Lamar Consolidated Independent School District

Terry High School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

"Ranger Pride, Let's Ride"

RIGOR | INNOVATION | DATA-DRIVEN INSTRUCTION | EQUITY

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Needs Assessment

Terry High School is celebrating 44 years this school year and is the 2nd oldest high school in Lamar Consolidated ISD.

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

Terry High School serves students in grades 9 - 12. Our anticipated enrollment for the 2024-2025 school year is 1551. Our campus services the southwest side of Rosenberg, Texas. George Junior High, feeds into Terry, serving grades 7 - 8, and Navarro Middle School serves 6th grade. Our elementary feeder schools include Beasley, Bowie, Taylor Ray, Travis, and Culver.

The 2023-2024 preliminary rating that B.F. Terry High School currently stands at its "B" campus rating, with a scale score of 85
Based on our MAP Data, most students come to us reading below grade level. Therefore, our cultural and social issues of concern are addressing the needs and closing the gaps for the 51% of our students considered At-Risk by implementing a culturally responsive atmosphere. ***The 2024 rating has not been officially released.***

Areas of concern(s):
* Students performing below the district average on EOC Exams
* Students entering HS below grade level in Math & Reading
* Students lacking the necessary foundational skills to demonstrate college readiness and qualify for dual credit courses
* Lack of parental involvement
* Student Attendance (92.15%)
* Graduation rate 97% (Class of 2023)

Demographics Strengths

Our campus is the least diverse high school campus in our district, based on our demographics (1/18/24 based on OnData Suite)

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

Student Enrollment Total - 1537

* 1199 - 78.01% Hispanic,
* 178 - 11.58% African American,
* 113 - 7.35% White,
* 22 - 1.43% Asian, and
* 22 - 1.43% identify as two or more races.

* 1 - <1% Native American

Enrollment by Gender

* 48.15% Male
* 51.92% Female

Enrollment by Student Group

* 74.53% Economically Disadvantage
* 15.47% SPED
* 8.86% 504
* 19.67% EB
* 53.13% At-Risk
* Campus Mobility Rate – 16.00% / District (15.9%)
* 4.15% Homeless/Unaccompanied Youth

Other Areas Reviewed

* Campus attendance rate - 90.20% / District (92.2%)
* Campus annual dropout rate 2.8% / District (1.0%)
* 4 - year Graduation Rate 87.5% / District (94.1%)
* CCMR – 71% **(up 25%)** / District (****%)
* SAT Average Reading/Writing Average - Score – 459 (2022) to 452 (2021) +9 points / District Average– 512 (Campus below District Average)
* SAT Average Math Average - Score – 441 (2022) to 439 (2021) +4 points / District Average– 499 (Campus below District Average)
* ACT Average Score – 17.4% / District - 21.9%
* College Ready – 29%
* TSI Graduates – ELA - 11.6%, Math - 10.8%, Passed Both - 4.2 %
* CTE Participation – 20.9%

Staff Ethnic Breakdown - 127

* 49 - 48.6% White,
* 21 - 15.8% African American,
* 23.9 - 23.6% Hispanic,
* 4 - 4.2% Asian
* 2 - 2% Identify as two or more races.
* 0 - 0% Native American and
* 0 - 0% Pacific Islander

Problem Statements Identifying Demographics Needs

Problem Statement 1: Current staff demographics do not reflect the diverse student population, primarily comprised of Hispanic students. This disparity could hinder the establishment of culturally responsive and inclusive learning environments. The lack of representation among staff members may impede effective communication, understanding, and support for students. ultimately impacting academic success.   **Root Cause:** Lack of system to identify high-quality candidates that match the demographics of our campus.

