

Harlandale Independent School District
Terrell Wells Middle School
2016-2017 Campus Improvement Plan



Mission Statement

A community that empowers students with the confidence and skills to pursue a lifetime of excellence.

Value Statement

Uncommon Teachers

Success is uncommon and not to be enjoyed by the common man. I'm looking for uncommon people because we want to be successful, not average.

-Coach Cal Stoll

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Terrell Wells is an inner city middle school located in the south side of San Antonio, Texas. The majority of students reside in the school neighborhood within walking distance. Transportation is provided to students residing further away. The population of the 6th-8th grade school is approximately 700 students.

Terrell Wells is a Title 1 school with the demographics of 95% Hispanic-Latino, 3% White, and 2% Other. The at-risk population is 59%, Economically disadvantaged is 84%, English Language Learners is 16% and Special Education students is 11%.

Demographics Strengths

Based on the 2015-2016 school year, the ADA (average daily attendance rate) is 95.0%.

Economically disadvantaged students are performing at 74% passing rate for math and 70% for reading at Phase In Level II.

Demographics Needs

A concern for Terrell Wells is that only 9 teachers out of 51 are ESL certified. Additional teachers will be pursuing their ESL certifications this school year.

ELL and Special Education students continue to perform at a lower success rate than general education students.

Student Achievement

Student Achievement Summary

Terrell Wells continues to show a great amount of success in the areas of math, science, writing, and reading. In these content areas Terrell Wells outperformed middle schools with similar demographics.

Student Achievement Strengths

For 2015-2016 Terrell Wells writing STAAR scored at 74% which exceeds the state average of 67%.

8th Grade Science STAAR scores were 82% which exceeds the state average of 73%.

7th Grade Reading STAAR scores were 75% which exceeds the state average of 69%.

8th Grade Reading STAAR scores were 86% which exceeds the state average of 85%.

According to the mathematics bridge study, Terrell Wells' 8th grade passing rate is 93% and Algebra is 100%.

Terrell Wells has achieved all 7 distinctions for 2 consecutive years putting the school in the top 1% of Texas Schools.

Student Achievement Needs

Listed in priority order:

1. 2015 STAAR data reveals that in the area Social Studies, we are significantly below the other content areas. The root cause is the need to implement reading strategies when analyzing historical information.
2. 2015 STAAR data reveals that Special Education and ELL students score significantly below general education students with similar demographics in the area of reading, science, and social studies.

School Culture and Climate

School Culture and Climate Summary

Terrell Wells consistently strives to maintain a positive and safe culture and climate for all students and teachers.

School Culture and Climate Strengths

According to the end of year teacher survey, the overall teacher satisfaction rate is 4.4 out of 5.

Terrell Wells has a partnership with Family Services Association. The parent room has an average of 15 parent volunteers.

Terrell Wells has a partnership with Communities in Schools. This organization provides supplies to students and parents. It also helps connect parents with outside organizations for assistance.

School Culture and Climate Needs

Terrell Wells will continue to utilize RTIC (Response to Intervention Committees) to improve student behavior and reduce DAEP referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Terrell Wells has 100% highly qualified teachers and paraprofessionals. Teacher capacity is built through daily Math PLC's (Professional Learning Community), biweekly PLC's (ELA, Science, Social Studies) and a continuous focus on professional development based on teacher needs.

Staff Quality, Recruitment, and Retention Strengths

42 out of 51 teachers are returning for the 2015-2016 school year.

First year teachers and administration meet monthly to support the teachers throughout their first year. First year teachers have a mentor to support them as well.

Staff Quality, Recruitment, and Retention Needs

Through collaboration with C&I, administration will provide additional support to the social studies department which is performing below state standards.

Terrell Wells will increase the percentage of teachers with an ESL certificate to better support student needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Terrell Wells' teachers have a shared planning time within their content area. They plan two times per week to ensure they are following the district scope and sequence and implementing it with fidelity.

Core teachers are provided one full planning day each six weeks with their content team and itinerant support teachers.

Teachers analyze assessment data (District benchmarks, STAAR tests and common assessments) on a regular basis to determine areas of needs and target under performing TEKS.

