curricula.
- **Personnel Processes:** Very little staff turnover, added a Freshman Success Coach to support the 9th-grade team of teachers and apprentices.
- **Embedded PLCs** for tested subject areas, district flex time.
- **Organizational Processes:** Better scheduling
- **Administrative Processes:** communication on MTSS using Weekly Success Logs and/or Branching Minds
- **Distributive leadership:** Teachers appointed as Grade Level Deans monitor student's BAG (behavior, attendance, & grades) and plan Advisory lessons, assemblies, and competitions

Creating, developing, and nurturing community partnerships that will benefit the apprentices and the programs.

Programs:

Unique Humanities Curriculum

Unique Dance Programs

Unique STEM Programs - EYW - Engineering Your World (UT Austin), completed the planning year for the T-STEM initiative and will be getting a new cohort of apprentices for the T-STEM dual credit pathway

Unique Freshman Onboarding programs and classes. (Panther Camp, Summer Bridge, & AVID)

Consistent collaboration across departments on the campus.

Collaboration with community partners in areas that align with specific programs or content areas.

School Processes & Programs Strengths

Well-Defined Curriculums Across ALL Content Areas:

- Geared toward college readiness and aligned with academic standards.
- Comprehensive, challenging, and meets the needs of diverse learners (*we need to do better at scaffolding to truly meet the needs of ALL students*)

Quality Teaching

- Highly motivated teachers who prioritize their professional growth and seek out opportunities to improve
- They seek opportunities to enhance their teaching strategies, instructional methods, and content knowledge
- They are always looking for high-quality teaching strategies and best practices to bring back to the classroom.

Student Support Services: *Need improvement on the academic support side*

- We have a very effective social/emotional support services team that caters to the diverse needs of the apprentices we have on our campus
 - Counseling/Interventionist
 - SpEd. Services - 504/Dyslexia
 - Extracurricular - Clubs
- **Our Academic Interventions trail grossly behind Extracurricular activities and this is preventing us from truly meeting our apprentice's holistic needs.**
- **We will need to address this issue to create a truly positive and supportive learning environment for ALL students.**

Parent & Community Engagement

- We do a good job of engaging parents to come out and support programs/performance that is happening on the campus
- We have done a good job of engaging the community to support the various programs on campus through various partnerships.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of trust, communication, and collaboration among stakeholders, including teachers, staff, parents, and administration. This is resulting in inconsistencies in our school processes and programs and makes it very challenging to establish and maintain consistency in our schoolwide practices. **Root Cause:** Some factors that are contributing to this problem include : *Lack of Trust & Respect among ALL stakeholders *Not Enough Time coupled with Workload Pressures *Siloed Mindsets & Lack of Shared Goals

Problem Statement 2 (Prioritized): Inconsistent implementation of our campus routines, protocols, and procedures. We need consistent processes and programs to continue to promote positive school culture and meet the needs of all students to achieve academic success. **Root Cause:** We have limited resources to fully address the diverse social, emotional, and academic needs of all students. Teacher buy-in with regard to campus routines and procedures and their implementation and enforcement of these policies.

Perceptions

Perceptions Summary

The perception is that a campus like Terrell does not have any issues because they get to pick the students and they are all performing at the highest level.

The school was created to attract a certain student population.

There is a perception that the academic rigor can become overwhelming in comparison to their previous educational experiences.

There is a perception that students who attend Terrell are automatically able to perform at the highest level at all times in all areas.

There is a perception that because we have auditions, it is an exclusive environment.

There is a perception that I.M. Terrell Academy primarily caters to high-achieving students who come from privileged backgrounds. This leads to limited inclusivity and support for those students that face other challenges and require additional resources to succeed academically.

Perceptions Strengths

We are creating a more inclusive and diversified student body that represents our district and city.

Our staff is going above and beyond to meet the needs of those students that are coming to Terrell that need greater support.

Teachers are willing to scaffold and individualize instruction to meet the needs of their apprentices.

