



Terrell ISD

District Improvement Plan

2009-2010

Mr. Kelly Rodgers, Superintendent

## Table of Contents

Mission Statement.....	3
District Site-Based Decision-Making Committee (DEIC).....	4
TISD Comprehensive Needs Assessment.....	5-6
2007-2008 TAKS Results for Accountability Subset.....	7
Summary of TAKS Results/AYP Results.....	8
Action Plan.....	9-10
Highly Qualified Staff.....	11
Parental/Community Involvement.....	11-12
School-wide Programs.....	13
Fund Sources to Support School-wide Programs.....	14
Ten Components of a Title I School-wide Program (SWP).....	15
TISD Strategic Plan Goals.....	16-17
District Plan.....	18-46
Appendix 1- Pre-AP/AP, Dual Credit, ACT/SAT.....	47
Appendix 2- Recommended/Distinguished Graduates.....	48
Highly Qualified Teachers Recruitment and Retention Plan.....	49-53
State Compensatory Budget.....	54-63

## **Terrell I.S.D. Mission Statement**

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment; challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

**District Site Based-Decision Making Committee (DEIC)**

Professional Staff

(4 regular program elementary classroom teachers, 2 regular program secondary classroom teachers, 3 non-teaching campus-based professional employees, 1 teacher to represent TAC/DAEP/Phoenix, and 1 at-large position to be determined by the committee to reflect the ethnic/gender diversity of the staff or lack of representation of special programs.)

W. H. Burnett Elementary	Amy Forrester (E)
J. F. Kennedy Elementary	Elizabeth Griesbach (E)
J. W. Long Elementary	Luana Johnson (E)
Dr. Bruce Wood Elementary	Johnye Beshear (E)
Herman Furlough Middle School	Frances Brown (S)
Terrell High School	Craig Grazioli (S)
TAC/Phoenix/DAEP	Sandra Emerson
At Large Position	Martha Aviles

Non-Teaching Campus-Based Professionals (3):

Counselors/Diagnosticians/Librarians/Administrators

- Charlotte Mathews (Diagnostician)
- Gina Carpenter (Counselor)
- Shuck Wieland (Administrator)

Parents: Angie Cooper  
Melissa Smith

Community: (No children enrolled in school district)

E. P. Shaw  
Delbra Johnson

Business: Dee Denson (Lakes Regional)  
Chuck Carpenter (Texas Bank and Trust)

Superintendent's Designee: Stacey Ellis, Elementary Curriculum Coordinator

**Terrell ISD  
Comprehensive Needs Assessment  
School Year 2009-10**

The following data sources were reviewed to assess the districts' strengths and priorities:

1. Disaggregated student assessment information
2. AEIS for 2009 (TEA will post in late November 2009)
3. AYP for 2009
4. PBMAS Data
5. Student demographics
6. Technology, Fiscal, and Facility Resources
7. Participation records of students enrolled in special programs (GT, Special Education, ESL, etc.)
8. Staff Development Records
9. Assessment Data and Curriculum Alignment
10. Impact of initiatives on Student Performance
11. Curriculum Audit from 2008
12. Staffing Audit from 2008
13. BE/ESL Program Evaluation 2008
14. Strategic Plan Goals
15. DEIC Input
16. Superintendent Advisory Councils Input

**Students**

It is the responsibility of the Terrell Independent School District to provide an effective, viable curriculum that will provide the tools necessary to equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after graduation from the public school system. The environment in which students learn is critical and must be conducive to the "teaching-learning" process. It is for this reason that we carefully evaluated the strengths that enhance this process and the needs that detract from it. It is the goal of the district to achieve a rating of "Recognized" by the 2010-2011 school year.

Based on information from the above data sources (with the exception of the AEIS data tables), the following student strengths were identified:

## Student Strengths

Terrell ISD maintained a rating of “Academically Acceptable” by the Texas Education Agency based on performance on the Texas Assessment of Knowledge and Skills (TAKS) for the school year 2008-09. TISD students scored at the:

- **Reading/ELA** at **88% (93% with TPM)** in 2008-09 compared to **87%** in 2007-08
- **Writing** at **90% (96% with TPM)** in 2008-09 compared to **92%** in 2007-08
- **Social Studies** at **88% (97% with TPM)** in 2008-09 compared to **90%** in 2007-08
- **Math** at **70% (80% with TPM)** in 2008-09 compared to **71%** in 2007-08
- **Science** at **61% (68% with TPM)** in 2008-09 compared to **64%** in 2007-08

Our goals for 2009-10 are to have all subgroup populations **meet or exceed** the following criteria on the Texas Assessment of Academic Skills: **90% in Reading/ELA, 90% in Writing, 90% in Social Studies, 80% in Mathematics, and 80% in Science**. Based on our scores for 2008-09, these goals were determined by the Superintendent.

**2009 TAKS Results for Accountability Subset Grades 3-10 and Exit**

	Long		Wood		Furlough		THS		
	3 <sup>rd</sup> Gr.	4 <sup>th</sup> Gr.	5 <sup>th</sup> Gr.	6 <sup>th</sup> Gr.	7 <sup>th</sup> Gr.	8 <sup>th</sup> Gr.	9 <sup>th</sup> Gr.	10 <sup>th</sup>	11 <sup>th</sup>
	% Meeting Standard								
<b>Reading / ELA (70%)</b>									
<b>All Students</b>	<b>85</b>	<b>72</b>	<b>78</b>	<b>88</b>	<b>80</b>	<b>93</b>	<b>88</b>	<b>87</b>	<b>88</b>
African American	71	51	74	81	74	91	84	83	88
Hispanic	89	72	74	89	83	94	82	80	81
White	90	83	87	91	83	93	94	94	94
Eco Dis.	84	65	73	88	78	92	83	83	84
SPED	33	25	64	50	39	67	50	45	44
At Risk	85	59	64	83	66	89	81	80	82
<b>Writing (70%)</b>									
<b>All Students</b>	<b>NA</b>	<b>87</b>	<b>NA</b>	<b>NA</b>	<b>87</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
African American	NA	76	NA	NA	87	NA	NA	NA	NA
Hispanic	NA	95	NA	NA	81	NA	NA	NA	NA
White	NA	89	NA	NA	92	NA	NA	NA	NA
Eco Dis.	NA	86	NA	NA	86	NA	NA	NA	NA
SPED	NA	33	NA	NA	53	NA	NA	NA	NA
At Risk	NA	81	NA	NA	77	NA	NA	NA	NA
<b>Math (55%)</b>									
<b>All Students</b>	<b>73</b>	<b>69</b>	<b>76</b>	<b>74</b>	<b>64</b>	<b>72</b>	<b>54</b>	<b>49</b>	<b>68</b>
African American	45	49	50	62	52	61	47	32	61
Hispanic	86	75	75	73	64	72	48	50	59
White	80	79	88	82	72	81	61	59	82
Eco Dis.	67	66	69	72	61	68	46	39	60
SPED	35	17	39	32	19	37	20	0	8
At Risk	73	54	59	60	43	59	31	22	53
<b>Science (50%)</b>									
<b>All Students</b>	<b>NA</b>	<b>NA</b>	<b>60</b>	<b>NA</b>	<b>NA</b>	<b>56</b>	<b>NA</b>	<b>56</b>	<b>71</b>
African American	NA	NA	45	NA	NA	36	NA	38	63
Hispanic	NA	NA	56	NA	NA	54	NA	49	56
White	NA	NA	78	NA	NA	73	NA	73	89
Eco Dis.	NA	NA	55	NA	NA	49	NA	48	62
SPED	NA	NA	53	NA	NA	19	NA	14	31
At Risk	NA	NA	38	NA	NA	34	NA	33	58
<b>Social Studies</b>									
<b>All Students</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>87</b>	<b>NA</b>	<b>83</b>	<b>92</b>
African American	NA	NA	NA	NA	NA	87	NA	76	89
Hispanic	NA	NA	NA	NA	NA	83	NA	74	89
White	NA	NA	NA	NA	NA	90	NA	92	97
Eco Dis.	NA	NA	NA	NA	NA	84	NA	77	88
SPED	NA	NA	NA	NA	NA	61	NA	53	53
At Risk	NA	NA	NA	NA	NA	79	NA	74	88

## **Summary of 2008-2009 TAKS Results**

Based upon the above data, Terrell ISD students are strongest in Reading/ELA, Writing, and Social Studies. Our weakest areas are Mathematics and Science.

### **Reading/ELA:**

The "All Students" category for all campuses saw a 1% increase in Reading/ELA at THS and FMS, while Wood Intermediate decreased by 2% and J.W. Long Elementary decreased by 3%.

### **Writing:**

The "All Students" category for Writing saw a 2% decrease at the fourth grade level and a 1% decrease at the seventh grade level.

### **Math:**

The "All Students" category for Mathematics had a 5% increase at J.W. Long Elementary, while Wood Intermediate School remained the same at 78%. Furlough Middle School decreased by 3%, while Terrell High School increased by 2%.

### **Science:**

The "All Students" category for Science did not increase across all campuses. At Wood Intermediate School scores decreased by 1%, Furlough Middle School decreased by 12%, and Terrell High School remained the same at 65%.

### **Social Studies:**

The "All Students" category for Social Studies at Furlough Middle School had a 6% decrease, while at Terrell High School the percent remained the same at 88%. 99% met standard with TPM at FMS and 95% met standard with TPM at THS.