Terrell Wells is using Lead4ward resources to refine and improve instructional techniques in targeted area of need.

Curriculum, Instruction, and Assessment Strengths

Terrell Wells' teachers implement writing in all content areas. Students are expected to write 1 composition in each class per semester for a total of 14 compositions per year.

All teachers post and implement language objectives aligned to their lesson to better support ELL students.

Terrell Wells has a strong RTI program that focuses on Tier 1 instruction. It provides additional support for Tier 2 and Tier 3 students through a variety of interventions. Terrell Wells groups students in teams to better identify student needs in the RTI committees.

All core teachers provide after school tutoring targeting subpopulations.

Curriculum, Instruction, and Assessment Needs

In order to increase special education performance, the general education and itinerant support teachers will implement a variety of co-teach models.

In order to increase performance in the area of 8th grade social studies, the 6th and 7th grade social studies teachers will implement more meaningful and

rigorous lessons to build students knowledge and stamina.

Family and Community Involvement

Family and Community Involvement Summary

Terrell Wells takes pride in the amount of parent and community involvement experienced on a regular basis. Parents are eager to send their child to Terrell Wells knowing they will receive a quality education from committed teachers.

Family and Community Involvement Strengths

Terrell Wells has an increasing number of parents who volunteer on a daily basis. They provide support in the areas of attendance, academics, and supplies.

The school website is updated weekly to help keep the community informed and involved in all activities. Teachers send two post cards every six weeks to students with positive feedback and comments.

Student art work was displayed at the district art show, bibliotech, central office atrium, cultural arts fair, and a local business throughout the year. Art students also participated in Vase Jr - the first time a middle school from Harlandale ISD has participated.

Terrell Wells achieved 100% staff participation in PTA for 3 consecutive years.

Terrell Wells has partnered with several businesses in the community to support academic programs. Marathon Oil supports the Science Corps program. The Boys and Girls Club supports the Young Achievers program. Girl Scouts of America supports the Gamma Sigma Pearls all girls organization. Toyota supports the Fine Arts Department and now displays a student mural in their San Antonio facility. HEB, Randolph Brooks Federal Credit Union, and Junior Achievement all sponsor the 8th Grade Exploring Careers class in order for all students to attend the Finance Park field trip where they create a custom plan for their future. Communities in Schools STEM program supports the Robotics Club, Launchpad, and the Space Club.

Family and Community Involvement Needs

Terrell Wells would like to increase the number of community partnerships. Currently we have 1 small business owner on the CPERC committee that meets monthly.

Terrell Wells would like to increase the parent volunteers from 15 to 25 for the following school year.

School Context and Organization

School Context and Organization Summary

The goals for Terrell Wells are communicated to all staff and community members on a regular basis. It is imperative to keep a clear focus on campus goals and initiatives revisiting them often for review.

Administration meets with department chairs biweekly to discuss campus and teacher needs. The department chairs meet with their department to disseminate information and to collect feedback.

School Context and Organization Strengths

The teachers strive for increased student success. They are committed to supporting students before, during and after school with tutoring, RTI and parent communication.

School Context and Organization Needs

Terrell Wells will better identify root causes for chronically absent students. Necessary support will be provided to meet the student's needs. Administration from Terrell Wells also participate in leaver walks.

Technology

Technology Summary

Terrell Wells uses a variety of technology through instruction. All teachers possess LCD projectors, Hover Cameras, Clickers and Wireless Wifi. Teachers have access to Mimio smart-boards, COWs (Computers on Wheels), and Nooks.

All students have a Bibliotech library card with unlimited access to their database of literature.

Technology Strengths

Terrell Wells has increased the student to computer ratio to 2:1.

Terrell Wells offers Project Lead the Way STEM courses which are increasing from 9 to 15 course sections. Levels I and II will be offered for high school credit.

Technology Needs

Terrell Wells will increase their percentage of parents registered on TXConnect to view and access their child's grades and attendance.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

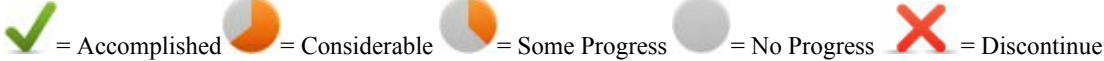
Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment.

