

Lamar Consolidated Independent School District

Terry High School

2023-2024 Campus Improvement Plan



Mission Statement

The Mission of Terry High School is to provide a high-quality and innovative academic growth experience for all students.

Vision

At Terry High School, we ground our work in equitable practices, academic excellence, and student agency. Therefore, Terry Rangers will engage in joyful and rigorous learning experiences in Every moment, Every class, Every day.

Value Statement

"Ranger Pride, Let's Ride"

RIGOR | INNOVATION | DATA-DRIVEN INSTRUCTION | EQUITY

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Goal 2: By May of 2024, we will increase the percentage of students that graduate CCMR to 70%. Terry High School students will be considered college and career ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, earning credit in an OnRamps courses, dual credit enrollment, AP test scores, and earning an Industry Based Certification for the 2023-24 school year.	24
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Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

Demographics

Demographics Summary

Needs Assessment

Terry High School is celebrating 43 years this school year and is the 2nd oldest high school in Lamar Consolidated ISD.

Terry High School is located in Rosenberg, Texas, a suburban city southwest of Houston, Texas.

Terry High School serves students in grades 9 - 12. Our anticipated enrollment for the 2023-2024 school year is 1680. Our campus services the southwest side of Rosenberg, Texas. As a result of a boundary realignment due to the opening of a new complex, our Jr. High and Middle school feeders will remain the same, with George Junior High serving grades 7 - 8 and Navarro Middle School serving 6th grade. Our elementary feeder schools include Beasley, Bowie, Taylor Ray, and Travis Elementary Schools, while only a part of Culver Elementary will remain within our Red Track boundary.

During the last campus rating (2022), B. F. Terry received the A-F Accountability "C" campus rating, with a scale score of 76.

Based on our iReady data, most of our students are coming to us reading below their grade level. Therefore, our cultural and social issues of concern are addressing the needs and closing the gaps for the 51% of our students considered At-Risk by implementing a culturally responsive atmosphere. ***The 2023 accountability rating is expected to be released in September 2023.***

Areas of concern(s)

- Students performing below the district average on EOC exams
- Students Entering HS below grade-level in Math & Reading
- Students lacking the necessary foundational skills
- Lack of opportunities for parental involvement

Demographics Strengths

Information will be revised once the data rolls over to the 2023-2024 School Year.

Our campus is the least diverse High School campus in our district based on our demographics.

Enrollment by Race/Ethnicity (Data Based on 2023-2024 School Year)

Student Enrollment Total - 1537

- 1196 - 77.81% Hispanic,
- 179 - 11.65% African American,
- 115 - 7.48% White,
- 22 - 1.43% Asian, and
- 22 - 1.43% identify as two or more races.
- 1 - <1% Native American and

Enrollment by Gender

- 48.08% Male
- 51.92% Female

Enrollment by Student Group

- 72.17% Economically Disadvantage
- 16.79% SPED
- 8.78% 504
- 22.51% EB
- 55.43% At-Risk
- Campus Mobility Rate – 18.17% / District (****%)

Other Areas Reviewed

- Campus attendance rate - 90.49% / District (95.6%)
- Campus annual dropout rate 1.5% / District (1.49%)
- 4 - year Graduation Rate 87.5% / District (****%)
- CCMR – 71% (**up 25%**) / District (****%)
- SAT Average Reading/Writing Average - Score – 449 (2020) to 458 (2021) +9 points / District Average– 504 (Campus below District Average)
- SAT Average Math Average - Score – 437 (2020) to 441 (2021) +4 points / District Average– 492 (Campus below District Average)
- ACT Average Score – 18.7 / District - 22.4
- College Ready – 29%
- TSI Graduates – ELA - 51.8%, Math - 27.3%, Passed Both - 26.2 %
- CTE Participation – 48.8%

