

# Lamar Consolidated Independent School District

## Terry High School

### 2022-2023 Campus Improvement Plan

Accountability Rating: C



# 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

## Needs Assessment

Terry High School is celebrating 42 years this school year and is the 2nd oldest high school in Lamar Consolidated ISD.

We are 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 2022-2023 school year is 1759. 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 6<sup>th</sup> 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 has rated a “C” campus, with a rating 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.

### Areas of concern(s)

- Areas below the district average
- Students Entering HS reading below grade Level
- Students lacking necessary foundational skills
- Lack of opportunities for parental involvement

### Demographics Strengths

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

### Enrollment by Race/Ethnicity (Data Based on 2022-2023 School Year)

## Student Enrollment Total - 1954

- 1357 - 77.23% Hispanic,
- 222 - 12.64% African American,
- 131 - 7.46% White,
- 16 - 0.9% Asian, and
- 29 - 1.65% identify as two or more races.
- 1 - <1% Native American and

## Enrollment by Gender

- 49.69% Male
- 50.31% Female

## Enrollment by Student Group

- 72.17% Economically Disadvantage
- 15.71% SPED
- 8.76% 504
- 19.46% EB
- 63.57% At-Risk
- Campus Mobility Rate – 10.9%/ District (12.1%)

## Other Areas Reviewed

- Campus attendance rate - 90.49% / District (95.6%)
- Campus annual dropout rate 1.3% / District (0.7%)
- 4 - year Graduation Rate 90.3% / District (94.1%)
- CCMR – 50% (**up 12%**) / District (68.9%)
- 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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Twenty percent of our students are categorized as college ready in ELA & Math **Root Cause:** Low TSI passing rate (19%) for math & ELA combined. SAT math & English scores ~50 points below district average.

# Student Learning

## Student Learning Summary

### 2022 STAAR Results

	Passing Rate	Approaches	Meets	Masters
<b>Eng I</b>	59.31%	63.31%	43.55%	5.44%
<b>Eng II</b>	61.66%	68.08%	47.68%	4.24%
<b>Algebra</b>	52.28%	69.82%	35.55%	14.58%
<b>Biology</b>	58.52%	81.55%	51.93%	15.88%
<b>US History</b>	67.61%	88.95%	64.42%	39.33%

### 2021 STAAR Results

	Passing Rate	Approaches	Meets	Masters
<b>Eng I</b>	59.84%	63.17%	43.00%	6.83%
<b>Eng II</b>	60.74%	61.39%	47.65%	5.57%
<b>Algebra</b>	48.81%	66.02%	32.47%	16.23%
<b>Biology</b>	60.16%	78.92%	49.91%	17.3%
<b>US History</b>	68.48%	87.71%	67.16%	38.35%

## Student Learning Strengths

US History test takers were 1% away from a 90/60/30 score distribution.

Algebra I students scored 16.44% higher in approaches than they did on the 8th grade math STAAR.

English I students scored 11.91% higher in meets grade level than they did in on 8th grade STAAR.

Students increased CCMR readiness by 12% compared to 2021.

Students increased math college readiness by 16% when compared to 2021.

The percent of industry certifications on campus increased by 8% when compared to 2021.

## 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. Students had a meets grade level % of in 8th grade math, 19.67% in 8th grade reading, 26.76% in 8th grade science, and 14.4% in social studies on 2022 STAAR assessments.