Performance Objective 1: Continue to provide campus level training to support writing initiative across all content areas.

Goal: Terrell Wells will continue to exceed the state average in writing. Also, increase the percentage of students meeting Advanced Level III to 25%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) All students are required to write one 26 line composition in all content areas per semester.	1, 2, 3, 9	All teachers, VP for Instruction	Increase STAAR scores in writing. Increased Advanced Level III in writing.				
							






Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment.

Performance Objective 2: Through collaboration with C&I, we will provide training and support to the social studies department to improve STAAR performance.

Goal: Terrell Wells social studies STAAR will exceed the state average of 61% by 4 percentage points.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Improve all grade level social studies instruction by improving Tier 1 instruction.</p>	1, 2, 3, 8, 9	Principal, VP of Instruction, Instructional Coach, Social Studies Coordinator	Improved district benchmark and STAAR scores.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment.

Performance Objective 3: Goal: As a FOCUS school, Terrell Wells will improve all federal accountability standards with all sub-populations.
 ELL Reading passing percentage at 72%. ELL Math passing percentage at 83%
 Special Ed Reading and Math passing percentage at 50%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) General education teachers will collaborate with itinerant support teachers to implement a variety of co-teach models in the classroom.</p>	1, 2, 3, 4, 8, 9, 10	Principal, VP of Instruction, Special Ed Liaison	Increased district benchmark, common assessment, and STAAR scores for special ed students.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will continue to receive staff development in SIOP. Increase the number of teachers with ESL certifications.</p>	1, 2, 3, 4, 8, 9, 10	Principal, VP of Instruction, ELL Liaison, District Coordinator of ELLs, Human Resources Department	Increased district benchmark, common assessment, and STAAR scores for ELL students.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Tier 2 and Tier 3 students will receive Accelerated Instruction in math and reading through a supplementary course.</p> <p>"Math Mastery, Reading Mastery, and Achieve 3000"</p> <p>Tier 3 students will receive additional support through the after school RTI program for reading, math, and social studies.</p>	1, 2, 3, 8, 9	Principal, VP of Instruction, Counselors, RTI Facilitators	Increased district benchmark, common assessment, and STAAR scores for special ed and ELL students.				
<p>Funding Sources: 199 - SCE</p>							

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Content Departments will have 3 planning days to create model lesson with differentiation of instructions.</p>	<p>Principal, VP for Instruction, Department Chairs, classroom teacher,</p>	<p>Lesson plan on Eduphoria, Walk-throughs</p>				
<p>Funding Sources: 199 - SCE</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Student incentives will be provided intermittently through out the year for students attendance, academic achievement, and behavior.</p>	<p>Administration, Department Chairs, Attendance Committee</p>	<p>Increase in academic performance and increase in student attendance</p>				
<p>Funding Sources: 199 - General Fund</p>						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Provide staff with professional development opportunities in order to build teacher capacity and improve students academic performance in all content areas</p>	<p>Administration</p>	<p>Verify attendance, lesson plans, staff development calendar</p>				
<p>Funding Sources: 199 - General Fund, 199 - General Fund</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment.

Performance Objective 4: Goal: Increase Index 4 Post-secondary Readiness to 40%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Increase the number of students participating in Algebra and STEM related courses including Project Lead the Way & Introduction to Computer Science.</p>	1, 2, 3, 5, 8, 9, 10	Principal, VP of Instruction, Counselors, Classroom Teachers	Increase student performance to 40% on 2 or more STAAR exams to Advanced Level III				
Funding Sources: 199 - General Fund							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide tutoring support for AVID students twice a week to increase the number of students in Pre-AP classes and their academic success</p>		Principal, VP for Instruction, Counselors, AVID teacher	Increased number of student enrolled in Pre-AP classes from previous year				
Funding Sources: 199 - SCE							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Expose students to colleges and STEM related fields to motivate student achievement through various programs and field trips: Science Corp, PLTW, CATE, Young Achievers, Launch Pad, Robotics, Community in Schools.</p>		Administration, Sponsors, Counselors	Attendance, sign-in sheets				
Funding Sources: 199 - General Fund, 199 - General Fund							


Goal 2: Foster a culture that prepares students for higher education and work force readiness.