School Quality and Student Success -SQSS - % Students meeting CCMR

(College, Career, and Military Readiness Performance - (Due to Covid - Data is from 2019-2020 - Federal Report Card)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
59%	54%	58%	67%	-	86%	-	81%	58%	68%	64%

Staff Ethnic Breakdown - 132

- 77 - 57% White,
- 26 - 19% African American,
- 24 - 18% Hispanic,
- 5 - 4% Asian, and
- 2 - 2% Identify as two or more races.
- 0 - 0% Native American and
- 0 - 0% Pacific Islander

Student Learning

Student Learning Summary

STAAR 2022 Data

English I EOC

	All Students	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	68.78%	73.21%	67.31%	76.32%	66.67%	48%	38.71%	65.67%
% Meets	45.57%	42.86%	45.33%	55.26%	16.67%	25.6%	14.52%	42.51%
% Masters	6.33%	1.79%	6.59%	7.89%	0%	0%	0%	5.18%

English II EOC

	All Students	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	76.2%	70.73%	76.57%	81.58%	50%	63.93%	46.55%	75.14%
% Meets	50.66%	31.71%	52.04%	57.89%	25%	33.61%	13.79%	49.15%
% Masters	3.71%	2.44%	4.09%	2.63%	0%	0%	0%	3.11%

Algebra I EOC

	All Students	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	66.86%	66%	66.54%	61.54%	100%	57.61%	57.62%	66.3%
% Meets	19.35%	26%	16.34%	26.92%	25%	10.87%	10.87%	17.41%
% Masters	3.23%	6%	1.56%	11.54%	0%	0%	0%	2.96%

Biology EOC

	All Students	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	87.27%	90.2%	87.88%	83.78%	50%	76.36%	70.15%	85.41%

	All Students	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Meets	46.76%	49.02%	44.55%	67.57%	0%	23.64%	22.39%	42.25%
% Masters	13.89%	7.84%	14.24%	21.62%	0%	0.91%	1.49%	10.33%

US History EOC

	All Students	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	94.57%	100%	93.47%	100%	100%	85.94%	82.22%	93.97%
% Meets	65.22%	69.05%	64.95%	70%	50%	31.25%	22.22%	63.12%
% Masters	29.62%	33.33%	29.21%	30%	25%	6.25%	6.25%	26.24%

CCMR Data

- Students that met CCMR increase 25% (71%).
- Met by ELA increased by 35%.
- Met by Math Increased by 25%.
- Met both ELA & Math increased by 35%
- Met by AP decreased by 2%.
- Met by dual credit increased by 11%
- Met by industry certifications increased by 8%.
- Met by OnRamps increased by 2%.

Student Learning Strengths

Students in CCMR readiness by 25%.

Students that were considered college ready in both math and ELA increased by 35%.

English II improved meets grade-level by 9%.

4 out of 5 subjects improved more than 5 % on approaches percentage.

4 out of 5 subjects increased the number of students that met grade-level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students scored last or second to last on all five STAAR EOC STAAR exams when compared to other high schools in the district. Terry High School had an average rank of 5.4 out of 6 high schools. **Root Cause:** Students are entering the ninth grade with an average Lexile below grade level.

