

Mission Statement

Mission:

The mission of I.M. Terrell Academy for STEM and VPA is to advance the legacy of progressive education through the collaborative integration of distinct disciplines to cultivate and empower global, visionary leaders.

Vision

Vision:

To create a learning environment that will *develop & nurture artistic talents, creative thinkers & innovative problem solvers* who will change the global landscape for generations to come.

Value Statement

Core Beliefs:

We believe the I.M. Terrell family will embody:

Pride in ourselves, school, and community.

Apprenticeship with integrity and excellence.

Nurturing the humanity of self and others;

Truth as our compass;

Honoring our history as we write our future;

Engagement in classroom, community, and craft; and

Resilience through adversity and challenges.

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2023

Demographics

Demographics Summary

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Problem Statement 1 (Prioritized):

Root Cause:

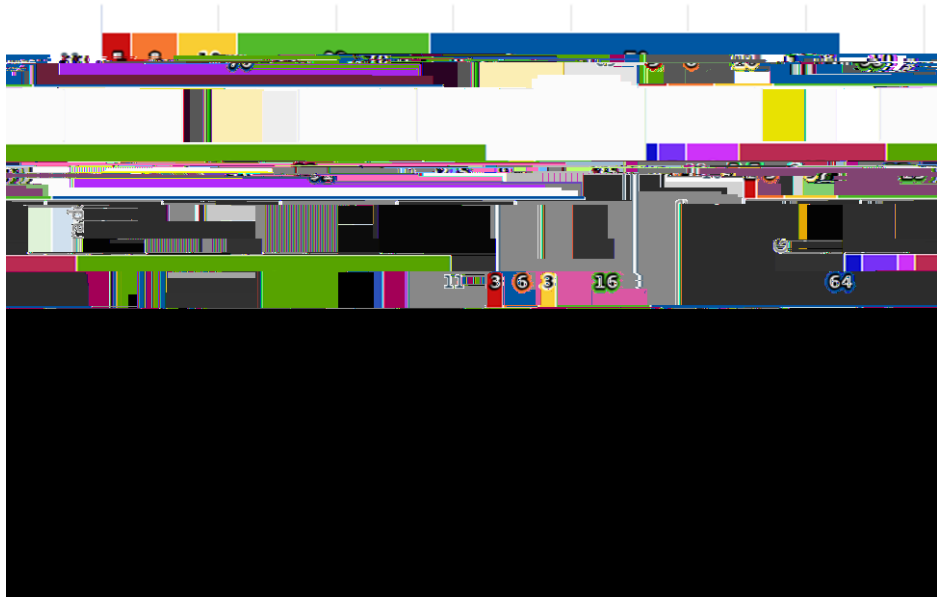
Problem Statement 2:

Root Cause:

Student Learning

Student Learning Summary

Accountability Ratings



Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized):

Root Cause:

Problem Statement 2:

Root Cause:

Problem Statement 3:

Root Cause:

School Processes & Programs

School Processes & Programs Summary

- **Instructional Processes:** Every teacher needs to have a classroom Canvas page and upload lesson plans to campus shared google drive folder
BMB Curriculum Processes: The Teaching of English and Social Studies in the Humanities to AELZ and Apprentices Cohort of Areas Follow AR, On Ramp, Teacher-driven, or district curricula.
- **Personnel Processes:** Very little staff turnover, added a Freshman Success Coach to support the 9th-grade team of teachers and apprentices.
School Processes & Programs - Embedded PLCs for tested subject areas, district flex time.
- **Organizational Processes:** Better scheduling
- **Administrative Processes:** communication on MTSS using Weekly Success Logs and/or Branching Minds
- **Distributive leadership:** Teachers appointed as Grade Level Deans monitor student's BAG (behavior, attendance, & grades) and plan Advisory lessons, assemblies, and competitions