Performance Objective 1: Provide teachers and staff with a positive school environment that allows them to maximize instruction and increase student success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Include department chairs in the majority of decision making that effects the culture of the campus. They are empowered in their leadership role and it brings a sense of connection within the department and school.</p>	1, 3, 8	Principal, Vice Principal, Department Chairs	Teachers complete a satisfaction survey at the end of the school year. 90% of teachers will rate the school at above average (score of 4 or 5).				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) CPERC oversees all campus initiatives and decision making that effects the daily operation of the school. The committee meets bi-monthly.</p>	1, 3, 8	Principal, Vice Principal of Instruction, Teachers, Community Members, District Representative, Parent Representative.	Electronically logged minutes of discussions.				








✔ = Accomplished
 ● = Considerable
 ● = Some Progress
 = No Progress
 ✘ = Discontinue

Goal 2: Foster a culture that prepares students for higher education and work force readiness.

Performance Objective 2: Terrell Wells will increase the number of students enrolled in Project Based Learning courses, STEM related courses, and Algebra I to better prepare students for higher education and the work force.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Terrell Wells will pair Project Lead the Way with Exploring Careers so that all 8th grade students receive instruction in a STEM course.</p>	1, 2, 3, 4, 8, 9, 10	Principal, VP of Instruction, Counselors	95% or more of 8th grade students will complete the semester STEM course.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices.

Performance Objective 1: Budget allocation will be used to provide tutoring for sub-populations to close performance gaps from 28.4 to 15%. Teachers will receive quality staff development to improve Tier 1 instruction. Curriculum will be purchased to support the Terrell Wells RTI program, including the TEKS Resource System.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Group students according to academic need and provide tutoring through the RTI program.</p>	1, 2, 3, 9, 10	Principal, VP of Instruction, RTI Coordinator, RTI Facilitators, Classroom Teachers	Increased district benchmark, common assessment, and STAAR scores for special ed and ELL students.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Create innovative instructional facilities that engage the evolving needs of our students

Performance Objective 1: Goal: Terrell Wells will respond in a timely manner to submit work orders to better utilize classrooms throughout the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Terrell Wells will collaborate with Maintenance and Operation (MOST) to repair ceiling tile leaks in classrooms and eliminate rodents and pests throughout the campus.</p>	10	Director of MOST, Principal, Assistant Principal, Head Custodian	Project completed.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Create innovative instructional facilities that engage the evolving needs of our students

Performance Objective 2: Provide technology to support students in reading and math with the use of classroom technology with Mimio student sets, and nooks for library. Terrell Wells will also collaborate with Informationl Support to replace projectors nearing end of life.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Implementation of interactive technology lessons to support content areas Supply classrooms with needed technology to support instruction		Content classroom teachers, librarian	lesson plans, walk-throughs				
Funding Sources: 199 - SCE, 199 - SCE, 199 - General Fund, 199 - General Fund							
							

Goal 5: Embrace community involvement and effectively promote "The Harlandale ISD."

Performance Objective 1: Goal: Terrell Wells will collaborate with Family Services Association to increase parent involvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Increase parent volunteers from 15 to 25 for the following school year.	1, 2, 4, 5, 6	Principal, VP of Instruction, Family Services Association Liaison	Sign in logs.				
2) Communities in Schools will collaborate with the Family Services Association to bring speakers to the campus to educate parents on a variety of topics.		Principal, VP of Instruction, Communities in School Liaison, Family Services Association Liaison	Sign in logs.				
3) Conduct HB5 information sessions for 8th students and families in the Spring Semester	1	Administration, Counselors, Social Worker	Sign in Logs				
Funding Sources: 211 - Title I, 211 - Title I							
							

Goal 5: Embrace community involvement and effectively promote "The Harlandale ISD."