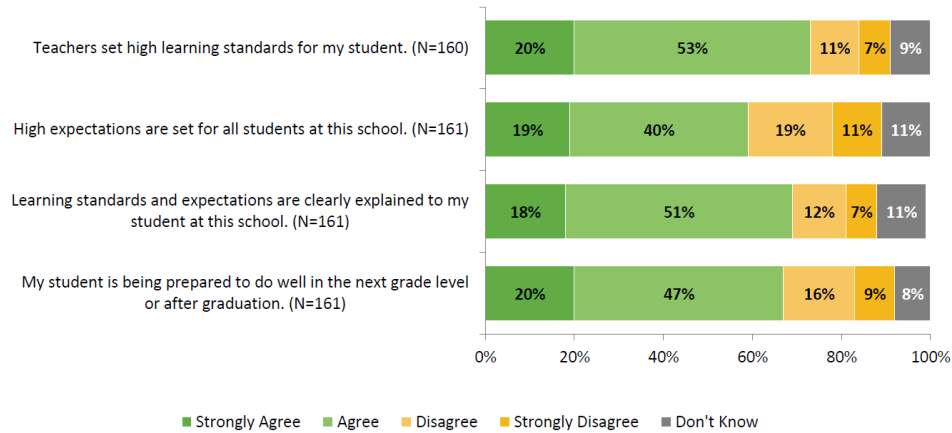
Perceptions

Perceptions Summary

Parents/Guardians

Academic Preparation

How strongly do you agree or disagree with each of the following statements?



K12 Insight
© 2022

We operate with a family mindset. We are a family and it takes a village to help our students achieve success. We celebrate our successes, we believe every student can be successful. We have some of the hardest-working team members in the district.

Perceptions Strengths

Families believe we set high learning standards for their students and that we clearly explain learning expectations. Parents also feel that their students are being prepared to do well in the next grade-level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Currently we are below the district average on results for the Campus Climate Survey on the culture and climate sections **Root Cause:** Low parental involvement; staff engagement concerns; low student engagement

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

Goals

Goal 1: By May 2024, all English I, English II, Biology, Algebra I, and US History STAAR students and student groups test takers will increase their overall academic performance at the meets level by 7%, masters by 4% as measured by the English I & English II, Biology, Algebra I, and US History End-of-Course exams.

Performance Objective 1: Improve instruction by providing all teachers with professional development and coaching support as outlined by district and campus expectations.

High Priority

Evaluation Data Sources: NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades



English 1 EOC results





English 2 EOC results










Lesson plans










Professional learning communities (PLCs)





Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the amount of academic student discourse in all English I, English II, Biology, Algebra I & US History classes. English and U.S. History students will use literacy strategies daily to increase students' discourse.</p> <p>Strategy's Expected Result/Impact: Students will increase opportunities to use academic vocabulary in class.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$15,000, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,000</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will be trained on how to effectively implement PLCs on campus.</p> <p>Teams will meet once a week to review student data and student work. Teams will complete a weekly agenda that focuses on discussions during the PLC.</p> <p>During PLCs, teams will analyze assessment data, work collaboratively with colleagues to increase Tier-I instructional practices, and plan interventions & intentionally group students to address their needs.</p> <p>Strategy's Expected Result/Impact: Teachers will change their focus from whole group planning to individualized planning. Differentiated instruction will grow students at all learning levels.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$11,000</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional coaches will develop and train all teachers with research-based professional development on effective strategies related to the content they teach and provide high-quality feedback and opportunities for the improvement of instructional practices.</p> <p>Strategy's Expected Result/Impact: Improve Tier I instruction on campus for teachers of all content areas.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional Coaches</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create two additional instructional coach positions on campus.</p> <p>Strategy's Expected Result/Impact: Improve instruction in all area of the campus.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Purchase laptops/hotspots to allow students additional opportunities to interact with intervention/extension activities.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for intervention/extension for all students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$80,000, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$8,209</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Offer tutorials before and after the school day to provide intervention hours for students that were not successful on a previous STAAR exam. Saturday tutorials sessions will also be offered.</p> <p>Strategy's Expected Result/Impact: Increase the passing rate of our re-testing students.</p> <p>Staff Responsible for Monitoring: Malissa Hernandez, Instructional Coaches</p> <p>Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$22,120, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$10,000</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Create a secure testing environment for students.</p> <p>Strategy's Expected Result/Impact: Limit distractions during state assessments</p> <p>Staff Responsible for Monitoring: Associate principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,500, Testing Coordinator Personnel Cost - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$90,317.05</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Create a position to work with students that need credit restoration to stay on track for graduation.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$45,000, Credit Restoration Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$57,636.50</p>	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Create a coaching position to work with our emerging bilingual students and their teachers.</p> <p>Strategy's Expected Result/Impact: Improve instruction for EB students to increase TELPAS passing rate.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$50,000</p>	Formative		
	Nov	Feb	June
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Create a teaching position to teach our ESOL classes to reduce inflated class size and provide differentiated instruction practices focused on high-level listening/speaking/reading/writing strategies to help students achieve AH on the TELPAS test and exit the EB program.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$76,530</p>	Formative		
	Nov	Feb	June
	N/A	N/A	
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Performance Objective 2: Teachers will align and adjust written, taught, and assessed instruction/curriculum to standards to both district and state standards by utilizing PLC meetings and district provided resources.

