



## Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at [SIDivision@TEA.Texas.Gov](mailto:SIDivision@TEA.Texas.Gov). Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

☒ Targeted Improvement Plan (TIP)

☐ Turnaround Plan (TAP)

## 1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

*This question was not displayed to the respondent.*

**1.1TIP.** Please select the campuses to which this strategy will apply:

**- Please press and hold the CTRL key to select multiple campuses**

**- Please ensure, once you have selected all campuses to click the 'Save Selection' button.**

**1.1TAP.** Please select the campus for this submission:

*This question was not displayed to the respondent.*

**1.1aTIP.** If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

**Please, ensure the CDCN number is complete with leading zeros when applicable.**

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

**1.1aTAP.** If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

*This question was not displayed to the respondent.*

1.2. Please enter your first and last name.

Tiffany Goudy

1.3. Please enter your email.

tiffany.goudy@terrellisd.org

1.4. Please select your role:

- ☐ Superintendent
- ☒ District Coordinator of School Improvement
- ☐ Other

## 2. Needs Assessment and Stakeholder Engagement

### NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- ☒ Yes
- ☐ No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- ☒ Yes

☐ No

## 2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

☒ Yes

☐ No

## 2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

☒ Yes

☐ No

## 2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

☐ Yes

☒ No

## 2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

☐ Yes

☒ No

## 2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

*This question was not displayed to the respondent.*

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

*This question was not displayed to the respondent.*

## 3. Student Outcome Goals

### NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'. If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

☒ Yes

☐ No

## 4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

☐ Accelerating Campus Excellence (ACE) Model

☐ Closure/reassign

☐ Improve Graduation Rate

☒ Intensive Curriculum & Instruction Improvements

☐ School Model Change (excluding ACE)

☐ Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

☐ Strong Foundations Implementation (LASO 3)

☐ Strong Foundations Implementation School Improvement PLC (LASO 3)

☐ Instructional Leadership (LASO 3)

☒ ESF- Focus Support Grant 24-26

☐ School Action Fund Planning (Restart)

☐ School Action Fund Implementation (Restart)

☐ School Action Fund Planning (Reassign)

☐ School Action Fund Implementation (Reassign)

☐ School Action Fund Implementation (Redesign)

☐ School Action Fund Planning (Create New)

☐ School Action Fund Implementation (Create New)

☐ Our school system has not been awarded a grant to support this strategy

☐ Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

☒ LIFT

☐ LIFT PLC Support

☐ School Improvement Curriculum and Instruction Support Grant

- ☐ School Action Fund Planning (Restart)
- ☐ School Action Fund Implementation (Restart)
- ☐ School Action Fund Planning (Reassign)
- ☐ School Action Fund Implementation (Reassign)
- ☐ School Action Fund Implementation (Redesign)
- ☐ School Action Fund Planning (Create New)
- ☐ School Action Fund Implementation (Create New)
- ☐ Our school system does not intend to apply for a grant to support this strategy
- ☐ Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- ☒ External Vendor on the State Approved Provider (SAPL) list
- ☒ ESCs
- ☐ District Staff
- ☐ Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

*This question was not displayed to the respondent.*

4.5a. How many district staff members will you be reporting capacity building information for?

*This question was not displayed to the respondent.*

## 4. School Improvement Strategy and District Staff

*This question was not displayed to the respondent.*

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

*This question was not displayed to the respondent.*

## 4. School Improvement Strategy and District Staff

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4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

## 5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- ☐ Not applicable
- ☐ Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- ☒ Eureka Math TEKS Edition
- ☐ STEMscopes Texas Math
- ☐ Progressions by Alba Math
- ☐ Texas i-Ready Classroom Mathematics
- ☐ IM360 Texas powered by Kiddom
- ☐ Teacher created
- ☐ District created
- ☐ Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math?**

- ☒ Yes
- ☐ No

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

300

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.7. Please select the adopted curriculum: **K-5 RLA**

- ☐ Not applicable
- ☐ Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- ☒ Amplify Texas Elementary Literacy Program in English and Spanish
- ☐ Texas myView Literacy
- ☐ 95 Phonics Core Program Classroom Kit
- ☐ Texas Magnetic Reading Foundations
- ☐ SPIRE Program
- ☐ Reading Horizons Discovery
- ☐ IMSE Comprehensive Orton-Gillingham Plus
- ☐ Just Right Reader English Decodables
- ☐ Structured Literacy with E.A.S.E. Second Edition
- ☐ Bridge to Reading
- ☐ Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- ☐ Ready4Reading
- ☐ From Phonics to Reading
- ☐ Wilson Language Training
- ☐ Teacher created Curriculum
- ☐ District created
- ☐ Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 RLA?**