## **Adequate Yearly Progress Results (AYP):**

**District:** Met AYP Reading and Math

**Terrell High School:** Met AYP Reading / Missed AYP Math (Performance)

**Furlough Middle School:** Met AYP Reading and Math

**Wood Intermediate School:** Met AYP Reading and Math

**J.W. Long Elementary School:** Missed AYP Reading / Met AYP Math

**J. F. Kennedy Elementary School:** Not Evaluated

**W. H. Burnett Elementary School:** Not Evaluated

**Child & Adolescent Center:** Not Evaluated

(SWP #1)

**ACTION PLAN:**

As indicated by the TAKS Scores and Preliminary AYP Results, the following strategies and initiatives will be in place to improve instruction and engage students in learning:

**Reading/ELA:**

- Campuses will write common lessons for identified weaknesses
- Continue the literacy implementation throughout grade 8. This includes teachers attending the Texas Adolescent Literacy Academies and implementation of the 7<sup>th</sup> grade Texas Middle School Fluency Assessment for all students who did not meet standard on the 6<sup>th</sup> grade Reading TAKS assessment
- Provide staff development on using the research based basal programs from K-8
- Provide module training for Reading First campuses
- Continue implementation of the Reading First Grant for grades K-3
- Continue to work on implementing the 3 tier model of instruction for all students
- Require teachers to utilize Read Naturally, Waterford, Successmaker, Study Island, E2020 and ASCEND technology programs
- Identify specific campus needs and provide staff development to meet those needs.
- Require campuses to study the TEKS
- Implement Reading Labs / Tier II and III Intervention rooms at WHB, JFK, WES, and JWJ
- Utilize a Read Coach to assist and train teachers in guided reading and small group reading instruction
- Align materials with TEKS and TAKS and the Region IV Scope and Sequence
- Utilize the Region IV Curriculum Based Assessments
- Disaggregate data from assessments to identify weaknesses using the Target Program
- Require intervention instruction for students to meet mastery of objectives
- Provide intervention during the day and after school

**Writing:**

- Campuses will write common lessons for identified weaknesses
- Continue training on short answers for secondary campuses
- Require campuses to study the TEKS
- Continue to work on rubrics to identify quality writing as defined by the state
- Provide staff development to teachers to help move more students into the 3 and 4 scoring range
- Provide teachers training in the writing process through the Writing Academy
- Align material with TEKS and TAKS and the Region IV Scope and Sequence
- Utilize the Region IV Cluster and Six Weeks Assessments
- Disaggregate data from assessments to identify weaknesses
- Provide intervention during the day and after school

**Mathematics:**

- Campuses will write common lessons for identified weaknesses
- Provide teachers training in TexTeams and small group math instruction
- Require the use of manipulatives at all grade levels and train teachers how to use grade appropriate manipulatives
- Require campuses to study the TEKS
- Align material with TEKS and TAKS and the Region IV Scope and Sequence
- Utilize the Region IV Curriculum Based Assessments
- Disaggregate data from assessments to identify weaknesses
- Require teachers to utilize Waterford, Successmaker, Study Island, E2020 and ASCEND technology programs
- Continue implementation of the common lessons as a result of the Dana Center training
- Require intervention instruction for students to meet mastery of objectives
- Implement Technical Assistance Team Plans at Wood Intermediate and Terrell High School
- Provide intervention during the day and after school
- Implement Math Labs at WHB, JFK, JWJ, and WES; expand labs to JFK and WHB; increase labs at WES and JWJ

- Hired a Math Coach for PreK-6 grades to work with teachers on instruction and curriculum

**Science:**

- Campuses will write common lessons for identified weaknesses
- Require secondary science teachers to meet state expectations of 40% lab time
- Require campuses to study the TEKS
- Align material with TEKS and TAKS and the Region IV Scope and Sequence
- Utilize the Region IV Curriculum Based Assessments
- Disaggregate data from assessments to identify weaknesses
- Implement distance learning from THS to Phoenix
- Require teachers to utilize Successmaker, Study Island, E2020 and ASCEND technology programs
- Require intervention instruction for students to meet mastery of objectives
- Hired a Science Coach for PreK-6<sup>th</sup> grades to work with teachers on instruction
- Provide tutorials after school

**Social Studies:**

- Campuses will write common lessons for identified weaknesses
- Require campuses to study the TEKS
- Align material with TEKS and TAKS and the Region IV Scope and Sequence
- Utilize the Region IV Curriculum Bases Assessments
- Disaggregate data from assessments to identify weaknesses
- Require teachers to utilize Study Island, E2020 and ASCEND technology programs
- Require intervention instruction for students to meet mastery of objectives
- Provide tutorials after school

## **HIGHLY-QUALIFIED STAFF AND TEACHERS**

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. State law has long required teachers to be degreed and certified in the area(s) to which they are assigned. Federal law as promulgated in Public Law 107-110, No Child Left Behind Act of 2001, reemphasized this state requirement. According to the law, all teachers in states and/or school districts accepting Title I, Part A funds must be "highly qualified" to teach in the area(s) to which they are assigned by the end of the school year 2006-07. While appropriate certification is important, passing the State ExCet, or TexAS, or meeting the H.O.U.S.E. requirements, experience and relevant professional development are also essential and must be considered when evaluating staff. The school district will address the equitable distribution of highly qualified and inexperienced teachers in their teaching assignment by monitoring teacher placement.

### **Parent Involvement**

The success of an instructional program is often significantly influenced by how well parents of the students support the school. In order to achieve support, parents must become involved as partners in the education of their students. Typically, elementary schools enjoy a high degree of parental involvement and support and secondary schools see that involvement wane. Volunteers are needed to assist teachers and staff in the schools and are valuable resources working with students. Nevertheless, parental involvement and support is something that every staff person must continue to cultivate. (SWP #6)

### **Parental Involvement Strengths**

- District-wide PTO Meetings focused on topics of interest to parents
- Campus PTO's are present at all campuses within the district
- Bilingual parent liaison available to bridge the gap between home and school for Hispanic parents
- All campuses send newsletters to communicate with parents (SP 1.1.13)
- District sends monthly newsletters to communicate with parents (SP 1.1.14)

### **Parent Involvement Needs**

- Question/Comment boxes for each campus located at Central Office (SP 1.1.16)
- Continue volunteer recruitment and training program (SP 1.2.1)
- Establish parent education programs that engage families in supporting their children's learning at home (SP 1.2.1)
- Parent and community involvement linked to student learning / achievement

## **Community Involvement**

In order for public schools to successfully educate its students, they must have the support and commitment from the community in which they are located. It is the vision of the Terrell Independent School District to develop close partnerships with the all entities within our community. Strategic planning occurred during the spring of 2007 and the board adopted the plan. All committees have been made up of community members and parents who are willing to give of their time in support of TISD.

### **Community Involvement Strengths**

- Community is committed to supporting Career and Technology Education courses geared toward preparing students for the workforce (SP 1.4)
- Community is committed to sponsoring activities involving the schools (ex. K-Kids, Leo Club)
- Chamber of Commerce “Work in Terrell” to share resources, ideas, and evaluations (SP 1.4.1)
- Community businesses listing Progress Report and Report Card dates on Marquees
- E Terrell Programs in conjunction with the community
- Martin Luther King, Jr. Art and Poetry Contests
- African American History Month Celebrations
- Hispanic Heritage Month Celebrations
- Cinco de Mayo Celebrations
- College and Career Day Programs

### **Community Involvement Needs**

- Assign TISD facilitator to inform the community of activities in the district and to answer questions (SP 1.3.1)
- Establish meetings with churches and at other locations (SP 1.3.2)
- Lunch and learn sessions with area businesses and civic clubs (SP 1.4.2)
- Display academic achievements and work at area businesses (SP 1.4.3)
- Implement an “Adopt a school” program with local businesses

## **Facilities**

The facilities for Terrell ISD are currently in excellent condition. Keeping up with community growth will be the challenge that lies ahead for the district as new housing developments begin to expand the population of the community. The challenge to develop our Career and Technical Education program will be to have a facility with the capabilities to educate our students in various CTE courses.

## **School Wide Program Plans (SWP)**

W. H. Burnett, J. F. Kennedy, and J. W. Long, and Dr. Bruce Wood Elementary are all Title I school-wide programs. They use their ESEA, Title I, Part and other federal funds to upgrade the entire instructional program by implementing a school-wide program as authorized under the provisions of Public Law 107-110, Section 1114.

The site-based decision-making committee on each campus conducted a comprehensive needs assessment to determine the strengths and needs of students, staff, parental involvement, community involvement, and facilities before deciding how to use the local, state, and federal resources available.

Highly qualified teachers will carry out the instructional program. Only teachers who are certified and who have met State testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The schools will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and needs as determined by the staff. Paraprofessionals will be afforded training to meet the requirements of No Child Left Behind. Funds from Title II, Part A and Title I, Part A will be used to finance the professional development activities.