High Priority

Evaluation Data Sources: NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades


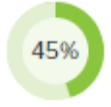


English 1 EOC results







English 2 EOC results

Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will analyze common formative and district assessments to develop intentional grouping and intervention strategies.</p> <p>Strategy's Expected Result/Impact: Tiering students will allow teachers to target the needs for all students on campus. Extension and intervention activities in class will allow all students to grow instructionally.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional coaches</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will design lesson plans aligned with all district and campus expectations to focus on skill mastery.</p> <p>Strategy's Expected Result/Impact: Focus for lesson planning will shift to student outcomes.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase classroom materials necessary to implement high quality instruction.</p> <p>Strategy's Expected Result/Impact: Provide teachers with resources necessary to execute lesson plans.</p> <p>Staff Responsible for Monitoring: Principals administrative assistant</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,750</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 3: Promote growth through feedback from formal and informal data collection to address gaps in teaching and learning.

High Priority

- Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)
 TEA interim assessment results
 District benchmark results (Jan./Feb.)
 Progress monitoring assessment results (PMAs)
 Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades
 English 1 EOC results
 English 2 EOC results
 Lesson plans
 Professional learning communities (PLCs)
 Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train teachers on MTSS strategies to identify, actively monitor, and implement research-based practices to promote student growth in all content areas.</p> <p>Strategy's Expected Result/Impact: Identify students with instructional/behavioral needs that are not currently receiving reports.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
	N/A	N/A	

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By May of 2024, 60% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: SCE Personnel costs - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$24,187.74</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Master list teachers will monitor grades weekly with grade tracking sheets and meet with administrator and department chair to minimize failures, discuss student interventions and progress.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional coaches Master list teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: By May of 2024, we will increase the percentage of students that graduate CCMR to 70%. Terry High School students will be considered college and career ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, earning credit in an OnRamps courses, dual credit enrollment, AP test scores, and earning an Industry Based Certification for the 2023-24 school year.

Performance Objective 1: Identify, Plan, and optimize resources(Course Enrollment, Instructional Coaches, Instructional Software, Professional Development) to provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future college and career ready students.

High Priority

HB3 Goal






Evaluation Data Sources: *GMETRIX CTE practice software










* Eduphoria, Canvas

*Teacher Lesson Plans

*College Board

*Campus Master Schedule







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Co-create individualized professional development plans with CTE and advanced academic teachers to provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future college and career ready students.</p> <p>Strategy's Expected Result/Impact: Support the needs of all learners. Shift teachers instructional practices from whole group to more individualized instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches and College Career Facilitator.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: College and Career Facilitator - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$49,195.29</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will provide CTE Inclusion support to implement individualized accommodations, provide small group instruction to support the needs of all learners.</p> <p>Strategy's Expected Result/Impact: To improve the passing rate of Industry Based Certifications.</p> <p>Staff Responsible for Monitoring: Campus Administration, CTE Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Removing the barrier for students by paying for Advance Placement, Dual Credit, and OnRamps textbooks/enrollment fees.</p> <p>Strategy's Expected Result/Impact: *Increase the number of students enrolled in Advanced Academics courses</p> <p>Staff Responsible for Monitoring: *Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: OnRamps - 211 Title I, Part A - \$54,150</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Plan days for seniors to visit college campuses they are interested in attending.</p> <p>Strategy's Expected Result/Impact: Increase the likelihood of students attending a 2 or 4 year college/university.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: By May of 2024, Parent Involvement and Engagement will increase, as evidenced by a Parent & Community Newsletter, social media engagement, campus surveys, and Skylert and Raptor data.