Student Learning

Student Learning Summary

STAAR 2024 Data

English I EOC

	All Students (2023)	**All Students (2024)**	**AA**	**Hispanic**	**White**	**Asian**	**EB**	**SPED**	**Eco. Disc.**
% Approaches	69%	66%							
% Meets	46%	51%							
% Masters	6%	12%							

English II EOC

	All Students (2023)	**All Students (2024)**	**AA**	**Hispanic**	**White**	**Asian**	**EB**	**SPED**	**Eco. Disc.**
% Approaches	76%	72.73%							
% Meets	51%	54.07%							
% Masters	4%	4.07%							

Algebra I EOC

	All Students (2023)	**All Students (2024)**	**AA**	**Hispanic**	**White**	**Asian**	**EB**	**SPED**	**Eco. Disc.**
% Approaches	67%	75.57%							
% Meets	19%	30.68%							
% Masters	3%	11.36%							

Biology EOC

	All Students (2023)	All Students (2024)	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	87.24%	90.19%							
% Meets	46.76%	56.68%							
% Masters	13.89%	11.99%							

US History EOC

	All Students (2023)	All Students (2024)	AA	Hispanic	White	Asian	EB	SPED	Eco. Disc.
% Approaches	94.57%	94.56%							
% Meets	65.22%	65.54%							
% Masters	29.62%	27.98%							

CCMR Data

- Students that met CCMR increased 24% (95%).
- Met by ELA increased by 35%.
- Met by Math Increased by 25%.
- Met both ELA & Math increased by 35%
- Met by AP decreased by 2%.
- Met by dual credit increased by 11%
- Met by industry certifications increased by 8%.
- Met by On-Ramps increased by 2%.

Student Learning Strengths

- CCMR readiness for students has increased by 25%
- Students who were considered college-ready in both math and ELA increased by 35%.
- English II improved meets grade-level by 9%.
- 4 out of 5 subjects improved more than 5 % in terms of approach percentage.
- 4 out of 5 subjects increased the number of students that met grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students scored 110 points below the district average on SAT. English was 105 points below the average and math was 58 points below. **Root Cause:** Students are entering the ninth grade with an average Lexile below grade level. Other subjects do not have the same level of academic focus as our EOC subjects.
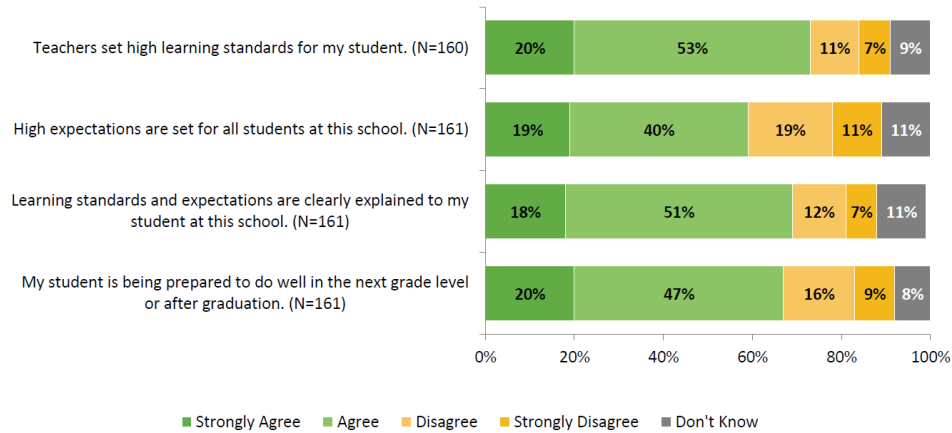
Perceptions

Perceptions Summary

Parents/Guardians

Academic Preparation

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

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers set high learning standards for my student. (N=160)	20%	53%	11%	7%	9%
High expectations are set for all students at this school. (N=161)	19%	40%	19%	11%	11%
Learning standards and expectations are clearly explained to my student at this school. (N=161)	18%	51%	12%	7%	11%
My student is being prepared to do well in the next grade level or after graduation. (N=161)	20%	47%	16%	9%	8%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

K12 *Insight*
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We operate with a family mindset. We are a family and it takes a village to help our students achieve success. We celebrate our successes, we believe every student can be successful. We have some of the hardest-working team members in the district.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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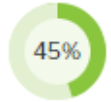
- Other additional data