**FUND SOURCES TO SUPPORT  
SCHOOL-WIDE PROGRAMS**

Multiple sources are used to support each of the educational programs within the Terrell ISD. The funds used and the amounts are as follows:

<b>Fund</b>	<b>Name</b>	<b>Amount</b>
204	ESEA Title IV A Safe and Drug Free Schools and Communities Act	\$10,963
205	Head Start PY10	\$701,630.68
211	ESEA Title 1 A Improving Basic Programs	\$1,278,180.50
212	ESEA Title 1 C Education of Migratory Children	\$1,375
224	IDEA B Formula	\$731,279.41
225	IDEA B Preschool	\$28,105
237	ESEA Title IV Safe and Drug Free School Communities Act	\$7,500
244	Carl Perkins Basic Grant Formula for CATE	\$62,740
255	ESEA Title II A Teacher and Principal Training and Recruiting	\$233,902
261	Teacher Reading First Initiative	\$223,191
262	Title II D Enhancing Ed Through Technology	\$13,555
263	Title III A Eng Language Acquisition and Language Enhancement	\$77,380
266	ARRA Title XIV SFSF	\$1,486,117
279	ARRA Title 1 A	\$612,873
283	ARRA IDEA B Formula	\$864,767
284	ARRA IDEA B Preschool	\$22,357
285	ARRA Title II D	\$10,314
394	Life Skills Program	\$25,205
401	State Funded Optional Extended Year Program	\$20,796
411	Technology Allotment	\$118,219
415	Pre-K Early Start	\$229,572
205	Head Start ARRA	\$68,202

(SWP #10)

### **Ten Components of a Title I School-wide Program**

1. Conduct a comprehensive needs assessment in order to design and implement a successful campus plan.
2. Implement school-wide reform strategies that are scientifically research based.
3. Implement school-wide reform strategies.
4. Provide instruction by highly qualified staff.
5. Provide comprehensive professional development.
6. Utilize strategies to increase parental involvement.
7. Ensure smooth transition for students.
8. Include teachers in decisions regarding the use of assessments.
9. Assist students experiencing difficulties master the proficient and advanced levels of achievement standards.
10. Coordinate and integrate federal, state, and local services and programs.

## **Terrell ISD Strategic Plan Goals**

### **Career Development:**

Tactic 1: We will develop and institute a variety of career development programs, in cooperation with the community, that will provide opportunities for students to graduate with skills that can lead directly to specific certifications.

Action Plan 1.1: Establish Career and Technical Education clusters.

Action Plan 1.2: Designate staff whose sole responsibility is oversee Career and Technical Education programs.

Action Plan 1.3: Establish a workable curriculum across grade levels to Career and Technical Education and graduation requirements.

Action Plan 1.4: Identify and collaborate with stakeholders who will support Career and Technical Education courses as identified by student/business interests.

### **Parent Involvement:**

Tactic 1: We will emphasize the importance of ethical and responsible behavior through mutual Respect and parent and community involvement.

Action Plan 1.1: Establish and maintain a various means of communication.

Action Plan 1.2: Create a comprehensive volunteer program to include parents, school district personnel, community members and students.

Action Plan 1.3: Organize TISD personnel to facilitate on and off-campus community meetings in an effort to reach out to parents and the community.

Action Plan 1.4: Create student forums to discuss concerns and questions and provide input to campus improvement planning committees.

Action Plan 1.5: As of 06/19/2007 under further study according to Board request: Utilize corporal punishment by campus administrative staff with central administration support and school board approval.

### **Safe Environment:**

Tactic 1: We will provide district resources to ensure readiness for college and post-secondary plans for all students.

Action Plan 1.1: Communicate the philosophy of Advanced Placement (AP) and PreAP to staff, community, parents and students.

**Safe Environment:**

Action Plan 1.2: Increase student enrollment and diversity in the Advanced Placement (AP) program.

Action Plan 1.3: Prepare students for the rigor of college course work.

Action Plan 1.4: Prepare students to score well on college entrance exams.

Action Plan 1.5: Provide students with the opportunity to earn college credit while in high school.

Action Plan 1.6: Increase the scope for post-secondary options, including college admissions.

**Student Achievement:**

Tactic 1: We will challenge all students to exceed all measures of achievement.

Action Plan 1.1: Create K-6 schools throughout the district.

Action Plan 1.2: Build planning teams by grade level or subject.

Action Plan 1.3: Ensure quality instruction for all students.

Action Plan 1.4: Communicate positive academic vision to all.

**Teacher Retention:**

Tactic 1: We will create a positive culture that encourages retention of high quality teachers.

Action Plan 1.1: Restructure existing mentoring program for teachers.

Action Plan 1.2: Enhance incentives and benefits for teachers.

Action Plan 1.3: Utilize a tool/instrument to measure and improve school culture.

Action Plan 1.4: Increase teacher/staff recognition.

Action Plan 1.5: Implement strategies that will support teacher collegiality and collaboration.

Action Plan 1.6: Provide administrators with positive, research based, effective leadership development.

# DISTRICT IMPROVEMENT PLAN

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 1:** The percentage of all student groups meeting or exceeding proficiency of the Texas Assessment of Knowledge and Skills (TAKS) tests in Reading/ELA and Social Studies will be 90%, and in Math and Science will be 80%.

**Selected Evaluation Measures:**

**Formative: Region IV Cluster and Six Weeks Benchmark Assessments, Fluency Assessments, Running Records, Tutorial Assessments**

**Summative: Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFA), TELPAS Scores (K-12), Oral Language Proficiency Test, TOPS (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables**

(SWP #2, 3, 8, 9) (SP #1.2-Build planning teams by grade level or subject)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
All teachers and administrators will implement the Region IV Scope and Sequence for all core subject areas.	August-June	*Curriculum Coordinators *Campus Admin. *Teachers	Region IV Scope and Sequence
All teachers will assess their students using the Region IV Curriculum Based Assessments (CBA's) in all core academic areas. All data will be disaggregated to determine areas of weakness with Target program.	September-June	*Curriculum Coordinators *Principals *Teachers	Region IV Cluster/Six Weeks Assessments
Purchase scanners for each campus to scan and score Region IV cluster assessments through the Target program.	September	*Curriculum Coordinators	Terrell Office Supply
Each week the TISD Administrative Team will conduct walkthroughs at a district campus. Classroom visits will be made and team will meet to discuss walkthroughs.	Weekly	Administrative Team	*Classrooms *“Smart Walks” walkthrough forms.
Implemented a Curriculum Management Plan, which includes a vertical teaming calendar, to ensure a viable curriculum and instructional program is in place to engage all students in learning.	October 2009-June 2013	*Superintendent *Curriculum Directors *Campus Admin. *Instructional Facilitators	*Private Consultants *Region 10

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 1:** The percentage of all student groups meeting or exceeding proficiency of the Texas Assessment of Knowledge and Skills (TAKS) tests in Reading/ELA and Social Studies will be 90%, and in Math and Science will be 80%.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Benchmark Assessments, Fluency Assessments, Running Records, Tutorial Assessments

**Summative:** Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables

(SWP #2, 3, 7, 9) (SP #1.2-Build planning teams by grade level or subject)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
The district will develop curriculum guides, integrating the Region IV Scope and Sequence, TAKS and TEKS objectives, and technology throughout instruction.	January 2009- June 2011	*Curriculum Coordinators *Principals *Instructional Facilitators/Coaches	*Private Consultants *Region 10
Campus Intervention Teams (CIT) were established at JFK, JWL, and FMS for the TEA unacceptable campus ratings.	September 2009- July 2011	*Superintendent *Curriculum Coordinators *External CIT *Principals	*TEA *Region 10
The district will ensure that each campus provides intervention strategies for subgroup populations, requiring improvement, in order to meet AYP.	August-June	*Superintendent *Curriculum Coordinators *Principals	*Region 10 *Region IV Curriculum *Technology Applications
All student subgroups will have a 95% participation rate on TAKS testing days to meet AYP.	State Testing Calendar Days	*Secondary Curr. Coordinator *Principals *Student Services Director *ARD Committees	Documented Attendance Records
All district Reading/ELA teachers will utilize collaborative planning times to develop common lessons and assessments.	August-June	*Principals *Teachers	Common Planning Times

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 1:** The percentage of all student groups meeting or exceeding proficiency of the Texas Assessment of Knowledge and Skills (TAKS) tests in Reading/ELA and Social Studies will be 90%, and in Math and Science will be 80%.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Benchmark Assessments, Fluency Assessments, Running Records, Tutorial Assessments

**Summative:** Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables

(SWP #2, 3, 7, 9, 10) (SP #1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
The district will continue with the implementation of the Reading First Grant in grades K-3.	August-June	*Elementary Curr. Coordinator *Executive Dir. of Special Programs *Principal *Reading Coaches *Teachers	*Reading First Grant *Scott Foresman Links *Florida Center for Reading Research
Kindergarten-Third grade teachers will assess their students, in fluency and comprehension, using the Texas Primary Reading Inventory (TPRI) or Tejas Lee (Spanish) assessments.	Fluency Checks and three times a year	*Elementary Curr. Coordinator *Reading Coaches *Teachers	*TPRI Kits *PALM Pilots
The Reading is Fundamental program will be utilized to promote a love of reading and provide literature for elementary TISD students in their homes.	August-June	*Elementary Curr. Coordinator *Librarians	*RIF *Scholastic Books *District Funds
TISD realigned Wood and Long Elementary Schools (Grades 3-6).	August-June	*Superintendent *Executive Director Of Special Services *Principals *Elementary Curr. Coordinator *HR Director	District Funds