Our staff seeks out Professional Development beyond what is required by the district.

Students and teachers are viewed as leaders and trailblazers in the district, state, and national achievement.

Upper Classmen Students are seeing that the rigor they have experienced is beneficial in their extracurricular and professional lives.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus is struggling with the perception that maintaining high academic standards should require an excessive workload and pressure. This is resulting in burnout from students/ teachers, and reduced job/school satisfaction, which then leads to a negative impact on the overall campus climate/culture and learning environment. **Root Cause:** Unrealistic Expectations: for teachers and students that are leading to increased pressure to achieve certain results and causing some students to cheat to meet those standards. Culture of Perfectionism: the perception that anything less than exceptional is seen as a failure and leads some students to not even turn in work. This creates pressure and stress to meet unrealistic expectations.

Problem Statement 2: We are starting to see more learning gaps from some of our incoming students as we grow and have a more diverse student population. **Root Cause:** There is a perception that high-performing schools don't need as much support or resources to maintain the level of instructional excellence needed to meet the needs of all students on the campus. We are now seeing the tail end of the students that were in Middle School during COVID that was home for almost 2 years with limited to no TIER 1 instruction and support for their learning.

Priority Problem Statements

Problem Statement 1: Inconsistent implementation of our campus routines, protocols, and procedures. We need consistent processes and programs to continue to promote positive school culture and meet the needs of all students to achieve academic success.

Root Cause 1: We have limited resources to fully address the diverse social, emotional, and academic needs of all students. Teacher buy-in with regard to campus routines and procedures and their implementation and enforcement of these policies.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: We have experienced a 22% increase in our At-Risk population from 2018-2023. This has resulted in more 9th and 10th-grade students struggling academically in our advanced level courses and has led to an (%) increase in course failures and additional challenges over the same time period.

Root Cause 2: Our campus does not have a specific system to identify and monitor incoming students nor motivate and celebrate student success for those that fall within those targeted areas.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels.

Root Cause 3: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a lack of trust, communication, and collaboration among stakeholders, including teachers, staff, parents, and administration. This is resulting in inconsistencies in our school processes and programs and makes it very challenging to establish and maintain consistency in our schoolwide practices.

Root Cause 4: Some factors that are contributing to this problem include : *Lack of Trust & Respect among ALL stakeholders *Not Enough Time coupled with Workload Pressures *Siloed Mindsets & Lack of Shared Goals

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our campus is struggling with the perception that maintaining high academic standards should require an excessive workload and pressure. This is resulting in burnout from students/ teachers, and reduced job/school satisfaction, which then leads to a negative impact on the overall campus climate/culture and learning environment.

Root Cause 5: Unrealistic Expectations: for teachers and students that are leading to increased pressure to achieve certain results and causing some students to cheat to meet those standards. Culture of Perfectionism: the perception that anything less than exceptional is seen as a failure and leads some students to not even turn in work. This creates pressure and stress to meet unrealistic expectations.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the projected percentage of 9th/10th-grade students who meet the grade level benchmark in reading on PSAT from _52__% to _80__% by May 2024.

Evaluation Data Sources: PSAT Data

Strategy 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support.

Strategy's Expected Result/Impact: Increase in student academic success while raising the scores for our students that are being assessed in those particular areas.

Staff Responsible for Monitoring: Admin/Teachers/ Counselors/ FSC/ PSS/ CCMRC

Title I:

2.4

- **TEA Priorities:**





Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support Funding Sources: Tutors - Title I (211) - 211-11-6117-04N-087-30-510-000000-24F10 - \$3,000, Classroom Materials and Resources - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$5,000, PD - Title I (211) - 211-13-6299-04N-087-30-510-000000-24F10 - \$1,000				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is a lack of trust, communication, and collaboration among stakeholders, including teachers, staff, parents, and administration. This is resulting in inconsistencies in our school processes and programs and makes it very challenging to establish and maintain consistency in our schoolwide practices. **Root Cause:** Some factors that are contributing to this problem include : *Lack of Trust & Respect among ALL stakeholders *Not Enough Time coupled with Workload Pressures *Siloed Mindsets & Lack of Shared Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first-time testers who score at Meets or above on STAAR English I from 83% to 91% by May 2024.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _77% to 85% by May 2024.

