

Mission Statement

Vision

develop & nurture artistic talents, creative thinkers & innovative problem solvers

Value Statement

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Comprehensive Needs Assessment

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

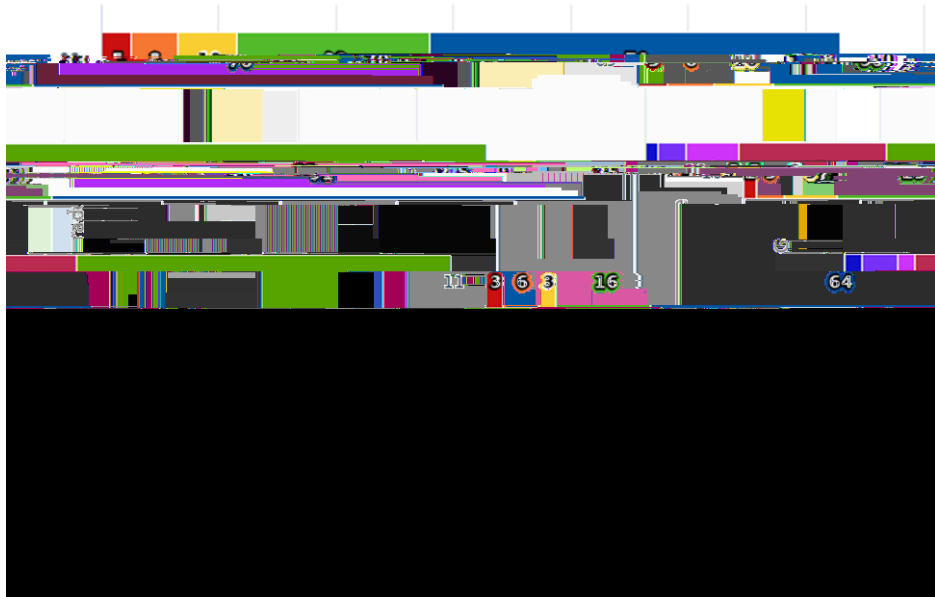
We have experienced a 22% increase in our At-Risk population from 2018-2023. This has resulted in more 9th and 10th-grade students struggling academically in our advanced level courses and has led to an (%) increase in course failures and additional challenges over the same time period. Our campus does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

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

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

Overall Rating	A	93%
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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.

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. 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.

We have seen an increase in the number of failures, especially from our ESL/EB and At-Risk student population and struggling readers. 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.

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

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- Special
- Extracurricular



Priority Problem Statements

: 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.

: 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.

: School Processes & Programs

:

Comprehensive Needs Assessment Data Documentation

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

3. 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.

4. 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.

2022/2023/ FWISD/ TEA School Report Card

3. 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





Increase in English 1 scores
Admin/ Humanities Teachers.

2.4, 2.6

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

Student Learning 1

TBD			
Need additional for Humanities Apprentices & Staff - Title I (211) - 211-11-6399-04N-087-30-510-000000-24F10 - \$4,000			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue

4. Rtqdn g o "Uvcvg o gpvu<

Uvwfgpv"Ngctpkpi	
: 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.	: We do not have a system in place to truly support our apprentices on

3 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.

5 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.

3 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

Increased Eng II Scores

Admin/ Humanities

2.4, 2.6

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Build a foundation of reading and math

Student Learning 1

TBD	
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Key Indicator 4 Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August

Fluvtkv" I qcn"5< Increase the percentage of students graduating with a CCMR indicator from 66.7% to 100% by June 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"3< 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.

Uvtevgi {"3< 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.

Increase in CCMR Outcome for graduating seniors.





Admin/ Counselors/ CCMR Coach

2.4, 2.6

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

Student Learning 1

<p>Provide Technology for CCMR</p> <p>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</p>				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"3 Rtqdnq o "Uvcvg o gpvu<

Uvwfgpv"Ngctpkpi
<p>: 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. : 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.</p>

Indicator 5 Increase the percentage of students graduating with a CCMR indicator from 66.7% to 100% by June 2024.

Indicator 5 Increase the percentage of students who have successfully mastered Algebra 1 by the end of 9th grade from 41% to 55% by May 2024.

District & State Data Sources

Indicator 3 TBD

2.4, 2.6

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Build a foundation of reading and math

Student Learning 1

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Uvwfgpv"Ngctpkpi

: 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. : 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.

Fluvtkv" I qcn"6< Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Uejqqn"Rgthqt o cpeg"Qdlgevixg"3< 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.

Attendance Data

Uvtcvgi {"3< 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.

Better relationships between school and parents so that we can collaborate more on supporting student needs.

4.1, 4.2

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Connect high school to career and college

School Processes & Programs 1

TBD			
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			

Fkuvtker" I qcn"6<

Fkvtke" I qcn"6 Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Uejqq"Rgthqt o cpeg"Qdlgevxg"6 Increase access to General Supplies to meet the academic, social, and emotional needs of ALL students

Uvtvgi {"3 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.

Teachers will have access to the resources they need to meet the needs of their students in the classroom.

Fkvtkev" I qcn"7< 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.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3< 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.





Uvcvgi {"3< 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.

Increased access to resources for all students and teachers.
Admin- FSC-PSS-CCMR-SST

2.4, 2.5, 2.6

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

Perceptions 1

<p>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.</p> <p>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</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p>TBD</p> <p>Funding for Gifted & Talented - Gifted & Talented (199 PIC 21) - - \$3,297</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>									

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3 Rtqdnq o "Uvcvg o gpvu<

Rgtegrvkqpu

: 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.

: 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.

Fkuvtker" I qcn"7<

Site-Based Decision Making Committee

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

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

5	1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-24F10	\$4,543.01
							\$53,043.01
							\$53,043.01
							\$0.00
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
							\$2,856.00
							\$2,856.00
							\$0.00
4	1	1	1	Parent Engagement Resources	Supplies and materials for parental involvement		

							\$3,297.00
							\$3,297.00
							\$0.00
3	1	1					