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 1:** The percentage of all student groups meeting or exceeding proficiency of the Texas Assessment of Knowledge and Skills (TAKS) tests in Reading/ELA and Social Studies will be 90%, and in Math and Science will be 80%.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Benchmark Assessments, Fluency Assessments, Running Records, Tutorial Assessments

**Summative:** Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables  
(SWP #2, 3, 7, 9, 10) (SP# 1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Technology Programs, including Study Island, ASCEND, Accelerated Reading, Waterford, Successmaker, ELLIS, and E2020 will be utilized for various subject areas to provide intervention to students as well as enrichment.	August-June	*Curriculum Coordinators *Executive Dir. of Special Programs *Principals *Teachers	*Title I -ARRA *District Funds *SFSF
Tier II and III students, in accordance with RTI (Response to Intervention), will receive reading intervention instruction in order to increase their reading fluency and comprehension levels.	August-June	*Curriculum Coordinators *Principals *Reading Coach *Intervention Teachers * Classroom Teachers	District Funds  TISD RtI Manual
All campuses will provide before, during, and after school tutorials / accelerated reading instruction.	August-June	*Principals *Intervention Teachers *Classroom Teachers	*SFSF *Title 1 A *IDEA ARRA

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 1:** The percentage of all student groups meeting or exceeding proficiency of the Texas Assessment of Knowledge and Skills (TAKS) tests in Reading/ELA and Social Studies will be 90%, and in Math and Science will be 80%.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Benchmark Assessments, Fluency Assessments, Running Records, Tutorial Assessments

**Summative:** Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables

(SWP #1, 2, 3, 4, 7, 8, 9, 10) (SP #1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
The district will implement the Pre-K 3 year old grant. Two classes were added to WHB (one bilingual and monolingual).	August-June	*Elementary Curr Coordinator *Executive Dir. of Special Programs *Campus Principal	*Pre-K 3 year old grant *District Funds
The Extended Year School program will be offered in order to provide students with the opportunity for accelerated instruction.	Summer 2010	*Administrators *Teachers *Support Staff	*OEYP Funds *District Funds *Federal Funds *IDEA B Formula *Enrichment Materials
All student instruction will be provided by Highly Qualified Teachers and Staff to engage students in learning. (See Highly Qualified Recruitment and Retention Plan-Appendix)	August 2009-July 2010	*Human Resources Director *Executive Dir. of Special Programs	*District Funds *State Funds *Federal Funds
The district will create a Comprehensive Needs Assessment to comply with all requirements for a Title I School-wide Program.	August-June	*Executive Dir. of Special Programs	AEIS Data

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 2:** Terrell ISD will increase the percentage of students enrolled in Pre-AP/AP/Dual Credit courses by 8% from 2009-2013. (Appendix 1)

**Selected Evaluation Measures:**

**Formative:** Number of students enrolled in advanced classes, Course selections, Student grades

**Summative:** Class enrollment numbers, Class credit received

(SWP #3, 7, 8, 9) (SP # 1.2-Increase student enrollment and diversity in the Advanced Placement (AP) Program; # 1.3-Prepare students for the rigor of college course work)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
AIM, Pre-AP, and AP classes will be provided to support identified students in the Gifted and Talented program.	August-June	*Secondary Curr. Coordinator *GT Coordinator *GT/Pre-AP/AP Teachers	District Funds
Provide high school and middle school students with advisement and counseling in course selection, Pre-AP/AP courses, and career and college planning.	August-June	*G/T Coordinator *Principals *Counselors	*THS Academic Handbook *College Info.
The district will increase the number of students in Pre-AP/AP/Dual Credit courses.	August-June	*Secondary Curr Coordinator *THS Principal *HS Counselors	Academic Advisement
Continue to provide concurrent classes at Trinity Valley Community College.	August-July	*THS Principal *Counselors	*College Classes *District Funds
The district will implement Pre-AP courses at Furlough Middle School	Spring	*Secondary Curr Coordinator *FMS Principal	*Region 10 *Area School Dist.
The district will increase the number of GT certified teachers in the core curriculum areas.	Summer 2010	*Secondary Curr. Coordinator *GT Coordinator *Teachers	*Region 10
E2020 for credit recovery or additional credit.	August-June	*Secondary Curr. Coordinator *Principals	Local Funds

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 3:** Terrell ISD will maintain the percentage of senior level students taking the ACT/SAT at 50%. (Appendix 2)

**Note:** The higher percentage of students taking the ACT/SAT exams will lower the overall composite scores of our students.

**Selected Evaluation Measures:**

**Formative:** Registration forms, All eligible students

**Summative:** Number of students registered for tests

(SWP #3, 6, 7, 8, 9) (SP # 1.4-Prepare students to score well on college entrance exams)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Notify parents of testing schedule through flyers sent home, campus mailings, and district website to increase participation.	Fall Spring	THS Counselors	*ACT/SAT Test Calendars *Campus Budget
Increase student participation in the Duke Talent Search and the PSAT exam.	Fall Spring	*THS Counselors *THS Principal *GT Coordinator	ACT/SAT PSAT

**Objective 4:** Terrell ISD will establish a workable curriculum across grade levels to meet Career and Technical Education (CTE) and graduation requirements.

**Selected Evaluation Measures:**

**Formative:** Number of students in current CTE classes, Course availability, Transcript evaluation

**Summative:** Course sequence in student handbook and on degree plans

(SWP #3, 7, 9) (SP # 1.3-Establish a workable curriculum across grade levels to meet CTE and graduation requirements)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Current and future CTE programs will be evaluated at all levels.	August-June	*Secondary Curr. Coordinator	*Region 10 *Area Districts
Provide a sequence of courses, with a workable curriculum across grade levels, to follow the career and technology track and meet graduation requirements.	August-June	*Secondary Curd. Coordinator *THS Principal *THS Counselors	*CTE *District Funds *Federal Funds

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 5:** Terrell ISD will increase the percentage of students graduating with a Recommended diploma from 76%% to 80%. We will increase the percentage of students graduating with a distinguished diploma from .01% to 2%.

**Selected Evaluation Measures:**

**Formative:** Transcript analysis, Courses offered, Student enrollment

**Summative:** Number of students who sign up for program, AEIS Report

(SWP #2, 3, 7, 9) (SP # 1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Increased distance learning from THS to Phoenix Center. Increased PHX to a full day program and added E2020.	August-June	*Secondary Curr. Coordinator *Principals	District Funds
A public forum will be held for 8 <sup>th</sup> grade students to inform them of the HS requirements for the recommended and distinguished graduation plans.	Spring	*FMS/THS Principals *FMS/THS Counselors	THS Academic Handbook
Inform stakeholders about the TEXAS grant program.	February-June	*FMS/THS Principals *FMS/THS Counselors	*Region 10 *State Info. *THS Academic Handbook
Implement “Education: Go Get It Week” for the purpose of educating middle and high school students about the importance of higher education. (HB 2237, Sec. 29.911)	Designated Campus Week	*FMS/THS Principals *FMS/THS Counselors	*Higher Ed Options *GPA *Test Req. *Financial Aid *Program Speaker *Top Ten Percent Program *Curriculum

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 6:** Terrell ISD will reduce the achievement gap by 5%, between 2009-2011, among student subgroups by providing related activities and instruction that address the various populations.

**Selected Evaluation Measures:**

**Formative: Region IV Cluster and Six Weeks Assessments, Common Assessments, Progress Reports, Student Grades**

**Summative: Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables, District and Campus AEIS Reports**

(SWP# 2, 3, 7, 9, 10) (SP # 1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
ESL classes will be provided to support identified at-risk students in English language acquisition and to increase their success in all core content areas.	August-June	*BE/ESL Coordinator *Executive Dir. of Special Programs *Principals *ESL Teachers *Classroom Teachers	*District Funds *Title III Funds *Region 10
Bilingual supplemental services will be provided to support identified at-risk students in transitioning to the English language.	August-June	*BE/ESL Coordinator *Executive Dir. of Special Programs *Principals *Bilingual Teachers *Classroom Teachers	*District Funds *Title III Funds *Region 10
The district conducted a review of its ESL/Bilingual program and continues to implement a model for the program. (second year of model)	September-June	*BE/ESL Coordinator *Dr. Abrero *Executive Dir. Of Special Programs	District Funds
Dyslexia supplemental services, utilizing the MTA program, will be provided with additional daily reading instruction to support identified at-risk students in developing the reading skills needed to be successful in the classroom.	August-June	*Executive Dir. of Special Programs *Special Education Director	District Funds

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 6:** Terrell ISD will reduce the achievement gap by 5%, between 2009-2011, among student subgroups by providing related activities and instruction that address the various populations.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Assessments, Common Assessments, Progress Reports, Student Grades

**Summative:** Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables, District and Campus AEIS Reports

(SWP #2, 3, 7, 9, 10) (SP # 1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
504 services will be provided to support identified at-risk students in developing the reading skills needed to be successful in the classroom.	August-June	*Executive Dir. of Special Programs *Special Education Director *504 Campus Coordinator *Principals	District Funds
Continue to provide inclusion and special education services to identified students. All students will receive instruction, in the least restrictive environment in a regular classroom, to support identified at-risk students in order to improve their skills in all academic areas.	August-June	*Executive Dir. of Special Programs *Special Education Director *Special Education Teachers *Reg. Ed Teachers	SPED Funds
Continue to provide transition services for Special Education students.	Monitored through ARD Committees	*Executive Dir. of Special Programs *Special Education Director *Secondary Curr. Coordinator *Diagnosticians *Principals	*IDEA funds *State transition materials
Class size reductions will be utilized at JFK, JWJ, and WES in order to provide students more individualized instruction.	August-June	*HR Director *Executive Director of Special Services *Principals *Teachers	*District Funds *Federal Funds (255)