High Priority
Evaluation Data Sources: 2022/2023/ FWISD/ TEA School Report Card

Strategy 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support

Strategy's Expected Result/Impact: Increase in English 1 scores
Staff Responsible for Monitoring: Admin/ Humanities Teachers.

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: TBD Funding Sources: Need additional for Humanities Apprentices & Staff - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of testers who score at Meets or above on STAAR English II from 79% to 90% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 68% to 85% by May 2024. Also, increase mastery from 17% to 25% by May 2024.





Strategy 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support

Strategy's Expected Result/Impact: Increased Eng II Scores

Staff Responsible for Monitoring: Admin/ Humanities

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: TBD Funding Sources: Resources for students and teachers - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$3,500, Tutoring - Title I (211) - 211-11-6116-04N-087-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from _36_% to _70_% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from TBD% to TBD% by May 2024.

Evaluation Data Sources: PSAT Data. Classroom Data/ STAAR Data/ District Benchmark Data.

Strategy 1: Increase the math scores for our Alg.1 students from 65% (Meets) to 85% so that they are better prepared for the TSI and PSAT assessments.

Strategy's Expected Result/Impact: Increased overall math performance for all students especially those showing gaps.

Staff Responsible for Monitoring: Admin/ Math Teachers

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Increase the math scores for our Alg.1 & 2 students so that they are better prepared for the TSI and PSAT assessments. Intended Audience: 9th/10th Grade Students Provider / Presenter / Person Responsible: Math Teachers Date(s) / Timeframe: August 2023 - May 2024 Funding Sources: Tutors - Math - Title I (211) - 211-11-6117-04N-087-30-510-000000-24F10 - \$4,000, Math Supplies & Resources - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$3,000, PD - Training as needed - Title I (211) - 211-11-6116-0PD-087-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: We have experienced a 22% increase in our At-Risk population from 2018-2023. This has resulted in more 9th and 10th-grade students struggling academically in our advanced level courses and has led to an (%) increase in course failures and additional challenges over the same time period. **Root Cause:** Our campus does not have a specific system to identify and monitor incoming students nor motivate and celebrate student success for those that fall within those targeted areas.





District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Eco-Dis testers who score at Meets or above on STAAR Algebra I from 58% to 75% by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 75% by May 2024. Also, we would like to increase our overall mastery rate from 33% to 40% by May 2024.

High Priority
Evaluation Data Sources: STARR Summary Report/ Benchmarks/ Classroom Data Sources

Strategy 1: Increased overall math performance for all students especially those showing gaps in their learning.
Strategy's Expected Result/Impact: Show growth in areas where there were gaps and meet expectations on state assessments.
Staff Responsible for Monitoring: Admin/ Math Instructors

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: TBD Funding Sources: Extra Tutoring - Title I (211) - 211-11-6116-04N-087-30-510-000000-24F10 - \$3,500, Class Room & After School Resources - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 66.7% to 100% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 65% to 100% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from TBD% to TBD% by May 2024.

Strategy 1: Create and use a system to track our seniors to ensure that they are meeting their CCMR indicators and auditing their transcripts to make sure they are not only on track to graduate but also to meet the required CCMR indicators requirements.

Strategy's Expected Result/Impact: Increase in CCMR Outcome for graduating seniors.

Staff Responsible for Monitoring: Admin/ Counselors/ CCMR Coach





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Provide Technology for CCMR Funding Sources: CTE Funding - CTE (199 PIC 22) - - \$7,345, CTE Dues - CTE (199 PIC 22) - - \$2,000, Technology - Title I (211) - 211-11-6396-04N-087-30-510-000000-24F10 - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 66.7% to 100% by June 2024.