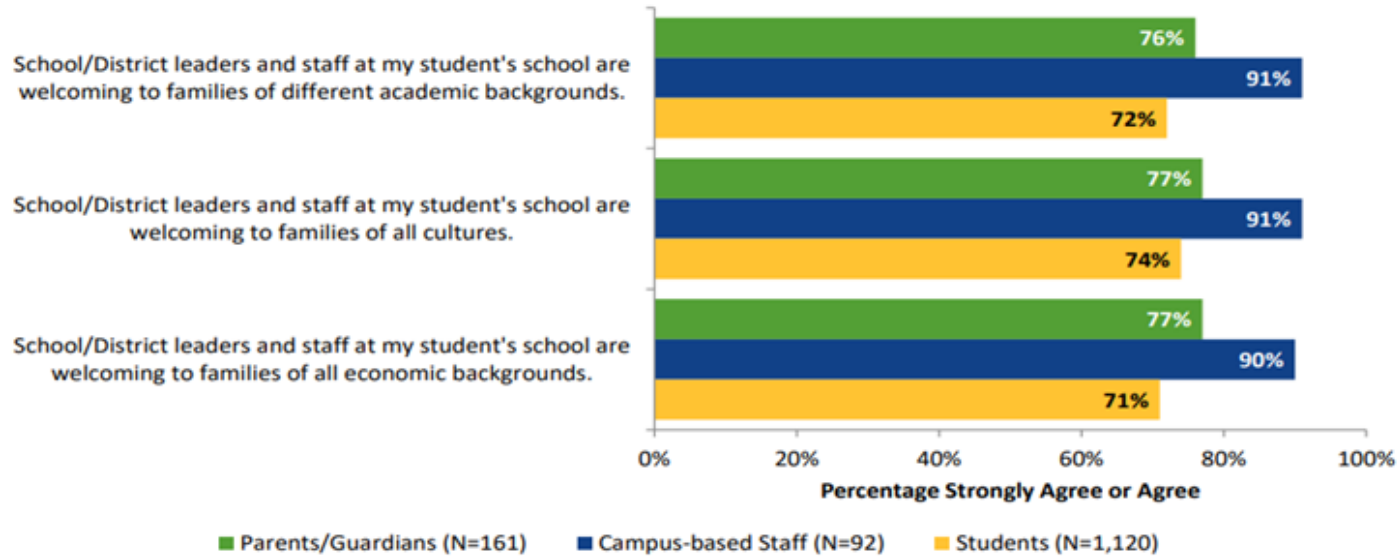


# Perceptions

## Perceptions Summary

### Culture and Climate: Comparison by Participant Group

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



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

We performed above 75% strongly agree across all question categories on the Campus Climate Survey.

### 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

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data

## 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

## 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
- 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

### **Parent/Community Data**

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

### **Support Systems and Other Data**





- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1:** By May 2023, 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% as measured by the English I & English II, Biology, Algebra I, and US History End of Course exams.

**Performance Objective 1:** Increase the amount of student discourse in all English I, English II, Biology, Algebra I & US History classes. English and U.S. History students will use the "Talk Read Talk Write" strategy daily to increase students' discourse.

- 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><b>Strategy 1:</b> Provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary. Evidence of this will be monitored through weekly lesson plans and documented walk-throughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, EL Coach and Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> English I, English II, Biology, Algebra I, and US History teachers will incorporate collaborative (Kagan) structures into lessons. Evidence of these collaborative structures will be monitored through weekly lesson plans, walk-throughs, and observations (formal and informal).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach</p> <p><b>Funding Sources:</b> Kagan Structure Training - 211 Title I, Part A - \$15,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** By May 2023, 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% as measured by the English I & English II, Biology, Algebra I, and US History End of Course exams.

**Performance Objective 2:** 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.

During PLCs, teams will analyze assessment data, work collaboratively with colleagues to increase Tier-I instructional practices, and plan interventions to address student needs.





- 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><b>Strategy 1:</b> Item analysis will be completed after and campus assessments using data from Eduphoria-Aware to determine areas requiring instructional shifts and students who will require additional support that will be provided during Ranger Time for students in need of assistance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach.</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Personnel Cost/Serena Bostic - 211 Title I, Part A - \$88,302.96, Posters - 211 Title I, Part A - \$3,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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**Performance Objective 3:** Map data, formative assessment data, and STAAR data will be disaggregated and combined to allow teams to target students by name and need. In addition, all students in STAAR courses will be categorized into the following life groups; "Approaches Lift," "Meets Lift," and "Masters Lift."





**Evaluation Data Sources:** MAP Assessment Data  
 STAAR EOC Assessment Data  
 Local Team Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Regular review of data will be held in order to determine interventions including tutoring and re-teaching, and to track progress of all students and student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators and Instructional Coach</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each six weeks, data on students that failed one or more classes will be collected and SST meetings will be held, goals will be developed on an individual student basis to address the needs of at risk students. This process will be monitored by administrators and instructional coach.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> District Substitutes - 211 Title I, Part A - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** By May 2023, 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% as measured by the English I & English II, Biology, Algebra I, and US History End of Course exams.

**Performance Objective 4:** By the end of April of 2023, all students (HB4545) failing to meet the State of Texas Assessment of Academic Readiness proficiency standards will be provided with 30 hours of supplemental accelerated instruction based on their area of need to minimize any instructional gaps the student may have.