- ☒ Yes
- ☐ No

5.9. What new curriculum will be adopted for: **K-5 RLA**

*This question was not displayed to the respondent.*

5.10. When will the district adopt the new curriculum for: **K-5 RLA**

*This question was not displayed to the respondent.*

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

480

5.13. Please select the adopted curriculum for: **6-8 Math**

- ☐ Not applicable
- ☐ Bluebonnet Learning Math Grades 6-8
- ☒ Carnegie Learning 6–12 Texas Math Solution
- ☐ STEMscopes Texas Math
- ☐ Agile Mind (Texas Mathematics)
- ☐ Cosenza & Associates, LLC
- ☐ Texas i-Ready Classroom Mathematics
- ☐ IM360 Texas Math powered by Kiddom
- ☐ Teacher created
- ☐ District created
- ☐ Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

- ☒ Yes
- ☐ No

5.15. What new curriculum will be adopted for: **6-8 Math**

*This question was not displayed to the respondent.*

5.16. When will the district adopt the new curriculum for: **6-8 Math**

*This question was not displayed to the respondent.*

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

225

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

180

5.19. Please select the adopted curriculum for: **6-8 RLA**

- ☐ Not applicable
- ☒ Amplify Texas Literacy Program, Grades 6-8
- ☐ Odell Education
- ☐ Teacher created
- ☐ District created
- ☐ Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

- ☒ Yes
- ☐ No

5.21. What new curriculum will be adopted for: **6-8 RLA**

*This question was not displayed to the respondent.*

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

*This question was not displayed to the respondent.*

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

375

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

180

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- ☐ Not applicable
- ☐ Bluebonnet Learning, Secondary Mathematics Algebra 1
- ☒ Carnegie Learning 6–12 Texas Math Solution
- ☐ STEMscopes Math Texas
- ☐ Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- ☐ Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)
- ☐ Cosenza & Associates, LLC (Algebraic Reasoning)
- ☐ Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- ☐ Rice University OpenStax (Algebra 1)
- ☐ Teacher created
- ☐ District created
- ☐ Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)?**

- ☒ Yes
- ☐ No

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

*This question was not displayed to the respondent.*

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

*This question was not displayed to the respondent.*

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

300

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

180

5.31. Please select the adopted curriculum for: **9-12 RLA**

☒ Not applicable

☐ Odell Education

☐ Teacher created

☐ District created

☐ Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

*This question was not displayed to the respondent.*

5.33. What new curriculum will be adopted for: **9-12 RLA**

*This question was not displayed to the respondent.*

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

*This question was not displayed to the respondent.*

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

*This question was not displayed to the respondent.*

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

*This question was not displayed to the respondent.*

5.37. How many instructional days are included in the 2025-2026 calendar?

154

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

N/A



5.39. Please describe the assessment plan for the impacted campus(es).

The impacted campuses will implement a consistent and structured assessment cycle designed to monitor student progress, inform instruction, and support targeted intervention. Students participate in a 3-6-9 formative assessment cycle, which provides frequent checkpoints every three weeks to measure mastery of priority standards and identify areas requiring reteach or acceleration. In addition, students complete a district benchmark assessment every nine weeks. These benchmarks provide a comprehensive evaluation of student learning, allowing campus leaders and teachers to analyze trends, monitor growth, and adjust instructional plans based on standards-based performance data. Together, the 3-6-9 assessments and nine-week benchmarks create an ongoing progress-monitoring system that ensures timely instructional adjustments, supports data-informed decision-making, and helps maintain focus on improving student outcomes throughout the year.

5.40. Will the campus(es) implement a PLC structure?

- ☒ Yes
- ☐ No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content

5.42. How frequently will PLCs occur?

At least twice a week

5.43. Who will facilitate PLCs?

Principals, Assistant Principals, and instructional coaches

5.44. Who is required to attend PLCs?

All core teachers and inclusion teachers

5.45. Please describe the PLC protocol to be used.

Big Rock Education Services developed protocol based in the See It, Name It, Do It.