School Performance Objective 2: Decrease the percentage of Grade 9 students "Off Track" from 22% to <10% by May 2024.

Evaluation Data Sources: Freshman Success Coach

Strategy 1: Identify and create a support plan for our (Vulnerable 16%) and (High Risk 6.2%) freshman population so that they don't get off track.

Strategy's Expected Result/Impact: Decrease freshman failure and keep them on track toward graduation.

Staff Responsible for Monitoring: FSC/ Admin/ Counselors/ SST/ Grade Level Team.

Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Work with the Freshman Success Coach to develop a system that allows him to monitor student progress daily/weekly/ monthly so that we can address any needs that arise and support the whole child in the process.		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have experienced a 22% increase in our At-Risk population from 2018-2023. This has resulted in more 9th and 10th-grade students struggling academically in our advanced level courses and has led to an (%) increase in course failures and additional challenges over the same time period. Root Cause: Our campus does not have a specific system to identify and monitor incoming students nor motivate and celebrate student success for those that fall within those targeted areas.





District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 66.7% to 100% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully mastered Algebra 1 by the end of 9th grade from 41% to 55% by May 2024.

Evaluation Data Sources: District & State Data Sources





Strategy 1: TBD

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Frequent data review of all students and make sure that we are not overlooking those students who are doing well. Make sure that lessons are being planned that include extended learning opportunities for the students who are doing well.		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Provide Snacks for after school tutoring.

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: TBD Funding Sources: Snacks for Tutoring - Title I (211) - 211-11-6499-04N-087-30-510-000000-24F10 - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 12% to 6% by May 2024.

Evaluation Data Sources: Attendance Data

Strategy 1: Create more opportunities to engage and educate our parents on the things that are happening on the campus and how they can support the goals of the campus.

Strategy's Expected Result/Impact: Better relationships between school and parents so that we can collaborate more on supporting student needs.

Title I:
4.1, 4.2
- TEA Priorities:
Connect high school to career and college

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: TBD Funding Sources: Parent Engagement - Parent Engagement - 211-61-6499-04L-087-30-510-000000-24F10 - \$500, Parent Engagement Resources - Parent Engagement - 211-61-6399-04L-087-30-510-000000-24F10 - \$874	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of trust, communication, and collaboration among stakeholders, including teachers, staff, parents, and administration. This is resulting in inconsistencies in our school processes and programs and makes it very challenging to establish and maintain consistency in our schoolwide practices. Root Cause: Some factors that are contributing to this problem include : *Lack of Trust & Respect among ALL stakeholders *Not Enough Time coupled with Workload Pressures *Siloed Mindsets & Lack of Shared Goals

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 67% to 35% by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from TBD to TBD by May 2023.

Strategy 1: Create a mentor program that will enable them to tap into the necessary support they will need to be successful.

Strategy's Expected Result/Impact: Decrease discipline issues or concerns.

Staff Responsible for Monitoring: All staff members.

Title I:
2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Closely monitor and support our students in need to ensure they are not getting distracted or off track with B.A.G. issues.		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have experienced a 22% increase in our At-Risk population from 2018-2023. This has resulted in more 9th and 10th-grade students struggling academically in our advanced level courses and has led to an (%) increase in course failures and additional challenges over the same time period. Root Cause: Our campus does not have a specific system to identify and monitor incoming students nor motivate and celebrate student success for those that fall within those targeted areas.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from _3_ to _6_ by May 2024.