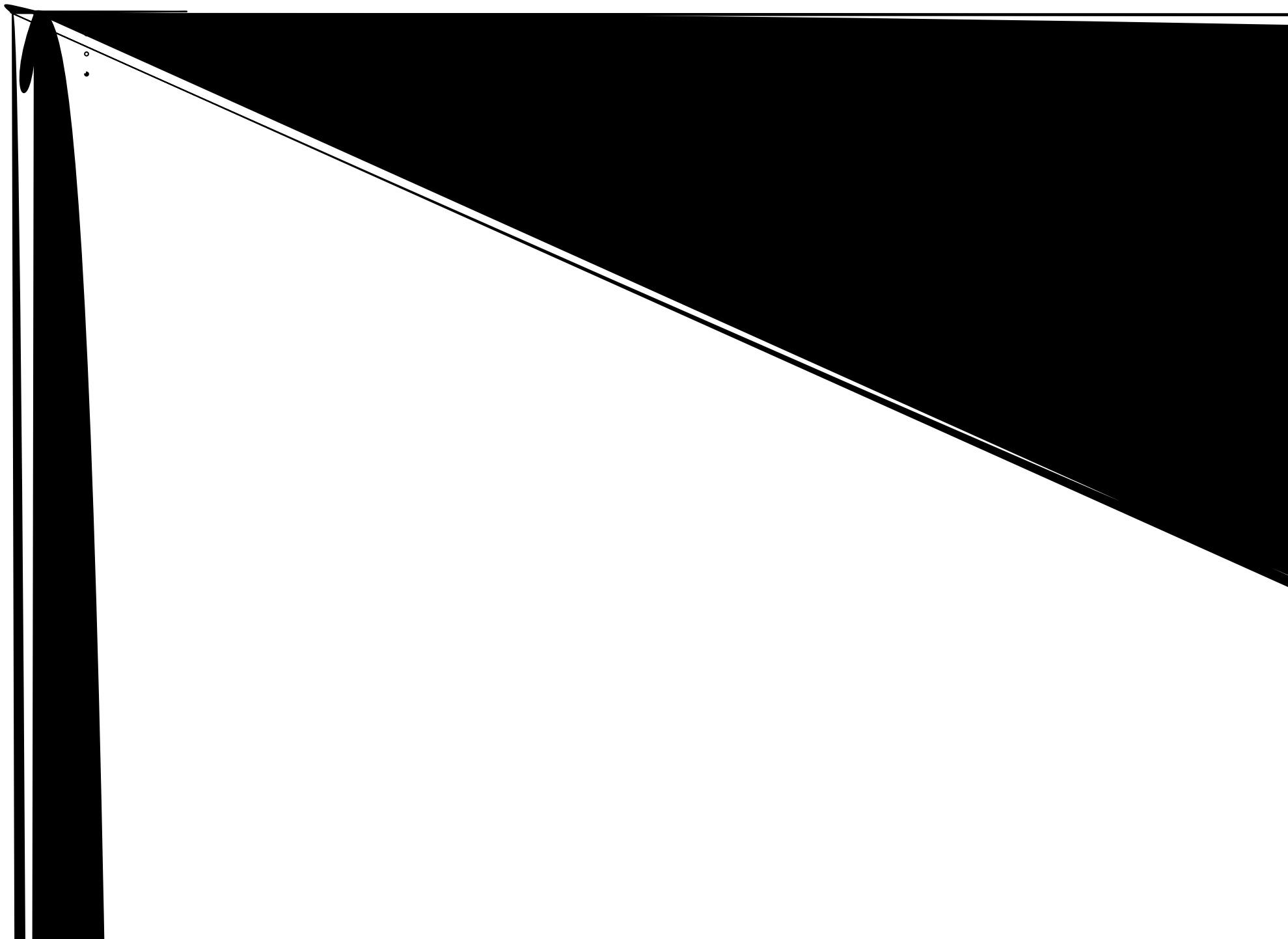
Creating, developing, and nurturing community partnerships that will benefit the apprentices and the programs.