**Evaluation Data Sources:** HB4545 Hours Log





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize the Ranger Time to provide accelerated instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Laptops - 211 Title I, Part A - \$80,000, Laptop Carts - 211 Title I, Part A - \$6,500, Ranger Time Supplies / Headsets for Testing - 211 Title I, Part A - \$1,600, Calculators - 211 Title I, Part A - \$37,300, Acheive3000 - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$40,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional opportunities before school, after school, and on Saturday school to provide supplemental accelerated instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Tutors and tutoring supplies and materials - 211 Title I, Part A - \$45,000, Personnel-Credit Restoration Teacher - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$37,791, Saturday School Teachers - 211 Title I, Part A - \$18,000</p>	Formative		
	Nov	Feb	June
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**Goal 1:** By May 2023, 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% as measured by the English I & English II, Biology, Algebra I, and US History End of Course exams.





**Performance Objective 5:** A credit recovery program, titled "Overtime" will be implemented every six weeks to reduce the number of student failures, and to prevent the loss of credit.

**Evaluation Data Sources:** Skyward Reports  
Edgenuity Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Overtime teachers will create lessons for a two week block to teach readiness standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Recover lost credit</p> <p><b>Staff Responsible for Monitoring:</b> T. Strickland S. Bostic</p> <p><b>Funding Sources:</b> OverTime Buses - 211 Title I, Part A - \$10,000, Overtime Teachers - 211 Title I, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 2:** By May of 2023, 60% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

**Performance Objective 1:** Ensure all teachers who service EB students receives appropriate sheltered instructional trainings such as QSSSA and TRTW to enhance instruction and skill acquisition for all EB students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> EB facilitator and Instructional Coaches will conduct Literacy Walks to provide feedback to teachers to more effectively apply sheltered instructional skills and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instruction; Effective instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches; EB Facilitator; EB teacher (Crystal Hayes)</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Personnel Cost - ESL Teacher - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$60,650</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All first-year teachers will participate and be trained as part of the ALP Cohort Training.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase the number of teachers who are ESL certified by 5.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** By May of 2023, 60% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

**Performance Objective 2:** Ensure all students are speaking and writing in all content areas to enhance student comprehension and will be monitored through lesson plans and walk-throughs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary and will be monitored through lesson plans and walk-through observations.  <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Require that higher level questioning, turn and talk, and written response opportunities be documented in lesson plans.  <b>Staff Responsible for Monitoring:</b> ESL Facilitator Training   <b>Funding Sources:</b> ESL Training - 199 PIC 25 State Bilingual/ESL - \$7,724</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be guided to improve their own writing through the evaluation and analysis of exemplar writing samples and will be monitored through lesson plans, walk-throughs and PLCs.  <b>Staff Responsible for Monitoring:</b> EB Coach (Derek Rowe)   <b>Funding Sources:</b> EL Coach - 211 Title I, Part A - \$41,639.64</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** By May of 2023, 60% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

**Performance Objective 3:** Analyze all EB student data BY STUDENT to develop appropriate intervention strategies. Data to be evaluated includes TELPAS & STAAR scores, previous and current grades, anecdotal, behavior, and attendance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Schedule EB students needing additional intervention into Ranger Time class period with an ESL certified teacher. <b>Staff Responsible for Monitoring:</b> Administrator; EB coach; ESL-certified teacher	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Schedule EB students working to progress on TELPAS into Summit K12 trainings with the EB facilitator or EB teacher. <b>Staff Responsible for Monitoring:</b> EB coach; EB teacher	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 3:** During the 2022-23 school year, the percentage of special education students that pass all of their courses every six weeks will increase by 10% compared to the same six weeks of the 2021-22 school year.

**Performance Objective 1:** Ensure that all General Education teachers are providing SPED students all accommodations/modifications as prescribed by their IEP.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will be trained on compliance, co-teach strategies, and behavioral best practices.  <b>Staff Responsible for Monitoring:</b> Special Education Administrator, Department Chair, SPED Red track compliance coordinator, and Director of Special Education along with the SESC teacher.</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Sped teachers will upload student service pages in Eduphoria and teachers will sign verification forms to verify they have access to their student's paperwork.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Master List teacher and SPED administrator</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 3:** During the 2022-23 school year, the percentage of special education students that pass all of their courses every six weeks will increase by 10% compared to the same six weeks of the 2021-22 school year.

**Performance Objective 2:** Ensure all general education teachers who service SPED students will received appropriate professional development on servicing SPED students in the classroom.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All inclusion and general educations teachers with inclusion sections will be enrolled in Stetson training. <b>Staff Responsible for Monitoring:</b> Special Education Administrator and Department Chair	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Stetson strategies will be incorporated into daily lessons and will be monitored through lesson plans, walk-throughs and PLCs. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> SPED staff will provide staff development session to facilitate the improvement of teacher's Tier I instructions. <b>Staff Responsible for Monitoring:</b> Special Education Administrator and Department Chair	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will incorporate differentiated learning strategies into their lessons daily and will be monitored through lesson plans and walk-throughs. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All teachers will be trained on compliance, co-teach strategies, and behavioral best practices. <b>Staff Responsible for Monitoring:</b> Special Education Administrator, Department Chair, SPED Red track compliance coordinator, and Director of Special Education along with the SESC teacher.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** During the 2022-23 school year, the percentage of special education students that pass all of their courses every six weeks will increase by 10% compared to the same six weeks of the 2021-22 school year.

**Performance Objective 3:** Utilize universal documentation for SPED students.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Documentation and accommodation logs and documentation collection process will be standardized via a Canvas course. <b>Staff Responsible for Monitoring:</b> Administrators and Special Education Department Chair	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:** During the 2022-23 school year, the percentage of special education students that pass all of their courses every six weeks will increase by 10% compared to the same six weeks of the 2021-22 school year.

**Performance Objective 4:** 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.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will complete failure forms and parentcontact logs for failures. <b>Staff Responsible for Monitoring:</b> Special Education Administrator and Department Chair	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide additional opportunities to restore six weeks grades utilizing Ranger Success. <b>Staff Responsible for Monitoring:</b> SPED Department	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 4:** By May of 2023, Parent involvement and engagement will increase, as evidenced by a Parent and Community newsletter, social media engagement, campus surveys, and Skylert data.

**Performance Objective 1:** We will increase social media engagement by 50%.

**Evaluation Data Sources:** Facebook & Twitter engagement and the creation of a school community newsletter.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Streamlining campus communications to increase parent engagement. <b>Staff Responsible for Monitoring:</b> Administrators and Parent Educator	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase parent learning opportunities, by providing multiple workshops and presentations based on-campus needs. <b>Staff Responsible for Monitoring:</b> Parent Educator  <b>Title I:</b> 4.1, 4.2  <b>Funding Sources:</b> Parent Educator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$49,749, School Workshop / Outreach Supplies - 211 Title I, Part A - \$5,077.40	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create volunteer opportunities for parents <b>Staff Responsible for Monitoring:</b> Parent Educator	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase social media presence on Facebook, Twitter, and Intagram by posting 3 or more times a week. <b>Staff Responsible for Monitoring:</b> Parent Educator, Terry High School Administration	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Send out campus newsletters weekly. <b>Staff Responsible for Monitoring:</b> Parent Educator Campus Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 4:** By May of 2023, Parent involvement and engagement will increase, as evidenced by a Parent and Community newsletter, social media engagement, campus surveys, and Skylert data.

**Performance Objective 2:** A campus newsletter will be electronically distributed weekly, disseminating campus announcements and important school-related information pertaining to instruction, organizations, and other extra-curricular events.

**Evaluation Data Sources:** Smore Newsletter Account  
Skylert Messenger





**Goal 5:** By May of 2023, we will increase the percentage of students that graduate CCMR to 60%. Terry High School students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2022-2023 school year.

**Performance Objective 1:** Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> One-on-one purposeful interactions will be created to educate students regarding post-secondary opportunities. <b>Staff Responsible for Monitoring:</b> Counselors, College & Career Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> One-on-one conferences will be held with 8th grade students in the Spring semester to explain the importance of endorsement choice as they prepare to enter high school. <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> College and career nights will be held in the fall to inform the community of college and career options for students. <b>Staff Responsible for Monitoring:</b> Counselors, College & Career Counselors & District Personnel	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By May of 2023, we will increase the percentage of students that graduate CCMR to 60%. Terry High School students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2022-2023 school year.





**Performance Objective 2:** Identify and optimize resources for students to prepare for and achieve career, college and military readiness, and meet industry certifications.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increasing the number of students enrolling and remaining in Advanced Placement courses and Dual Credit Courses to provide a well-rounded program of instruction that meets the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> OnRamps Tuition - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$59,000, Dual Credit Textbooks / Enrollment - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$14,412.22</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Bring in outside resources to provide tutoring to prepare our students for SAT and ACT exams.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and College &amp; Career Counselor</p> <p><b>Funding Sources:</b> Tutors - 211 Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct ongoing frequent check-ins with seniors that are struggling to complete their endorsement so that they remain on course to complete it by graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Shelby Nielsen, College Career Facilitator</p> <p><b>Funding Sources:</b> Personnel Cost - College and Career Facilitator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$44,414.96, College/Career Field Trips - 211 Title I, Part A - \$4,400</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify students who are on track for a CTE certification and provide targeted support to help them achieve the certification.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, CTE Administrator and CTE teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By May of 2023, we will increase the percentage of students that graduate CCMR to 60%. Terry High School students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2022-2023 school year.