Performance Objective 1: Increase parent involvement by providing multiple strategies on where and how campus activities are promoted.





Evaluation Data Sources: Parent sign-in sheets
Attendance at campus wide-events







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use newsletters, student representatives, Skylert, skyward, social media, phone calls to communicate with parents.</p> <p>Strategy's Expected Result/Impact: Increase awareness of campus events</p> <p>Staff Responsible for Monitoring: Parent educator Campus administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Educator - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$64,423.71</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Home-visits/canvassing through the neighborhoods to promote campus events.</p> <p>Strategy's Expected Result/Impact: Community outreach Increase parental involvement on campus</p> <p>Staff Responsible for Monitoring: Parent educator Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May of 2024, Parent Involvement and Engagement will increase, as evidenced by a Parent & Community Newsletter, social media engagement, campus surveys, and Skylert and Raptor data.

Performance Objective 2: Increase parental involvement by giving parents opportunities to engage, learn, and support their child's education and development.

Evaluation Data Sources: Social media engagement
 Parent sign-in sheets
 Attendance at campus wide-events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educational programs and volunteer opportunities will be provided to educate and empower parents.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement on campus</p> <p>Staff Responsible for Monitoring: Parent educator Campus administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide parent training via in-person or video to better understand and monitor their child's grades and attendance on platforms such as Skyward and Canvas.</p> <p>Strategy's Expected Result/Impact: Improve parental involvement/engagement</p> <p>Staff Responsible for Monitoring: Parent educator Campus administration</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Engagement Activities - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate a PBIS system on the campus to encourage parental support in our behavior management process.</p> <p>Strategy's Expected Result/Impact: Reduce level 1 infractions</p> <p>Staff Responsible for Monitoring: PBIS committee</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Terry High School

Total SCE Funds:

Total FTEs Funded by SCE: 3.52

Brief Description of SCE Services and/or Programs

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Personnel for Terry High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Toups	Testing Coordinator	1
Crystal Reyes Gonzles	Parent Educator	1
Dione Serrano	Audio Video Technology	0.57
Eric Arroyo	English Teacher	0.14
Paul Regalado	Marketing	0.14
Shelby Nilsen	College and Career Facilitator	0.53
Whiney Crump	Special Education	0.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Derek Rowe	Emergent Bilingual Specialist	Title I	.5
Michele Kalonji	Credit Restoration Aide	Title I	1.00

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,000.00
1	1	2			\$11,000.00
1	1	5			\$80,000.00
1	1	6			\$22,120.00
1	1	8			\$45,000.00
1	1	9			\$50,000.00
1	1	10			\$76,530.00
2	1	3	OnRamps		\$54,150.00
2	1	4			\$5,000.00
3	2	1			\$5,000.00
3	2	2	Parent Engagement Activities		\$10,000.00
3	2	3			\$15,000.00
Sub-Total					\$388,800.00
Budgeted Fund Source Amount					\$388,800.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	5			\$8,209.00
1	1	6			\$10,000.00
1	1	7	Testing Coordinator Personnel Cost		\$90,317.05
1	1	7			\$1,500.00
1	1	8	Credit Restoration Personnel		\$57,636.50
1	2	3			\$5,750.00
1	3	2	SCE Personnel costs		\$24,187.74
2	1	1	College and Career Facilitator		\$49,195.29

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Parent Educator		\$64,423.71
Sub-Total					\$316,219.29
Budgeted Fund Source Amount					\$316,219.29
+/- Difference					\$0.00
Grand Total Budgeted					\$705,019.29
Grand Total Spent					\$705,019.29
+/- Difference					\$0.00