Strategy 1: Create and host at least one event/activity for parents every six weeks of the school year to engage them in the campus and the learning community.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: admin/leadership

Title I:
4.1, 4.2
- TEA Priorities:
Connect high school to career and college

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Work with campus leadership and faculty to host at least one event/activity every six weeks to engage our parents.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of trust, communication, and collaboration among stakeholders, including teachers, staff, parents, and administration. This is resulting in inconsistencies in our school processes and programs and makes it very challenging to establish and maintain consistency in our schoolwide practices. Root Cause: Some factors that are contributing to this problem include : *Lack of Trust & Respect among ALL stakeholders *Not Enough Time coupled with Workload Pressures *Siloed Mindsets & Lack of Shared Goals

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase access to General Supplies to meet the academic, social, and emotional needs of ALL students

Strategy 1: Work with faculty & staff to identify their needs in the classroom and use Title 1 funds to provide general supplies to our teachers so that they can meet the needs of our students.

Strategy's Expected Result/Impact: Teachers will have access to the resources they need to meet the needs of their students in the classroom.

Staff Responsible for Monitoring: Admin/ Secretary/ Teachers/ Student Support Team

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: We will check with our teachers on a monthly basis to ensure they have the resources they need for the classroom. Intended Audience: Work with faculty & staff to identify their needs in the classroom and use Title 1 funds to provide general supplies to our teachers so that they can meet the needs of our students. Funding Sources: General Supplies for teachers and students. - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Our campus is struggling with the perception that maintaining high academic standards should require an excessive workload and pressure. This is resulting in burnout from students/ teachers, and reduced job/school satisfaction, which then leads to a negative impact on the overall campus climate/culture and learning environment. Root Cause: Unrealistic Expectations: for teachers and students that are leading to increased pressure to achieve certain results and causing some students to cheat to meet those standards. Culture of Perfectionism: the perception that anything less than exceptional is seen as a failure and leads some students to not even turn in work. This creates pressure and stress to meet unrealistic expectations.

District Goal 5: Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.

School Performance Objective 1: Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.

Strategy 1: Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.

Strategy's Expected Result/Impact: Increased access to resources for all students and teachers.

Staff Responsible for Monitoring: Admin- FSC-PSS-CCMR-SST

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students. Funding Sources: Motivational Resources to use as incentives for our apprentices. - SCE (199 PIC 24) - 199-11-6399-001-087-24-243-000000- - \$1,356, Subs and Extra Duty - SCE (199 PIC 24) - 199-11-6112-001-087-24-243-000000- - \$1,500, General Supplies - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$4,543.01	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: TBD Funding Sources: Funding for Gifted & Talented - Gifted & Talented (199 PIC 21) - - \$3,297	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Our campus is struggling with the perception that maintaining high academic standards should require an excessive workload and pressure. This is resulting in burnout from students/ teachers, and reduced job/school satisfaction, which then leads to a negative impact on the overall campus climate/culture and learning environment.

Root Cause: Unrealistic Expectations: for teachers and students that are leading to increased pressure to achieve certain results and causing some students to cheat to meet those standards. Culture of Perfectionism: the perception that anything less than exceptional is seen as a failure and leads some students to not even turn in work. This creates pressure and stress to meet unrealistic expectations.

District Goal 5: Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.

School Performance Objective 2: Ensure that our Special Ed population / Sp. Ed teacher has access to additional resources to meet the needs of our students.

Evaluation Data Sources: SP. Ed Data

Strategy 1: Increase access to resources for our Sp. Ed population

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: TBD Funding Sources: Resources for Sp. Ed student. - SPED (199 PIC 23) - - \$899, PD for Sp.Ed Staff - SPED (199 PIC 23) - - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: We do not have a system in place to truly support our apprentices on how to manage their time effectively, set SMART goals, develop efficient study habits, and track their progress to improve their overall productivity and mental well-being.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Baldwin Brown	Principal
Administrator	Tania White	AP
Non-classroom Professional	Timothy Brendler	Post Secondary Specialist/ Admin
Non-classroom Professional	Roderick Reed Pouncy	Freshman Success Coach / Admin
Non-classroom Professional	Valencia Ivory	CCMR Coach
Classroom Teacher	Elsa Blanco	Teacher Math
Classroom Teacher	William Miller	Teacher Science
DERC Representative 1	Lucas Oneill	Teacher
DERC Representative 2	Jerrett Lyday	Teacher Humanities
Classroom Teacher	Catherine Lugo	Teacher CTE STEM
Classroom Teacher	Lydia Hudson	Teacher Enrichment
Professional Non-Teaching Staff	Laurie Motley	Counselor
Business Representative	Jesse Borries	Community Representative
Additional Representative (optional)	Angela Hodges	Community Representative - PTA
Parent	Kulvinder Stamper	Parent
Parent	Courtney Stubblefield	Parent
Classroom Teacher	Krystofer Lang	Teacher - Enrichment
Classroom Teacher	Jonathan Arrow	Teacher
Additional Representative (optional)	Robert Raimond	Teacher - Math/ UIL