Performance Objective 2: Communicate more effectively through Edulink and the Terrell Wells website.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campus and teacher websites will be updated regularly. Important events will be communicated through Edulink on a regular basis.</p>	5, 6	Principal, VP, Counselors, Webmaste, Classroom Teachersr	Edulink phone records. Monitor website updates.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	General education teachers will collaborate with itinerant support teachers to implement a variety of co-teach models in the classroom.
1	3	2	Teachers will continue to receive staff development in SIOP. Increase the number of teachers with ESL certifications.
1	3	3	Tier 2 and Tier 3 students will receive Accelerated Instruction in math and reading through a supplementary course. "Math Mastery, Reading Mastery, and Achieve 3000" Tier 3 students will receive additional support through the after school RTI program for reading, math, and social studies.
1	3	4	Content Departments will have 3 planning days to create model lesson with differentiation of instructions.
1	3	6	Provide staff with professional development opportunities in order to build teacher capacity and improve students academic performance in all content areas
3	1	1	Group students according to academic need and provide tutoring through the RTI program.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	4	Content Departments will have 3 planning days to create model lesson with differentiation of instructions.
1	3	6	Provide staff with professional development opportunities in order to build teacher capacity and improve students academic performance in all content areas

Title I

Schoolwide Program Plan

Terrell Wells' highly qualified teachers and staff will work together to provide quality, enriched instruction that will lead to the success of all students.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The comprehensive needs assessment for Terrell Wells is aligned and focuses on areas of concern stemming from the System Safeguards. It will be updated on a regular basis as the administration meets with all stakeholders to reflect on the progress of school goals.

2: Schoolwide Reform Strategies

Terrell Wells has targeted campus initiatives that stem from the System Safeguards.

- **Writing Initiative:** All teachers are expected to incorporate writing into all content areas. Students will be expected to write numerous compositions throughout the year leading to improvement on the state assessment.
- **Co-Teach Initiative:** General education teachers and itinerant support teachers will work closely together to modify content materials and provide appropriate accommodations for special education students. They will incorporate various co-teach models in the class that will allow for smaller group instruction and differentiated lessons.
- **Sheltered Instruction and Language Objectives:** Teachers will use the ELPS to create language objectives for their daily lessons. Using the SIOP approach, ELL students will show increased success across all content areas.
- **Response to Intervention Committees (RTIC):** Terrell Wells has developed a unique RTI program that focuses on Tier 1 instruction for all students. It targets interventions for struggling students and provides enrichment where needed. The RTI Coordinator and 6 RTI Facilitators meet every 3 weeks to discuss student performance and develop an individualized plan to help each student obtain success.
- **STEM Programs:** Terrell Wells is increasing the number of students enrolled in STEM based courses such as "Project Lead the Way". Terrell Wells offers multiple ways to expose students to STEM related curriculum including Science Corps, Launchpad and Robotics. In combination with Algebra 1, more students will gain high school credit and lead to an increase in Index 4 "Post-secondary Readiness".

3: Instruction by highly qualified professional teachers

Terrell Wells has 100% highly qualified teachers and paraprofessionals. 42 out of 51 teachers have renewed their contract for this school year. All teachers will participate in a summer book study regarding RTI and how to implement instruction that will lead to success.

All staff members have a voice at Terrell Wells. They communicate concerns and feedback on a regular basis with their department chair. Bi-weekly department meetings are held with administration to discuss campus initiatives and concerns and collaboratively make decisions that will move the campus forward.

Teachers also have an opportunity to collaborate during bi-weekly PLCs.

Teachers represent their colleagues in both CPERC and DPERC. Information from DPERC is shared at each faculty meeting.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional development is ongoing in order to provide academic and professional support to the staff. Terrell Wells has 100% of its teachers SIOP and GT trained. Currently 9 teachers are ESL certified with an additional 7 teachers gaining their ESL certification this fall.

Currently 13 teachers are trained in AVID.