Goals

Goal 1: In May 2025, students taking the ELA 1 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 20% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 10% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 86% or above in approaches, 41% or above in meets, and 21% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 1: Improve instruction by providing all teachers w/PD & Coaching support as outlined by district & campus expectations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be trained by Solution Tree on how to effectively implement PLCs on campus. Teams will meet once a week to review student data and student work. Teams will complete a weekly agenda that focuses on discussions during the PLC. During PLCs, teams will analyze assessment data, work collaboratively with colleagues to increase Tier-I instructional practices, and plan interventions & intentionally group students to address their needs.	**Formative**		
	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers will change their focus from whole group planning to individualized planning. Differentiated instruction will grow students at all learning levels. **Staff Responsible for Monitoring:** Admin, ICs **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 211 Title I, Part A - $11,000	30%		

Strategy 2 Details	Formative Reviews

Strategy 2 Details		Formative Reviews
Strategy 2: Instructional coaches will develop and train all teachers with research-based professional development on effective strategies related to the content they teach and provide high-quality feedback and opportunities for the improvement of instructional practices. Coaches will hold Workshop Wednesdays, Empowered Hour, etc., twice a month.		**Formative**
		Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Improve Tier I instruction on campus for teachers of all content areas. **Staff Responsible for Monitoring:** Campus Administrators; Instructional Coaches **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $5,000		45%		

Strategy 3 Details		Formative Reviews
Strategy 3: Purchase laptops/hotspots to allow students additional opportunities to interact with intervention/extension activities.		**Formative**
		Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase opportunities for intervention/extension for all students. **Staff Responsible for Monitoring:** Digital Learning Coach/IC **Title I:** 2.5 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $80,000, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $8,209		40%		

Strategy 4 Details		Formative Reviews
Strategy 4: Offer tutorials during the school day (Ranger Refocus) for students that were not successful on a previous STAAR exam. Saturday tutorials sessions will also be offered. Student incentives provided by PBIS rewards.		**Formative**
		Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the passing rate of our re-testing students. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Title I:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $22,120, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $10,000		45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: In May 2025, students taking the ELA 1 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 20% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 10% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 86% or above in approaches, 41% or above in meets, and 21% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 2: THS will work to improve the current rating in Closing the Gaps specifically in reference to Targeted Support and Improvement in the content area of reading and math in all sub pops to meet or exceed the expected rating target.

High Priority

Evaluation Data Sources: Closing the Gap TEA Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase classroom materials necessary to implement high quality instruction.	**Formative**		
Strategy's Expected Result/Impact: Provide teachers with resources necessary to execute lesson plans.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals administrative assistant **Title I:** 2.4 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Instructional supplies and materials - 211 Title I, Part A - $10,000	40%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: In May 2025, students taking the ELA 1 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 20% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 10% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 86% or above in approaches, 41% or above in meets, and 21% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 3: Students achievement on the STAAR/EOC test will increase by at least 5% in all sub pops category in the meets performance area.

High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
EOC test scores
TELPAS
NWEA MAP test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Train teachers on MTSS strategies to identify, actively monitor, and implement research-based practices to promote student growth in all content areas.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Identify students with instructional/behavioral needs that are not currently receiving reports. **Staff Responsible for Monitoring:** Instructional Coaches Campus administration District MTSS Coordinator Campus MTSS Coordinator **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 211 Title I, Part A - $11,000	30%		
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

Goal 1: In May 2025, students taking the ELA 1 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 20% or above in masters . Students taking the ELA 2 STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 10% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 86% or above in approaches, 41% or above in meets, and 21% or above in masters. Students taking USH will achieve 98% or above at approaches, 80% or above in meets and 45% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters.

Performance Objective 4: By May of 2025, 60% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

Evaluation Data Sources: TELPAS

Strategy 1 Details			Formative Reviews		
Strategy 1: Create an EB cohort for teachers new to Terry High School.			**Formative**		
Strategy's Expected Result/Impact: Professional development for teachers who have a high number of EB students on their roster.			**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: By May of 2025, we will maintain the percentage of students that graduate CCMR to 95% or higher.

Performance Objective 1: Increase the number of students that meet CCMR through Math and ELA college readiness by 5% through ACT, SAT, and TSIA2.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA2 Data
PSAT Data
ACT/SAT Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Co-create individualized professional development plans with CTE and advanced academic teachers to provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future college and career ready students.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Support the needs of all learners. Shift teachers instructional practices from whole group to more individualized instruction. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches and College Career Facilitator. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** College and Career Facilitator - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $49,195.29	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Host and pay for an ACT School Day, Advanced Placement, Dual Credit, and On-Ramps textbooks/enrollment fees to remove the financial and transportation barriers faced by students and parents.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: *Increase the number of students enrolled in Advanced Academics courses. **Staff Responsible for Monitoring:** *Campus Administration CCF Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** On-Ramps - 211 Title I, Part A - $57,527.25	35%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Plan days for all students to visit college campuses they are interested in attending.	**Formative**		
Strategy's Expected Result/Impact: Increase the likelihood of students attending a 2 or 4 year college/university.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: CCF Admin Counselors Class Sponsors **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Travel costs and fees for college visits - 211 Title I, Part A - $15,000	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: By May of 2025, we will maintain the percentage of students that graduate CCMR to 95% or higher.

Performance Objective 2: Increase the number of students who graduate with an industry-based certification (IBC) plus endorsement by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: CTE Coding Data
Teacher will track their own data

Strategy 1 Details	Formative Reviews		

Strategy 1: Teachers will receive professional development from the district and campus level to learn to disaggregate data to become proactive with interventions for their pathways.
    Staff Responsible for Monitoring: Instructional Coaches, Administrators, and CTE teachers
 	
    TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative		

	Feb	**Apr**	**June**
	45%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: By May of 2025, we will maintain the percentage of students that graduate CCMR to 95% or higher.

Performance Objective 3: Increase the number of students obtaining an associates degree before graduating from high school.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Dual Credit Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Use PSAT data to create targeted individualized plans for each student.	**Formative**		
Strategy's Expected Result/Impact: Increase the number of students that qualify for dual credit courses.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Advanced academics team **TEA Priorities:** Connect high school to career and college **- Targeted Support Strategy**	N/A		

<p align="center">0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue</p>

Goal 2: By May of 2025, we will maintain the percentage of students that graduate CCMR to 95% or higher.

Performance Objective 4: Increase successful AP Exam Scores (3 or Higher) by 5%.

    High Priority

    HB3 Goal

    Evaluation Data Sources: AP mock scores
"AP Classroom" Data
Khan Academy Data
PLC Meeting Agenda or minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use previous AP data to target a Big Idea to target in AP classroom.	**Formative**		
Strategy's Expected Result/Impact: Increase AP passing rates.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Advanced Academic Team, Instructional Coaches, and Admin **ESF Levers:** Lever 5: Effective Instruction	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase a subscription for Vocabulary.com	**Formative**		
Strategy's Expected Result/Impact: Students will practice in the program to increase their vocabulary. This will benefit writing in free response questions for all AP exams.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional coaches. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule AP PLCs after school.	**Formative**		
Strategy's Expected Result/Impact: Teachers will have an opportunity to share best practices to allow for more effective instruction in the classroom.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional coaches / Spiering **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	N/A		

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 3: For the 2024-2025 school year, Terry High School will cultivate a positive, safe, and drug-free learning environment that enhances academic achievement through the implementation of a structured Positive Behavioral Interventions and Supports (PBIS) system.

Performance Objective 1: Implement a tiered level PBIS infrastructure with fidelity and sustainability.

High Priority

Evaluation Data Sources: Discipline Reports
PBIS Rewards Reports
Student Attendance Reports
Elevate Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS Rewards program will be purchased to implement the PBIS tiered system across grade levels. Students can earn incentives that will encourage wanted behaviors and aiding teaching with classroom management techniques.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: The percentage of students violating the Student Code of Conduct will decrease by at least 15%.
    Staff Responsible for Monitoring: SSSP/Bullying Prevention Team, PBIS Team, Grade level administrators
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Funding Sources: PBIS Rewards program for every student, incentives - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $6,143
	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: By May 2025, THS will increase community involvement by partnering with parents and local community partners.

Performance Objective 1: Parent Involvement and Engagement will increase 30% from the highest attended parent night function in 2023-2024 school year.

High Priority

Evaluation Data Sources: Parent Educator- Aracely Perez
PBIS Rewards Attendance
Title I Parent Night Sign in Sheets
Community Event Participation Sheet
Parent Tuesday Night Event Sign Up Sheet
Parent Engagement Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: With Innovative School Day, parents and community partners will be able to support our campus needs while fostering a positive school culture.	**Formative**		
	Feb	Apr	June
Strategy's Expected Result/Impact: Bringing community partners on campus will allow more insight into Terry High School's needs and will improve participation and grade by 25% from the 23-24 Campus Climate Survey. **Staff Responsible for Monitoring:** Administration, Site Based **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $15,000	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: By May 2025, THS will increase community involvement by partnering with parents and local community partners.

Performance Objective 2: Promote a safe and healthy environment to support the academic success of each student, giving them the opportunity to learn and achieve in a safe and nurturing setting.

High Priority

Evaluation Data Sources: Climate Survey
Wellness Survey
Academic Goal Setting (School-Links)
School Safety Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will meet bi-weekly to formulate a plan to implement Counselor's Corner, Wellness Wednesday, and Character Counts with lessons/activities for students and staff to build relationships.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement, decreased discipline referrals, and decreased absenteeism. Supported students' social-emotional well-being utilizing HGI and Family Support Specialist. **Staff Responsible for Monitoring:** Counselors and Administrators **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $5,000	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Students can participate in community service projects and extend their learning outside of the classroom by participating in Innovative School Day activities and field trips. These learning opportunities will promote a sense of belonging and care and a strong sense of pride for their school and community.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will build relationships with one another and staff members. The home-to-school connection will grow, ultimately promoting positive social and emotional health. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $2,000	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Terry High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.38
Brief Description of SCE Services and/or Programs

Personnel for Terry High School

Name	Position	FTE
Angela Toups	Testing Coordinator	1
Charlee Curcio	Marketing	0.14
Dione Serrano	Audio Video Technology	0.57
Soraya Soto	College and Career Facilitator	0.53
Whitney Crump	Special Education	0.14

Title I Personnel

Name	Position	Program	FTE
Aracely Perez	Parent Educator	Title I	1.0
Derek Rowe	Emergent Bilingual Specialist	Title I	.5
Michele Kalonji	Credit Restoration Aide	Title I	1.00
Teresa Cantu	Credit Recovery/Bilingual Support	Title I	1.0

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">211 Title I, Part A</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td></td><td></td><td>$11,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$80,000.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td></td><td></td><td>$22,120.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Instructional supplies and materials</td><td></td><td>$10,000.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>Professional Development</td><td></td><td>$11,000.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>On-Ramps</td><td></td><td>$57,527.25</td></tr>
<tr><td>2</td><td>1</td><td>3</td><td>Travel costs and fees for college visits</td><td></td><td>$15,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$206,647.25</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$351,300.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$144,652.75</td></tr>
<tr><td colspan="6" align="center">199 PIC 30 State SCE Title I-A, Schoolwide Activit</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$5,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$8,209.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td></td><td></td><td>$10,000.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td>College and Career Facilitator</td><td></td><td>$49,195.29</td></tr>
<tr><td>3</td><td>1</td><td>1</td><td>PBIS Rewards program for every student, incentives</td><td></td><td>$6,143.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$15,000.00</td></tr>
<tr><td>4</td><td>2</td><td>1</td><td></td><td></td><td>$5,000.00</td></tr>
<tr><td>4</td><td>2</td><td>2</td><td></td><td></td><td>$2,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$100,547.29</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$181,847.29</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$81,300.00</td></tr>
<tr><td colspan="4"></td><td align="right">Grand Total Budgeted</td><td>$533,147.29</td></tr>
<tr><td colspan="4"></td><td align="right">Grand Total Spent</td><td>$307,194.54</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$225,952.75</td></tr>
</table>