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 6:** Terrell ISD will reduce the achievement gap by 5%, between 2009-2011, among student subgroups by providing related activities and instruction that address the various populations.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Assessments, Common Assessments, Progress Reports, Student Grades

**Summative:** Texas Primary Reading Inventory (TPRI) Scores (K-3), Reading/ELA, Writing, Math, SS, and Science TAKS Scores (3-12), Texas Middle School Fluency Assessment (TMSFS), TELPAS Scores (K-12), Oral Language Proficiency Tests, TOPS Assessments (Listening, Speaking, Writing), AYP District and Campus Summary Data Tables, District and Campus AEIS Reports

(SWP #2, 3, 6, 7, 9, 10) (SP # 1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
A Student Study Team (SST) will be implemented, and training will be provided, on each campus in order to identify students who may be at-risk and in accordance with Response to Intervention (RTI).	August-June	*Executive Dir. of Special Programs *Special Education Director *Principals	District Funds  TISD RtI Manual
Students will be provided services, in the most appropriate and least restrictive environment, as identified through the ARD Committee and specified by the IEP. (Resource, Content Mastery, PPCD, BAC, Connections, Future, etc.)	August-June	*Executive Dir. of Special Programs *Special Education Director *Teachers	Materials and services as specified by the ARD Committee
The district will monitor timelines for reevaluations of Special Education students through the use of a tracking system.	August-June	*Executive Dir. of Special Programs *Special Education Director *Diagnosticians	*Student Files *Tracking Sheets
A PBMAS improvement plan will be implemented to address areas identified for improvement.	October-June	*Executive Dir. of Special Programs *Special Education Director *Principals	District Funds
Parent training will be provided regarding Special Education services available in TISD.	Twice per Semester	*Executive Dir. of Special Programs *Special Education Director	District Funds

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 7:** Terrell ISD will provide staff development for all teachers and staff based upon identified areas of need.

**Selected Evaluation Measures:**

**Formative:** Sign In Sheets, Review of session evaluation forms, teacher/staff/principal conferences

**Summative:** Staff Development Needs Survey, TAKS Scores

(SWP #2, 3, 5, 7, 8, 9, 10) (SP # 1.2-Build planning teams by grade level or subject; #1.5-Implement strategies that will support teacher collegiality and collaboration; #1.6-Provide administrators with positive, research based, effective leadership development)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Staff development will be provided to teachers and administrators in use of the Region IV Scope and Sequence and assessments.	September-October	*Curriculum Coordinators *Region IV Personnel *Instructional Technologist	Region IV Scope and Sequence and Assessments
Region 4 Walk through training will be provided for the TISD Administrative and Curriculum Team in order to be able to conduct effective classroom visits.	Fall	*Kelly Rodgers *Administrators	Region IV
Provide staff development in the area of designing engaging student work.	Fall Spring	*Superintendent *Curriculum Coordinators *Principals	*Schlechy Conference *TISD Excellence Foundation Grant
Provide staff development in the area of Reading/ELA on topics including, but not limited to: guided reading, implementation of centers, Reading First, ELA/ Reading TEKS Academies, TPRI/Tejas Lee, TMSFA, TALA, Writing Academy, to increase fluency and comprehension and develop effective writing techniques.	August-June	*Curriculum Coordinators *Reading Coach *Instructional Facilitators	*District Funds *Region 10 *Reading First RTA
Provide staff development for TEXTEAMS and small group training in the area of Math to increase hands-on instruction in the classroom.	August-December	*Curriculum Directors *Principals	Region 10
An Assistant Principal Academy was implemented.	September – May (Monthly meetings)	*Curriculum Coordinators	Region 10

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 7:** Terrell ISD will provide staff development for all teachers and staff based upon identified areas of need.

**Selected Evaluation Measures:**

**Formative:** Sign In Sheets, Review of session evaluation forms, teacher/staff/principal conferences

**Summative:** Staff Development Needs Survey, TAKS Scores

(SWP #2, 3, 5, 7, 8, 9, 10) (SP #1.2-Build planning teams by grade level or subject; #1.5 Implement strategies that will support teacher collegiality and collaboration)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Provide staff development for 5E Model, SIOP, ELPS, and RtI/SST.	August	*Curriculum Coordinators *Principals	Region 10 District Funds
Provide staff development for teacher proficiencies in technology.	August-December	*Instructional Technologists	District Funds
Continue implementation and staff development for Infinite Campus use. Infinite Campus will be utilized for attendance, grade-book, discipline tracking, and as a general student information system.	August-June	*PEIMS Coordinator *Instructional Technology Coordinator *Principals *Counselors	Region 10
Provide staff development for ESL/Bilingual teachers to develop effective teaching strategies for the ESL/Bilingual learner.	August	*Executive Dir of Special Programs *BE/ESL Coordinator *Elementary Curr. Coordinator *Principals	Region 10
Read Naturally, Waterford, Successmaker, and E2020 training will be provided for appropriate campuses implementing this technology program for interventions and increases TAKS scores.	October-November	*Curriculum Coordinator *Principals *Teachers *Instructional Technologist	*Title 1 ARRA Funds *District Funds
Provide staff development for Target Assessment Program.	Fall	*Curriculum Coordinator *Principals *Instructional Technologist	District Funds

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 7:** Terrell ISD will provide staff development for all teachers and staff based upon identified areas of need.

**Selected Evaluation Measures:**

**Formative:** Sign In Sheets, Review of session evaluation forms, teacher/staff/principal conferences

**Summative:** Staff Development Needs Survey, TAKS Scores

(SWP #2, 3, 5, 7, 9, 10) (SP #1.2-Build planning teams by grade level or subject; #1.5-Implement strategies that will support teacher collegiality and collaboration)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Continue to provide TBSI and CPI training in order to ensure that staff members are properly trained to handle particular behavior situations with students. TBSI campus core teams will meet regularly to review procedures.	As scheduled	*Special Education Director *Region 10 *Principals *Teachers	District Funds
Continue to provide Response to Intervention (RtI)/Student Study Team (SST) Training for each campus.	As scheduled	*Special Education Director *Diagnosticians *Principals *Teachers	SST Forms  TISD RtI Manual
Modifications/Accommodations training will be conducted for all teachers in order meet the individual needs of the students.	Fall	*Special Education Director *Diagnosticians *Principals *Teachers	Diagnosticians will provide
Continue to provide ARD Committee training for all stakeholders involved in the Special Education process.	As scheduled on individual campuses	*Special Education Director *Diagnosticians *Principals	State materials
Continue to provide Child Find training for district personnel in order to ensure that children are identified for potential services offered by the district.	September  # Students Referred	*Special Education Director *Principals *Teachers/Staff	IDEA Funding
Provide Comprehensive Analysis Process Training to staff.	Fall	*Special Ed. Director *Principals	Rubric to show Campus ratings

**GOAL 1: The district will provide a viable curriculum and instructional program that engages all students.**

**Objective 8:** Terrell ISD will provide a coordinated school health program to promote the physical and emotional well-being of all students.

**Selected Evaluation Measures:**

**Formative:** Attendance Logs, Agendas, Minutes from Meetings, State Physical Fitness Assessment Report, Rosters

**Summative:** Annual Fitness Gram Report, Annual PEIMS Data

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
TISD will be a part of the School Health Advisory Council.	September - June	*Principals *School Nurse *PE Teacher	District Funds
Implement state developed PE curriculum which aligns with state goals for physical fitness.	June	*Principals *PE Teachers *Curriculum Coordinators	*District Funds *State Approved Curriculum
Insure the safety of PE students by maintaining maximum of 45 students per teacher ratio.	August - June	*Superintendent *Principals	District Funds

**GOAL 2: The district will provide a safe, secure, and orderly learning environment.**

**Objective 1:** Terrell ISD will maintain a safe school environment by ensuring all facilities and grounds are secure.

**Selected Evaluation Measure(s):**

**Formative: Computer Visitor Logs, Video Recordings, Campus Presentations, Drug Testing (FMS/THS), # Students identified with contraband, # Discipline Referrals, Counseling Logs, Guidance Lesson Plans, Fire Marshal Reports, Emergency Drill Logs, DAEP Intake Packets**

**Summative: Drug Testing Results, Infinite Campus Discipline Records for the year, Revision of Emergency Operations Plans and Guidance Plans, Fire Marshal Reports, Emergency Drill Logs, # Suicide Risk Assessments completed**

(SWP #7, 10) (SP # 1.3-Ensure a quality instruction for all students)