## 8. Graduation Rate

*This question was not displayed to the respondent.*

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

*This question was not displayed to the respondent.*

8.2. What student level data points will the campus track?

*This question was not displayed to the respondent.*

8.3. How frequently will student level data be reviewed and who will review the data?

*This question was not displayed to the respondent.*

8.4. What training will campus staff or mentors receive?

*This question was not displayed to the respondent.*

8.5. What is the attendance rate at the campus?

*This question was not displayed to the respondent.*

8.6. What strategies will the district implement to improve student attendance?

*This question was not displayed to the respondent.*

## 11. Capacity Building

*This question was not displayed to the respondent.*

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

*This question was not displayed to the respondent.*

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

*This question was not displayed to the respondent.*

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

*This question was not displayed to the respondent.*

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

*This question was not displayed to the respondent.*

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

*This question was not displayed to the respondent.*

## 10. Texas Partnerships

*This question was not displayed to the respondent.*

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

*This question was not displayed to the respondent.*

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

*This question was not displayed to the respondent.*

10.3. Has the district adopted a local charter authorizing board policy?

*This question was not displayed to the respondent.*

10.4. Date the board approved or will vote on approving partnership

*This question was not displayed to the respondent.*

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

*This question was not displayed to the respondent.*

10.6. Name of proposed or approved operating partner:

*This question was not displayed to the respondent.*

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

*This question was not displayed to the respondent.*

## 9. School Model Change

*This question was not displayed to the respondent.*

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

*This question was not displayed to the respondent.*

## 6. ACE

*This question was not displayed to the respondent.*

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

*This question was not displayed to the respondent.*

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

*This question was not displayed to the respondent.*

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

*This question was not displayed to the respondent.*

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

*This question was not displayed to the respondent.*

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

*This question was not displayed to the respondent.*

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

*This question was not displayed to the respondent.*

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

*This question was not displayed to the respondent.*

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

*This question was not displayed to the respondent.*

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

*This question was not displayed to the respondent.*

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

*This question was not displayed to the respondent.*

6.11. Describe how the campus(es) will implement research-based instructional strategies.

*This question was not displayed to the respondent.*

6.12. Describe how the campus(es) will implement data-driven instructional practices.

*This question was not displayed to the respondent.*

6.13. Describe how the campus(es) will implement positive student culture on the campus.

*This question was not displayed to the respondent.*

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

*This question was not displayed to the respondent.*

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

*This question was not displayed to the respondent.*

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

*This question was not displayed to the respondent.*

## 12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

"From fall 2025 through August 2026, the district will implement a sequenced set of key milestones to ensure strong execution of the Targeted Improvement Plan. Fall 2025 (August-October) Launch New Teacher Academy; Region 10 & Big Rock provide leadership training on instructional expectations, PLC alignment, curriculum internalization, and observation/feedback. Deploy PLC planning tools and curriculum internalization templates. BOY diagnostics and student work analysis to determine instructional priorities every 3, 6, and 9 weeks. (October - 1st Benchmark) Goal - 30% of students meeting their math and reading growth goals. Winter 2025 (November-January) Continued internalization cycles. Ongoing SPED and EB/ESL specialized PD. Leadership training on data-driven instruction and monitoring implementation. Continued rollout of curriculum and intervention resources based on diagnostics. Leadership team review of observation/feedback quality. MOY assessments inform instructional adjustments. (December - 2nd Benchmark) Goal - 60% of students meeting their math and reading growth goals. Spring 2026 (February-May) Ongoing PD cycles for Tier 3 content areas and special populations. Leadership coaching focused on progress monitoring and action steps. (March - 3rd Benchmark) Goal - 80% of students meeting their math and reading growth goals. Summer 2026 (June-August) STAAR-focused PD and targeted support for special populations. Leadership capacity-building series to sustain progress. EOY and STAAR results undergo a comprehensive root-cause analysis, informing district and campus planning for the 2026-27 cycle."

## 13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor implementation through a structured system of walkthroughs, PLC observations, leadership coaching cycles, fidelity checks, and milestone reviews aligned to the plan's key actions. Leaders will use research-based tools GBF & NIET, PLC rubrics, curriculum internalization templates, and coaching trackers to ensure consistent, high-quality implementation at every checkpoint.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Principal Managers / District Executive Leadership Will lead all district-level monitoring, including reviewing milestone progress, calibrating walkthrough data, and providing leadership coaching to principals. Principals Will monitor campus-level implementation, including PLC fidelity, teacher coaching cycles, curriculum implementation, and staff participation in required PD. Assistant Principals & Instructional Coaches Will conduct walkthroughs, feedback cycles, and PLC support, collecting evidence aligned to milestone expectations. Strategic Initiatives & Accountability Team Will coordinate milestone tracking, organize assessment data reviews, and prepare progress reports for district leadership.

13.3. How frequently will progress toward milestones be reviewed?

- ☐ Weekly
- ☒ Bi-Weekly (Meets Expectation)
- ☐ Monthly (Does not Meet Expectation)
- ☐ Other (Please Explain)

13.4. How will milestone progress data be collected?

Progress data will be collected through multiple sources, including: Walkthrough and coaching tools PLC rubrics and meeting artifacts Teacher observation/feedback trackers Assessment data (BOY, MOY, EOY - STAAR release assessments) Leadership coaching logs and checkpoint summaries All data will be compiled into a district monitoring dashboard maintained by Strategic Initiatives and Leading and Learning Leaders.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

Progress will be shared routinely with key district and campus stakeholders through: Monthly reports to district leadership and principal managers  
Campus leadership team meetings  
Quarterly data reviews with district cabinet  
Teacher feedback loops and PLC discussions  
Board updates, as appropriate  
This structured communication ensures transparency, timely adjustments, and shared ownership of implementation quality.

## 14. Resources

14.1. Please share the required costs to implement plan and source of funds:

\$149,217 - Title I, II, III, ESF Grant

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Not contingent on grant funding

## 15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

NA

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)





**SelectedDistrict:** TERRELL ISD-129906

**SelectedCampuses:** GILBERT WILLIE SR EL-129906108; HERMAN FURLOUGH JR MIDDLE-129906041

#### Location Data

**Location:** ([32.7546](#), [-96.2826](#))

**Source:** GeoIP Estimation