Programs:

Unique Humanities Curriculum

Unique Dance Programs

Unique STEM Programs - EYW - Engineering Your World (UT Austin), completed the planning year for the T-STEM initiative ` -



Perceptions

Priority Problem Statements

Problem Statement 1

Root Cause 1

Problem Statement 1 Areas

Problem Statement 2

Comprehensive Needs Assessment Data Documentation

Accountability Data

3 Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

4 Increase the percentage of first-time testers who score at Meets or above on STAAR English I from 83% to 91% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 77% to 85% by May 2024.

High Priority

Evaluation Data Sources:

Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support





Strategy's Expected Result/Impact:

Staff Responsible for Monitoring:

Title I:

TEA Priorities:

Problem Statements:

Action Step 1 Details	Reviews			
Action Step 1: Funding Sources:	Formative			Summative
	Nov	Jan	Mar	June
   				

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Problem Statement 1 <div style="text-align: center;">Root Cause</div>

3 Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

5 Increase the percentage of testers who score at Meets or above on STAAR English II from 79% to 90% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 68% to 85% by May 2024. Also, increase mastery from 17% to 25% by May 2024.

3 Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support

Strategy's Expected Result/Impact:

Staff Responsible for Monitoring:

Title I:

TEA Priorities:

Problem Statements:

Action Step 1 Details	Reviews
Action Step 1:	

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Fluvtkv" I qcn"4 Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevixg"4 Increase the percentage of Eco-Dis testers who score at Meets or above on STAAR Algebra I from 58% to 75% by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from

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

Uejqqn"Rgthqt o cpeg"Qdlgevkvxg"3< Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 65% to 100% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from TBD% to TBD% by May 2024.

Uvtevgi {"3< Create and use a system to track our seniors to ensure that they are meeting their CCMR indicators and auditing their transcripts to make sure they are not only on track to graduate but also to meet the required CCMR indicators requirements.

Strategy's Expected Result/Impact:

Staff Responsible for Monitoring:

Title I:

TEA Priorities:

Problem Statements:

Action Step 1 Details	Reviews			
Action Step 1: Funding Sources:	Formative			Summative
	Nov	Jan	Mar	June
  				

Uejqqn"Rgthqt o cpeg"Qdlgevkvxg"3 Rtqdn g o "Uvtevg o gpvu<

Uvwfgpv"Ngctpkpi
Problem Statement 1 <p style="text-align: center;">Root Cause</p>

Fkuvtker" I qcn"5<

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

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"5 Increase the percentage of students who have successfully mastered Algebra 1 by the end of 9th grade from 41% to 55% by May 2024.

Evaluation Data Sources:

Uvtcvgi {"3 TBD

Title I:

TEA Priorities:

Problem Statements:

Action Step 1 Details	Reviews
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Problem Statement 1

Root Cause

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

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"3< Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 12% to 6% by May 2024.

Evaluation Data Sources:

Uvtcvgi {"3< Create more opportunities to engage and educate our parents on the things that are happening on the campus and how they can support the goals of the campus.

Strategy's Expected Result/Impact:

Title I:

TEA Priorities:

Problem Statements:

Action Step 1 Details	Reviews		
Action Step 1:	Formative		Summative
Funding Sources:	Nov	Jan	

Fkuvtker" I qcn"6<

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

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

Uvtcvgi {"3 Work with faculty & staff to identify their needs in the classroom and use Title 1 funds to provide general supplies to our teachers so that they can meet the needs of our students.

Strategy's Expected Result/Impact:

Fkuvtkv" I qcn"7 Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3 Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.

Uvcvgi {"3 Ensure that all teachers have access to the resources they need to facilitate a nurturing yet rigorous learning environment that will meet the needs of all students.


Strategy's Expected Result/Impact:

Staff Responsible for Monitoring:

Title I:

TEA Priorities:

Problem Statements:

Action Step 1 Details	Reviews			
Action Step 1: Funding Sources:	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Funding Sources:	Formative			Summative
	Nov	Jan	Mar	June
				

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Rgtegrvkqpu

Problem Statement 1

Root Cause

Fkuvtker" I qcn"7<

Site-Based Decision Making Committee

Committee Role	Name	Position

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount