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
A Visitor Management System (VSOF) will be utilized at all campuses, other than Phoenix, C&A, and DAEP, to sign in and identify all campus visitors.	August-June	*Principals *TISD Police Officers *Office Personnel	VSOF software
All TISD employees will be required to wear their ID badges for identification.	August-June	All district personnel	*ID Badge Software *Digital Camera
Continue to implement recommendations from the School Safety Audit to ensure all facilities and grounds are secure.	August-June	*Maintenance Director *Student Services Director	Texas Homeland Security
Continue to utilize district and campus camera systems to monitor all facilities.	August-June	*Technology Dir. *Principals *TISD Police Officers	*Cameras *Video Monitors *Computer Software
Utilize metal detectors and wands, according to district policy, to ensure all facilities and grounds are secure.	August-June (Unannounced)	*Principals *Asst. Principals *TISD Police Officers	*Metal Detectors *Wands
Utilize drug dogs, as a preventive measure and on an as needed basis, to ensure campuses are drug free zones.	August-June (Unannounced)	*Principals *Asst. Principals *TISD Police Officers	Safe and Drug Free Federal Funds

**GOAL 2: The district will provide a safe, secure, and orderly learning environment.**

**Objective 1:** Terrell ISD will maintain a safe school environment by ensuring all facilities and grounds are secure.

**Selected Evaluation Measure(s):**

**Formative:** Computer Visitor Logs, Video Recordings, Campus Presentations, Drug Testing (FMS/THS), # Students identified with contraband, # Discipline Referrals, Counseling Logs, Guidance Lesson Plans, Fire Marshall Reports, Emergency Drill Logs, DAEP Intake Packets

**Summative:** Drug Testing Results, Infinite Campus Discipline Records for the year, Revision of Emergency Operations Plans and Guidance Plans, Fire Marshall Reports, Emergency Drill Logs, # Suicide Risk Assessments completed

(SWP# 2, 3, 7, 10) (SP # 1.3-Ensure a quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Implement random drug testing at FMS and THS	November-June	*Student Services Director *FMS and THS Principals	Safe and Drug Free Federal Funds
Implement various activities and programs utilizing Safe and Drug-Free Schools resources.	August-June	*Student Services Director *Principals *TISD Police Officers	Safe and Drug Free Federal Funds
TISD police officers will coordinate with campus counselors to provide instructional activities for students in order to be safe.	August-June	*Campus Counselors *TISD Police Officers	District Funds
Implement and update District and Campus Guidance Plans to meet state standards for plans.	August-June	*Secondary Curr. Coordinator *Counselors	State Guidance Plan guidelines
Provide classroom guidance lessons on character traits to teach students responsibility in being a good citizen.	August-June	*Campus Counselors	District Counseling Funds
Continue to implement the district plan for suicide threat and targeted threat of violence.	August-June	*TISD Social Worker *Counselors	District Funds
Implemented a district-wide bullying program, Rachel's Challenge, to provide instruction to students and eliminate threats of violence.	Spring	*Secondary Curr. Coordinator *Principals *Counselors	District Funds

**GOAL 2: The district will provide a safe, secure, and orderly learning environment.**

**Objective 1:** Terrell ISD will maintain a safe school environment by ensuring all facilities and grounds are secure.

**Selected Evaluation Measure(s):**

**Formative:** Computer Visitor Logs, Video Recordings, Campus Presentations, Drug Testing (FMS/THS), # Students identified with contraband, # Discipline Referrals, Counseling Logs, Guidance Lesson Plans, Fire Marshall Reports, Emergency Drill Logs, DAEP Intake Packets

**Summative:** Drug Testing Results, Infinite Campus Discipline Records for the year, Revision of Emergency Operations Plans and Guidance Plans, Fire Marshall Reports, Emergency Drill Logs, # Suicide Risk Assessments completed  
(SWP #2, 3, 7, 10) (SP # 1.3-Ensure a quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Provide Safe School Education programs to educate students.	August-June	TISD Police Officers	*LET'S Program *ATTITUDE Program *GREAT Program *Safe and Drug Free Federal Funds
Provide instruction to students in tobacco education.	August-June	*Nurses *Counselors	Tobacco State Grant
All TISD students will be trained in Sexual Harassment and Abuse as defined by HB 1041.	1 <sup>st</sup> Six Weeks	*Secondary Curr. Coordinator *TISD Social Worker *Counselors	*Sexual Harassment Curriculum *WHO Curriculum
Implement and update district and campus Emergency Operation Plans.	August-June	*Student Services Director *Principals	Local emergency agencies
Coordinate district and campus fire, storm, tornado, intruder, and evacuation drills to promote student and staff safety in the event of an emergency.	August-June	*Student Services Director *All TISD Employees	*Bells *PA System *2-Way Radios *Cell Phones *Flash Alert System *Local emergency agencies

**GOAL 2: The district will provide a safe, secure, and orderly learning environment.**

**Objective 1:** Terrell ISD will maintain a safe school environment by ensuring all facilities and grounds are secure.

**Selected Evaluation Measure(s):**

**Formative: Computer Visitor Logs, Video Recordings, Campus Presentations, Drug Testing (FMS/THS), # Students identified with contraband, # Discipline Referrals, Counseling Logs, Guidance Lesson Plans, Fire Marshall Reports, Emergency Drill Logs, DAEP Intake Packets**

**Summative: Drug Testing Results, Infinite Campus Discipline Records for the year, Revision of Emergency Operations Plans and Guidance Plans, Fire Marshall Reports, Emergency Drill Logs, # Suicide Risk Assessments completed**

(SWP #2, 3, 7, 10) (SP # 1.3-Ensure a quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
All students will be trained in School Bus Safety and evacuation procedures as defined in HB 3190.	Fall Spring	*Fine Arts Director *TISD Police Officers	*Petermann Bus *State Video
Implemented a new discipline (Stripe Plan) management plan at all campuses to ensure a safe and orderly environment. Training was provided to all staffs. An RtI plan was implemented with a three tier approach to behavior. (refer to the district RtI/SST manual)	August-June	*Asst. Principals *Student Services Director	*Campus Budgets
Provide a Disciplinary Alternative Education Placement program, implementing behavior packets for intakes at time of referral.	August-June	*DAEP Principal *Campus Administrators	*Intake Packets *DAEP Budget
Implement, enforce, and revise the Terrell ISD Student Code of Conduct to ensure a safe and orderly environment for all students.	August-June	*Student Services Director *Campus Administrators *Teachers	*Student Code of Conduct *District Funds
Provide CPR training for all Petermann Bus Drivers.	August-June	*Fine Arts Director *Petermann Bus Drivers	*District Funds

**GOAL 2: The district will provide a safe, secure, and orderly learning environment.**

**Objective 2:** Terrell ISD will provide staff development and guidance on the implementation of programs to provide a safe, secure, and orderly learning environment.

**Selected Evaluation Measure(s):**

**Formative: Staff Development Evaluation Sheets**

**Summative: Terrell ISD Staff Survey, Staff Development Sign-In Sheets**

(SWP #5, 7, 10) (SP # 1.3-Ensure a quality instruction for all students; #1.5-Implement strategies that will support teacher collegiality and collaboration; #1.6-Provide administrators with positive, research based, effective leadership development)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Provide staff development and guidance for revising the District and Campus Guidance Plans.	Spring	*Secondary Curr. Coordinator *Counselors	*Region 10 *State Guidance Plan
Provide staff development and guidance to revise the Student Code of Conduct.	Spring	*Student Services Director *Campus Administrators	*2009-10 Student Code of Conduct
All teachers and staff will be trained in School Bus Safety and evacuation procedures as defined in HB 3190.	Fall Spring	*Fine Arts Director *TISD Police Officers	*Petermann Bus *State Video
All TISD employees and Petermann bus employees will be trained in Sexual Harassment and Abuse as defined in HB 1041.	August- September	*Secondary Curr. Coordinator *Executive Director of Special Programs *TISD Social Worker	*Sexual Harassment Power Point
All new administrators will be trained in the required NIMS training modules.	August	*Student Services Coordinator *Administrators	*NIMS Website Training Module

**GOAL 3: The district will provide a highly-qualified staff through competitive compensation and organize the day-to-day operations to provide teachers the opportunity to be successful in the classroom.**

**Objective 1:** Terrell ISD will recruit and retain highly qualified teachers and staff to maintain 100% of all classes are taught by highly qualified professionals.

**Selected Evaluation Measure(s):**

**Formative:** # of Applications Completed, # of visits to Terrell ISD website, Mentee/Mentor Notebook, # of Applications submitted online, Master Schedules

**Summative:** # of Positions Filled, Mentor/Mentee Program Evaluation, Personnel Files, Exit Interview Survey results, Terrell ISD Employee Survey Results

(SWP #4) (SP #1.1-Restructure existing mentoring program for all teachers)

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
The district will participate in and conduct recruitment activities to attract highly qualified personnel.	August-June	*Board Members *Superintendent *HR Director *Administrators	*District Funds *Region 10 *Alternative Education Programs *Colleges/ Universities
The district will maintain an effective teacher mentoring system to retain highly qualified staff.	August-June	HR Director	District Funds
The district will offer stipends, in shortage areas, to teachers in ESL, Bilingual, and Secondary Math and Science attract and retain highly qualified staff	August-June	HR Director	*District Funds *Federal Funds
The district will offer a competitive salary schedule and benefits package to attract and retain highly qualified staff.	August-June	HR Director	*District Funds *State Funds *Federal Funds
The district will conduct and review exit surveys to evaluate reasons staff members leave Terrell ISD.	August-June	*Superintendent *HR Director	*Action on suggestions
The district will provide an online application process to recruit highly qualified staff and teachers.	August-June	HR Director	TISD Website