5: Strategies to attract highly qualified teachers

Terrell Wells has a positive and energetic atmosphere. Students are eager to come to school and anxious to learn. The teachers and staff are committed to all students and work diligently to ensure success. Terrell Wells continues to move the needle by obtaining 7 distinctions for 2 consecutive years, 2014 and 2015. The administration works diligently to keep an open line of communication with all teachers and provide resources and support to help them implement quality lessons on a daily basis.

The administration works closely with the Human Resources Department to seek highly qualified teachers on an ongoing basis. Terrell Wells pairs student teachers with master teachers to support potential future hires.

6: Strategies to increase parental involvement

Terrell Wells has a partnership with Family Services Association. Currently there is an average of 15 parent volunteers on campus regularly. Terrell Wells would like to increase that to 25 volunteers for the 2015-2016 school year. The parents support attendance, academics, and provide students with supplies as needed. They help decorate for special events and have assisted on Saturdays with the writing academies.

In order to communicate with parents and the community, the Terrell Wells website is updated weekly with upcoming events and student highlights. The marquee displays important events and phone calls through Edulink are made to all parents to disseminate this information as well.

Terrell Wells provides opportunities during campus events for parents to register on TXConnect in order to increase participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Terrell Wells takes pride in preparing all students for high school and college. Currently Index 4, Post-Secondary Readiness, is at 33%. A goal for the 2015-2016 school year is to increase that to 40%. In order to continue to prepare students for transition, Terrell Wells offers Algebra 1, Project Lead the Way, and Spanish Credit by Exam for high school credit.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Curriculum Based Assessments are used every 3 weeks to evaluate student performance. Data is analyzed by teachers to determine areas of concern utilizing Eduhporia and Lead4Ward heat maps during their shared planning periods and PLCs. Students are provided interventions for low performing TEKS and enrichment for students who are mastering TEKS. The teachers work closely with the Curriculum and Instruction department to develop a scope and sequence and review materials to support the curriculum.

Teachers use the Harlandale Unwrapping the TEKS (HUTS) document to analyze under performing TEKS.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

RTI committee meetings occur every 3 weeks. Student performance is discussed and individualized plans are put in place to help the student succeed. The committee members monitor the students and discuss progress during future meetings. It is determined who is responsible to implement and follow up on the plans in place.

10: Coordination and integration of federal, state and local services and programs

Terrell Wells will work closely with central office to provide quality professional development to all teachers. Special education students, ELL students, and Social Studies will be closely monitored. Campus initiatives are in place regarding these areas of concern.

Terrell Wells ADA (average daily attendance rate) was 95.0%. For the 2016-2017 school year, the target will be 96.5%.

Plan Notes

A generic log in was created for all teachers to be able to view plan. The username is terrellwells and the password is trojans.

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Jessie Gipprich	Principal
Administrator	Noverto Gonzales	Academic Dean
Administrator	Domingo Gutierrez	Assistant Principal
Administrator	Maricela Passmore	Assistant Principal
Classroom Teacher	Joyce Brite	ELA Department Chair
Classroom Teacher	Hervie Castoreno	Special Ed Department Chair
Classroom Teacher	Esther Flores	Reading Department Chair
Classroom Teacher	Rene Gonzales	Social Studies Department Chair
Classroom Teacher	Miguel Molina	P.E. Department Chair
Classroom Teacher	Lisa Peters	Science Department Chair
Classroom Teacher	Angela Sherwood	Multi-Classroom Leader
Classroom Teacher	Erica Van Syoc	Electives Department Chair
Classroom Teacher	Bridget Williams	Math Department Chair

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5		6399	\$0.00
1	3	6		199-13-6411-00-043-6100c	\$0.00
1	3	6		199-23-6411-00-043-61100c	\$0.00
1	4	1		6129	\$0.00
1	4	3		6412	\$0.00
1	4	3		6269	\$0.00
4	2	1		6399	\$0.00
4	2	1		6395	\$0.00
Sub-Total					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3		6118	\$0.00
1	3	4		6112	\$0.00
1	4	2		6129	\$0.00
4	2	1		6395	\$0.00
4	2	1		6399	\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3		211 61 6399 82 043 63000c	\$0.00
5	1	3		211 61 6499 83 043 6300c	\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00