**Performance Objective 3:** Enroll students into College Bridge math and/or English that are not classified as TSIA2 ready in math and/or English.

**Evaluation Data Sources:** SAT scores  
STAAR scores  
TSIA2 test results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Associate principal will review college readiness data provided from the CCC and enroll students into College Bridge courses for English and Math as needed. <b>Staff Responsible for Monitoring:</b> Associate Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ranger Time will be used as an additional opportunity to schedule advanced placement, dual credit, and OnRamps students into College Bridge courses. <b>Staff Responsible for Monitoring:</b> Associate Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By May of 2023, we will increase the percentage of students that graduate CCMR to 60%. Terry High School students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2022-2023 school year.





**Performance Objective 4:** Create a CCMR Spreadsheet to be comprised of the components for CCMR to be monitored and updated each marking period.

**Evaluation Data Sources:** None

**Goal 5:** By May of 2023, we will increase the percentage of students that graduate CCMR to 60%. Terry High School students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2022-2023 school year.

**Performance Objective 5:** Meet with all AP teacher to target Big Idea, Procedural, and Unit weaknesses. Teachers will track student progress using AP Classroom.

**Evaluation Data Sources:** AP Classroom  
AP Score reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monthly meeting will be held with AP teachers to review data and progress. <b>Staff Responsible for Monitoring:</b> Associate Principal	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# State Compensatory

## Budget for Terry High School

**Total SCE Funds:** \$6,864.00

**Total FTEs Funded by SCE:** 3.57

### Brief Description of SCE Services and/or Programs

Tuition for Lone Star College
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## Personnel for Terry High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelica Trevino	Parent Educator	1
Crystal Hayes	ESL Teacher	1
Dione Serrano	Audio Video Technology	0.57
Tracie Pryor	Testing Coordinator	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Derek Rowe	ESL Coach	Title I	.50
Stephen Simmons	Math Teacher (supplemental)	Title I	1.00

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Kagan Structure Training		\$15,000.00
1	2	1	Personnel Cost/Serena Bostic		\$88,302.96
1	2	1	Posters		\$3,000.00
1	3	2	District Substitutes		\$2,000.00
1	4	1	Laptop Carts		\$6,500.00
1	4	1	Calculators		\$37,300.00
1	4	1	Laptops		\$80,000.00
1	4	1	Ranger Time Supplies / Headsets for Testing		\$1,600.00
1	4	2	Saturday School Teachers		\$18,000.00
1	4	2	Tutors and tutoring supplies and materials		\$45,000.00
1	5	1	OverTime Buses		\$10,000.00
1	5	1	Overtime Teachers		\$15,000.00
2	2	3	EL Coach		\$41,639.64
4	1	2	School Workshop / Outreach Supplies		\$5,077.40
5	2	2	Tutors		\$2,500.00
5	2	3	College/Career Field Trips		\$4,400.00
<b>Sub-Total</b>					<b>\$375,320.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$416,385.00</b>
<b>+/- Difference</b>					<b>\$41,065.00</b>
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Acheive3000		\$40,000.00
1	4	2	Personnel-Credit Restoration Teacher		\$37,791.00
2	1	1	Personnel Cost - ESL Teacher		\$60,650.00
4	1	2	Parent Educator		\$49,749.00
5	2	1	OnRamps Tuition		\$59,000.00
5	2	1	Dual Credit Textbooks / Enrollment		\$14,412.22

199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Personnel Cost - College and Career Facilitator		\$44,414.96
<b>Sub-Total</b>					\$306,017.18
<b>Budgeted Fund Source Amount</b>					\$315,924.62
<b>+/- Difference</b>					\$9,907.44
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	ESL Training		\$7,724.00
<b>Sub-Total</b>					\$7,724.00
<b>Budgeted Fund Source Amount</b>					\$7,724.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$740,033.62
<b>Grand Total Spent</b>					\$689,061.18
<b>+/- Difference</b>					\$50,972.44