**GOAL 4: The district will build a culture of high expectations, professionalism, trust, and collegiality with all stakeholders.**

**Objective 1:** Terrell ISD will ensure that all employees follow school board policies and district procedures.

**Selected Evaluation Measures:**

**Formative: Campus Surveys, District and Campus Communication**

**Summative: District Site-Based Decision Making Survey (DEIC), Terrell ISD Staff Survey**

(SWP #6, 7) (SP #1.3-Utilize a tool/instrument to measure and improve school culture)

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
District and Campus Administrators will ensure all employees follow policies and procedures defined by the school board.	August-June	*District Administrators *Principals	*School Board Policy *Employee Handbook
The district and all campuses will create a culture of respect and professionalism among all stakeholders.	August-June	*Superintendent *Principals	District and Campus Communication
Each campus will ensure fair and consistent discipline is maintained among all stakeholders.	August-June	Principals	Campus SBDM Committees
The superintendent will gather from through advisory committees made up of district stakeholders.	August-June	*Superintendent *Advisory Team Members	Advisory Committee Meetings
The district will form a District Site-Based Decision Making (DEIC) team that serves in an advisory role and is made up of district stakeholders.	August-June	*Elementary Curriculum Coordinator *DEIC Members	DEIC Minutes Agendas
Each campus will form a Campus Site-Based Decision Making team that serves in an advisory role and is made up of campus stakeholders.	August-June	*Principals *Campus SBDM Members	SBDM Minutes Agendas
A Curriculum Council will be established to gather information from teachers regarding curriculum and instruction.	October - May	*Curriculum Coordinators *Teachers	Meeting Minutes Agendas

**GOAL 4: The district will build a culture of high expectations, professionalism, trust, and collegiality with all stakeholders.**

**Objective 2:** Terrell ISD will ensure instructional practices foster and emphasize high expectations amongst its students and those strategies are implemented to raise expectations and test scores.

**Selected Evaluation Measures:**

**Formative:** Region IV Cluster and Six Weeks Assessments, Common Assessments, Progress Reports, Report Cards, Registration forms, All eligible students

**Summative:** TAKS Scores, TPRI Scores, TELPAS Scores, # Students registered for PSAT/SAT/ACT, PSAT/SAT/ACT Scores

(SWP #2, 3, 7, 8, 9, 10) (SP #1.1-Communicate the philosophy of Advanced Placement (AP) and PreAP to staff, community, parents, and students; #1.4-Prepare students to score well on college entrance exams; #1.5-Implement strategies that will support teacher collegiality and collaboration)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Provide time for content area teachers to meet across individual grade levels in order to assure that all TEKS and TAKS objectives are adequately implemented.	August-June	*Principals *Teachers	Region IV Scope and Sequence
Continue to encourage enrollment of all students in advanced academic classes.	August-June	Principals	Courses Available
Continue to encourage all students to participate in taking the PSAT/SAT/ACT exams.	August-June	Counselors	PSAT/SAT/ ACT Information Booklets

**GOAL 4: The district will build a culture of high expectations, professionalism, trust, and collegiality with all stakeholders.**

**Objective 3:** The district will increase both staff and student attendance rates. Student attendance will meet or exceed the 90% federal standard in grades 1-8. The district dropout rate will be 2.0% or less and the completion rate will be 75% or greater for grades 9-12.

**Selected Evaluation Measures:**

**Formative:** Staff Attendance Records, PEIMS/Infinite Campus Attendance Records, Student Attendance Follow-Up by Student Services, Attendance Specialists, and Campus Administrators

**Summative:** AEIS Data-Attendance Rate, Amount spent on Employee Attendance Incentives (SWP #6, 9, 10) (SP# 1.3-Ensure quality instruction for all students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Student Services Director will work directly with campuses to make parent contacts in order to improve student attendance.	August-June	*Student Services Director *Principals	District Funds
Each campus will provide student and staff incentives to improve attendance rates.	August-June	*Principals	Campus Funds
District attendance policies will be enforced, when absences or tardies become excessive, and to enforce compulsory attendance laws.	August-June	*Principals *Attendance Specialists	District Funds
Continue to encourage recovery of dropouts through special programs (Project Hope, CTE, Phoenix Center, Special Services, GED, etc.)	August-July	*Secondary Curr. Coordinator *Student Services Director *PEIMS Coordinator *Project Hope Director *THS/Phoenix/DAEP Principals	*Federal Funds *State Funds *SCE Funds *District Funds *E2020

**GOAL 5: The district will develop parent and community partners in addressing the identified needs in the Strategic Plan.**

**Objective 1:** Terrell ISD will promote parental and community involvement with all members of the school community. Parents and community members will be encouraged to be involved in the educational processes of our students through various district and campus activities.

**Selected Evaluation Measure(s):**

**Formative: Number of visits to District Website, Email archives, Number of PTO Meetings, Number of SBDM Meetings, Number of all other Meetings, Number of Students attending Homework Assistance Program**

**Summative: PTO Sign-In Sheets, DEIC Meeting Minutes and Sign-In Sheets, Other Meeting Minutes and Sign-In Sheets, Terrell Tribune Advertisements**

(SWP #6) (SP# 1.2-Create a comprehensive volunteer program to include parents, school district personnel, community members and students)

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
Continue District PTO council meetings and regular meetings to allow parents and community members the opportunity to become involved in the educational process of our students.	August-June	*Public Relations Coordinator *District PTO Members	*District Funds *PTO Funds *District Website
Each campus will continue Campus PTO meeting to allow parents the opportunity to become involved in their child's educational process.	August-June	*Principals *PTO Members	*Campus Funds *PTO Funds
Continue to implement parent involvement activities to involve parents as full partners in the educational process and with an emphasis on customer service. (Ex. Meet the Teacher Nights, P/T Conferences, SSI and Title I Parent Meetings, Family Reading and Math Nights, etc.)	August-June	*Public Relations Coordinator *Principals	*District Funds *Campus Funds *District Website *Terrell Tribune
Continue to implement community involvement activities to involve community members as full partners in the educational process and with an emphasis on customer service. (Ex. Community Breakfasts, DEIC Meetings, UIL Competitions, Martin Luther King, Jr. Contests, K-Kids, etc.)	August-June	*District Administrators *Public Relations Coordinator *Principals	*District Funds *Campus Funds *Community Funds *Terrell Tribune

**GOAL 5: The district will develop parent and community partners in addressing the identified needs in the Strategic Plan.**

**Objective 1:** Terrell ISD will promote parental and community involvement with all members of the school community. Parents and community members will be encouraged to be involved in the educational processes of our students through various district and campus activities.

**Selected Evaluation Measure(s):**

**Formative:** Number of visits to District Website, Email archives, Number of PTO Meetings, Number of SBDM Meetings, Number of all other Meetings, Number Students attending Homework Assistance Program

**Summative:** PTO Sign-In Sheets, DEIC Meeting Minutes and Sign-In Sheets, Other Meeting Minutes and Sign-In Sheets, Terrell Tribune Advertisements

(SWP #6) (SP #1.1-Establish and maintain various means of communication)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
Continue to implement business involvement activities to involve business members as full partners in the educational process and with an emphasis on customer service. (Ex. Businesses mentoring schools, Displaying student work at local businesses, Advertising Progress Reports/Report Cards on Business Marquees, etc.)	August-June	*District Administrators *Public Relations Coordinator *Principals	*District Funds *Campus Funds *Business Funds *Terrell Tribune
The district and all campuses will effectively communicate with all stakeholders to inform them of district and campus events and activities.	August-June	*District Administrators *Public Relations Coordinator *Principals	*District Website *District / Campus Newsletters *Terrell Tribune
Continue to provide a visible box, in central office, of each campus for questions, comments, or suggestions from stakeholders.	August-June	Public Relations Coordinator	*Boxes *Paper *Pens
Promote positive local media communication by sharing positive district and campus information with the Terrell Tribune.	August-June	Public Relations Coordinator	District Funds

**GOAL 5: The district will develop parent and community partners in addressing the identified needs in the Strategic Plan.**

**Objective 1:** Terrell ISD will promote parental and community involvement with all members of the school community. Parents and community members will be encouraged to be involved in the educational processes of our students through various district and campus activities.

**Selected Evaluation Measure(s):**

**Formative:** Number of visits to District Website, Email archives, Number of PTO Meetings, Number of SBDM Meetings, Number of all other Meetings, Number Students attending Homework Assistance Program

**Summative:** PTO Sign-In Sheets, DEIC Meeting Minutes and Sign-In Sheets, Other Meeting Minutes and Sign-In Sheets, Terrell Tribune Advertisements

(SWP #2, 3, 6, 7, 9, 10) (SP #1.2-Create a comprehensive volunteer program to include parents, school district personnel, community members and students)

**Specific Sequential Actions:**

Action Step	Timeline	Responsibility	Resources
All Title I (WHB, JFK, JWL, and WES) campuses will implement a Homework Assistance Program for students in conjunction with parent education classes with child care being provided.	August-June	*Principals *Executive Director of Special Programs	Federal Funds
The district will coordinate district and campus emergency drills with local emergency services.	August-June	*Student Services Director *TISD Police *Terrell Police/Fire/Ambulance *Principals	District Funds

**GOAL 5: The district will develop parent and community partners in addressing the identified needs in the Strategic Plan.**

**Objective 2:** Terrell ISD will develop and institute a variety of career development programs, in cooperation with the community that will provide opportunities for students to graduate with skills that can lead directly to specific certifications.