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Classroom Materials and Resources	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$5,000.00
1	1	1	1	Tutors	Tutors with degree or certified	211-11-6117-04N-087-30-510-000000-24F10	\$3,000.00
1	1	1	1	PD	Contracted professional development	211-13-6299-04N-087-30-510-000000-24F10	\$1,000.00
1	2	1	1	Need additional for Humanities Apprentices & Staff	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$4,000.00
1	3	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-087-30-510-000000-24F10	\$1,500.00
1	3	1	1	Resources for students and teachers	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$3,500.00
2	1	1	1	Math Supplies & Resources	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$3,000.00
2	1	1	1	PD - Training as needed	Extra duty pay for PD after hours	211-11-6116-0PD-087-30-510-000000-24F10	\$1,000.00
2	1	1	1	Tutors - Math	Tutors with degree or certified	211-11-6117-04N-087-30-510-000000-24F10	\$4,000.00
2	2	1	1	Extra Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-087-30-510-000000-24F10	\$3,500.00
2	2	1	1	Class Room & After School Resources	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$1,500.00
3	1	1	1	Technology	Technology for instructional use	211-11-6396-04N-087-30-510-000000-24F10	\$2,500.00
3	3	2	1	Snacks for Tutoring	Snacks or incentives for students	211-11-6499-04N-087-30-510-000000-24F10	\$5,000.00
4	4	1	1	General Supplies for teachers and students.	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$10,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$4,543.01
Sub-Total							\$53,043.01
Budgeted Fund Source Amount							\$53,043.01
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	1	1	1	Subs and Extra Duty	Subs for supplemental instruction	199-11-6112-001-087-24-243-000000-	\$1,500.00
5	1	1	1	Motivational Resources to use as incentives for our apprentices.	Supplies and materials for instructional use	199-11-6399-001-087-24-243-000000-	\$1,356.00
Sub-Total							\$2,856.00
Budgeted Fund Source Amount							\$2,856.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Parent Engagement Resources	Supplies and materials for parental involvement	211-61-6399-04L-087-30-510-000000-24F10	\$874.00
4	1	1	1	Parent Engagement	Snacks for Parents to promote participation	211-61-6499-04L-087-30-510-000000-24F10	\$500.00
Sub-Total							\$1,374.00
Budgeted Fund Source Amount							\$1,374.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	1	1	2	Funding for Gifted & Talented		GENERAL SUPPLIES	\$3,297.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$3,297.00
Budgeted Fund Source Amount							\$3,297.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	CTE Dues	DUES		\$2,000.00
3	1	1	1	CTE Funding	INSTRUCTIONAL MATERIALS		\$7,345.00
Sub-Total							\$9,345.00
Budgeted Fund Source Amount							\$9,345.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	2	1	1	Resources for Sp. Ed student.	GENERAL SUPPLIES		\$899.00
5	2	1	1	PD for Sp.Ed Staff	PROFESSIONAL SERVICES		\$500.00
Sub-Total							\$1,399.00
Budgeted Fund Source Amount							\$1,399.00
+/- Difference							\$0.00
Grand Total Budgeted							\$71,314.01
Grand Total Spent							\$71,314.01
+/- Difference							\$0.00