**Selected Evaluation Measure(s):**

**Formative: Advisory Council Minutes, FMS/THS Course Offerings Available,**  
**Summative: CTE Survey Results, Counselor Training Minutes and Sign-In Sheets, Revised THS Academic Handbook**

(SWP #2, 3, 6, 7, 8, 9, 10) (SP #1.1-Establish Career and Technical Education clusters)

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
Develop and recruit a list of potential candidates to serve on the CTE Advisory Council.	Fall	*Fine Arts Director *Secondary Curr Coordinator *THS Principal	District Funds
Continue an advisory council, for CTE programs, to share ideas and resources for the CTE programs.	August-June	*Fine Arts Director *Secondary Curr. Coordinator *THS Principal	District Funds
Conduct a survey of parents, students, and community members for current and future CTE course offerings.	Spring	*Secondary Curr. Coordinator *FMS and THS Principals	District Funds
Investigate and review course offerings and descriptions at Herman Furlough Middle School to coordinate with Terrell High School.	August-June	*Fine Arts Director *Curriculum Coordinators *FMS and THS Principals	District Funds
Provide training for FMS/THS counselors to better assist and advise students in course selection and career opportunities.	August-June	*Fine Arts Director *Curriculum Coordinators	District Funds
The district along with community and business members, will implement committees, to create a CTE center for TISD.	September-June	*Superintendent *Principals *Secondary Curr. Coordinator	District Funds

**GOAL 5: The district will develop parent and community partners in addressing the identified needs in the Strategic Plan.**

**Objective 2:** Terrell ISD will develop and institute a variety of career development programs, in cooperation with the community that will provide opportunities for students to graduate with skills that can lead directly to specific certifications.

**Selected Evaluation Measure(s):**

**Formative:** Advisory Council Minutes, FMS/THS Course Offerings Available,

**Summative:** CTE Survey Results, Counselor Training Minutes and Sign-In Sheets, Revised THS Academic Handbook

(SWP #2, 3, 6, 7, 9, 10) (SP #1.1-Establish Career and Technical Education clusters; #1.3-Establish a workable curriculum across grade levels to meet Career and Technical Education and graduation requirements)

**Specific Sequential Actions:**

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Resources</b>
Review and revise the Terrell High School Academic Handbook to more accurately describe course offerings reflecting career pathways and concurrent credit college classes.	Spring	*Fine Arts Director *Secondary Curr. Coordinator *THS Principal *THS Counselors	*Current THS Academic Handbook *District Funds
Coordinate with the Terrell Chamber of Commerce “Work in Terrell” program to share ideas, resources, evaluations, and surveys of the program.	August-June	Fine Arts Director	*District Funds
Utilize the Kudor Program to assess students for career pathways linked to businesses in our community.	August-June	Counselors	*District Funds

**APPENDIX 1**

**Student Enrollment in Pre-AP and AP Classes at Terrell High School**

<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>796 Students</b> (20 classes)	<b>810 Students</b> (21 classes)	<b>805 Students</b> (21 classes)	<b>702 Students</b> (22 classes)	<b>757 Students</b> ( 22 classes)

**Student Enrollment in TVCC Dual Credit Courses**

<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
57	53	34	66	66

**Number of Students Taking ACT and SAT**

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b># Students Taking ACT/SAT</b>	152	121	88	93
<b>% Graduating Class</b>	55%	51%	49%	41%

APPENDIX 2

**Number of Students Graduating from Terrell High School with Recommended or Distinguished Diploma**

	2004-05	2005-06	2006-07	2007-08	2008-09
Recommended	152	156	153	142	172
Percentage	64%	71%	69%	80%	76%
Distinguished	2	3	4	6	3
Percentage	NA	.01%	.02%	.03%	.01%
Graduated	236	221	222	178	225

**2009-2010  
Terrell Independent School District  
Highly Qualified Recruitment and Retention Plan**

<b>Goal #1</b>	<b>Recruit and retain teachers to maintain 100% classes taught by Highly Qualified teachers</b>
<b>Performance Measures</b>	<ol style="list-style-type: none"> <li>1. 100% of core area teachers will be highly qualified by the end of the school year.</li> <li>2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>3. 100% of new hires will meet highly qualified status prior to employment.</li> <li>4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%.</li> <li>5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.</li> <li>6. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.</li> </ol>
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations.

Strategy/Activity	Target Population	Person Responsible	Resources	Formative Assessment	Benchmark Timeline
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs in state and out of state; hosting TISD Job Fair; posting vacancies in multiple sites and maintaining an active webpage.	Potential Candidates	Superintendent Board Members Human Resource Director Executive Director of Special Programs TISD Administrators Staff Members	Local Funds Region 10 Colleges/ Universities Alternative Certification Program	Number of positions filled Number of applications completed Number of visits on the web page Number of applicants who attend TISD Job Fair	August 2009- June 2010

**2009-2010  
Terrell Independent School District  
Highly Qualified Recruitment and Retention Plan**

<b>Strategy/Activity</b>	<b>Target Population</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Formative Assessment</b>	<b>Benchmark Timeline</b>
Maintain an effective teacher mentoring system in order to retain highly qualified staff.	New Hires	Human Resources Director  Curriculum Coordinators  Campus Principals  Mentors	Local Funds	Mentor Assignments  Mentor Notebook  Mentor/Mentee Training  Mentor Training-  Mentee Mid-Term Assessment of Mentor/Mentee Program  Mentor/Mentee Program Evaluation	Rookie Roundup- August 12, 2009  August-June  August-June  August 12, 2009  January 2010  May 2010
Analyze data from all teachers' certifications, testing, and service records to ensure that all meet highly qualified status.	All Teachers	Human Resources Director	Local Funds	Personnel Files  Teacher Interviews  HQ Data Sheets	Sept. 15, 2009
Assist teachers in maintaining or attaining certification through alternative programs, GT certification and/or 30 hour GT requirement and 6 hour GT annual update, ESL endorsement, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Human Resources Director  Campus Principals	Local Funds  Federal Funds	Number Teachers Completing Endorsement and/or Certification Requirements  SBEC Test Results  Texas Educator Certificate  Personnel Files	Hire Date  August 2009- June 2010

**2009-2010  
Terrell Independent School District  
Highly Qualified Recruitment and Retention Plan**

<b>Strategy/Activity</b>	<b>Target Population</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Formative Assessment</b>	<b>Benchmark Timeline</b>
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All instructional para-professionals	Human Resources Director	Local Funds	Personnel files  Hire Date  Texas Ed Aide Cert.  Local Assessment	August 2009- June 2010
Assign highly qualified teachers in equal proportions to all campuses.	All teachers	Human Resources Director	Local Funds  Federal Funds	Personnel Files  Current and projected enrollment	August 2009  Mid-Term  Spring 2010
Attract and retain highly qualified teachers by: <ul style="list-style-type: none"> <li>• Increase in TISD Salary Schedule-</li> <li>• Pay increase of \$1000 plus step for teachers, librarians, counselors, and RN's; plus step range from \$200 to \$940</li> <li>• 2% of Range midpoint Pay increase for all other TISD employees</li> <li>• Use and Recording of Leave- Earned compensatory time shall be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable: local leave, state sick leave accumulated before the 1995-96 school year, and state personal leave. Use of sick leave pool</li> </ul>	All Teachers	Superintendent  Human Resources Director  Executive Director of Special Programs  Special Populations Director  Curriculum Coordinators  ESL/Bilingual Coordinator Campus Principals	Local Funds  Federal Funds	Board Policy  Personnel files	August 2009- June 2010

days shall be permitted only after all available state and local leave has been exhausted.					
--	--	--	--	--	--

**2009-2010  
Terrell Independent School District  
Highly Qualified Recruitment and Retention Plan**

Strategy/Activity	Target Population	Person Responsible	Resources	Formative Assessment	Benchmark Timeline
<ul style="list-style-type: none"> <li>• Local Leave-all employees shall earn 5 local leave days per school year, at the same rate as state personal leave. Leave shall accumulate to a maximum of 30 workdays and shall be taken with no loss of pay.</li> <li>• Teacher Shortage Stipends for Math and Science- Teaching a minimum of 5 core classes per day. (HS/DAEP-\$2,000) (FMS-\$1,000)</li> <li>• Terrell ISD will reimburse professional employees for professional growth for courses completed prior to August 31, 2009</li> </ul>	All Teachers	Superintendent  Human Resources Director  Executive Director of Special Programs  Special Populations Director  Curriculum Coordinators  ESL/Bilingual Coordinator  Campus Principals	Local Funds  Federal Funds	Board Policy  Personnel files	August 2009-June 2010



















			024000	026000	028000	029000	030000
		Total	\$ 846,947	\$177,186	\$371,222	\$ 42,118	\$ 834,388
		SCE Budget	\$ 2,271,861				
		2009-10 SCE Allocation	\$ 3,295,157 (55% Required)				
			Counts Toward SCE				
PROGRAM CODES							
		Accelerated Education	YES				
024000							
		AEP Services-Non-disciplinary	YES				
026000							
		DAEP Basic Services	18% of Alloc	\$593,128			
028000							
		DAEP SCE Supplemental Costs	YES				
029000							
		Title I, Part A School-wide Activities	YES				
030000							