Decatur Independent School District

2026-2027 District Improvement Plan

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Mission Statement

Mission: Empowering lifelong learners to be visionary leaders in local and global communities.

Vision

Vision: An exceptional district; empowering students for life.
Motto: Strong Roots, Powerful Wings

Value Statement

In Decatur ISD, we believe:
Students are encouraged and held accountable in a safe and accepting environment to prepare them for real-world experiences after graduation.

Parents and families are true partners who both give and receive support and share in setting high expectations for student success.

Faculty and staff are caring and dedicated educators who support each student with integrity, compassion, and professionalism.

Campus administrators are visionary leaders striving for transparency, consistency and positive two-way communication, in a way that creates an environment of collaboration and creative problem solving for student success and staff engagement.

The superintendent and central office staff are dedicated, transparent and supportive professional educators who are approachable, visionary, and consistent.

The Board of Trustees are a supportive team who are good effective communicators and whose actions are grounded in strategic direction and trust.

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Comprehensive Needs Assessment

Demographics

Summary

Student Data as of 2024-2025 TAPR (Texas Academic Performance Report)

Grade Level Membership

Early Childhood	20
Pre-Kindergarten	81
Kindergarten	257
Grade 1	275
Grade 2	262
Grade 3	286
Grade 4	294
Grade 5	299
Grade 6	281
Grade 7	271
Grade 8	285
Grade 9	283
Grade 10	302
Grade 11	307
Grade 12	271

Ethnicity

Student Ethnic Group	Number of Students	District Percentage
African American	34	0.9%
Hispanic	1430	37.9%

White	2158	57.2%
American Indian	29	0.8%
Asian	17	0.5%
Pacific Islander	2	0.1%
Two or More Races	104	2.8%

Gender

Gender	Number of Students	District Percentage
Female	1847	48.9%
Male	1927	51.1%

Other Student Cohorts

Other Student Demographic Groups	Number of Students	District Percentage
Economically Disadvantaged	1717	45.5%
Section 504 Students	345	9.1%
Emergent Bilingual/English Learner	571	15.1%
Students with Dyslexia	318	8.4%
Military Connected	103	2.7%
At-Risk	1628	43.1%

Students by Instructional Program

Instructional Program	Number of Students	District Percentage
Bilingual/ESL Education	547	14.5%
Career & Technical Education	1411	37.4%
Career & Technical Education (9-12 only)	946	81.3%
Gifted & Talented Education	319	8.5%
Special Education	653	17.3%

Students are identified as economically disadvantaged based on an application for free or reduced meals that is approved by the district snapshot day. Campus Title I eligibility is determined when the percentage of economically disadvantaged students at a campus is greater than or equal to the district poverty level and meets the minimum of 40% for a school wide program and 35% for a targeted assistance program (with additional consideration given to other eligibility criteria as applicable).

Student Attendance Rate

2025-2026	95.4%
2024-2025	95%
2023-2024	94.9%
2022-2023	95%
2021-2022	94%

TEACHER DEMOGRAPHICS

Ethnicty

Ethnic Group	Number of Teachers	District Percentage
African American	3	1.3%
Hispanic	26.5	11.1%
White	205.4	85.7%
American Indian	0.8	0.3%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	4	1.7%

Staff Gender

Gender	Number of Staff	District Percentage
Female	196	82%
Male	43	18%

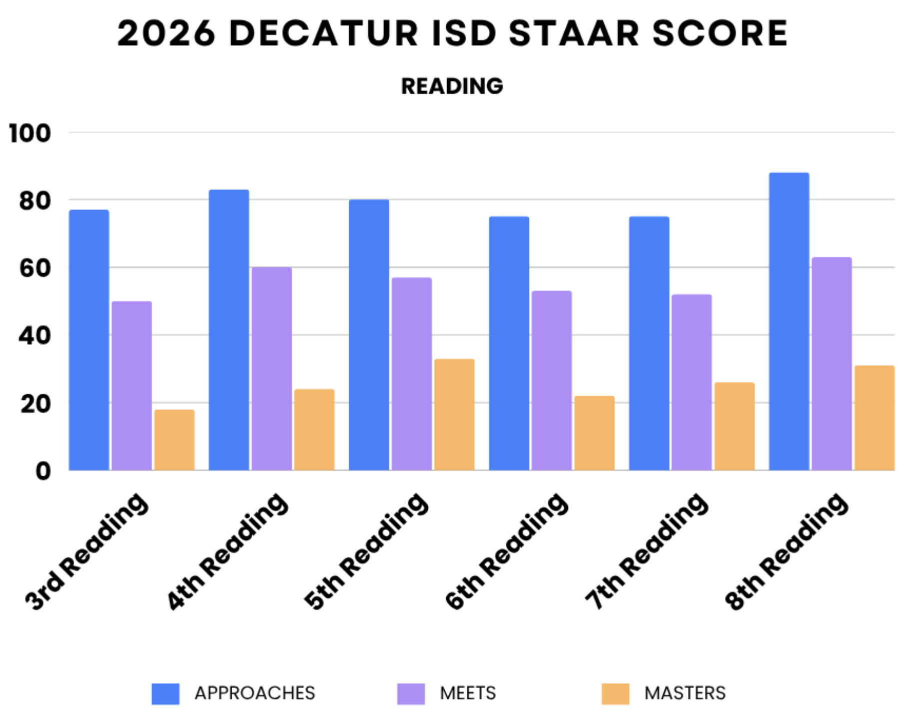
Teacher by Years of Experience

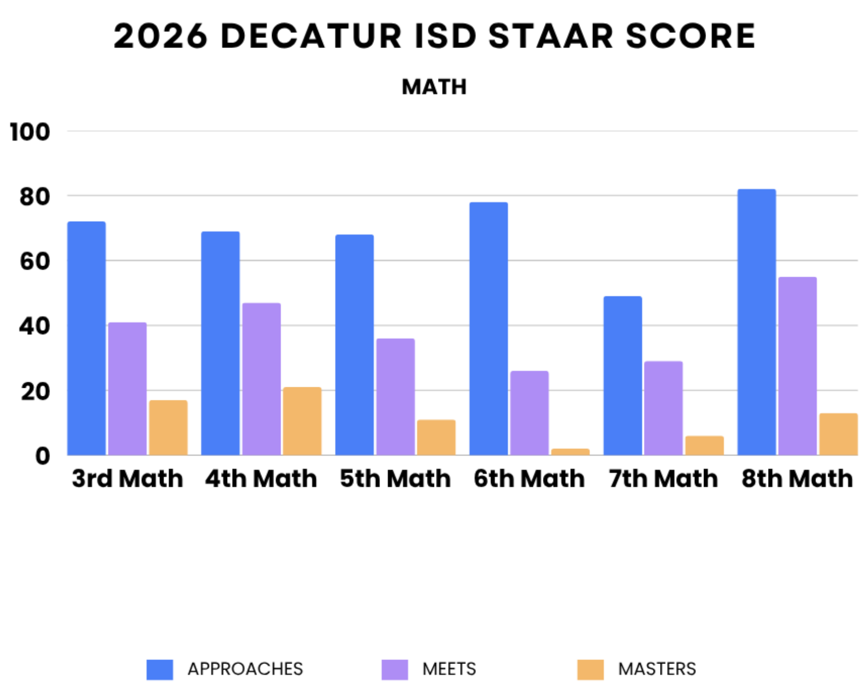
Years of Experience	Number of Teachers	District Percentage
Beginning Teachers	9	3.8%
1-5 Years Experience	65	27.2%
6-10	41	16.9%
11-20	77	32.1%

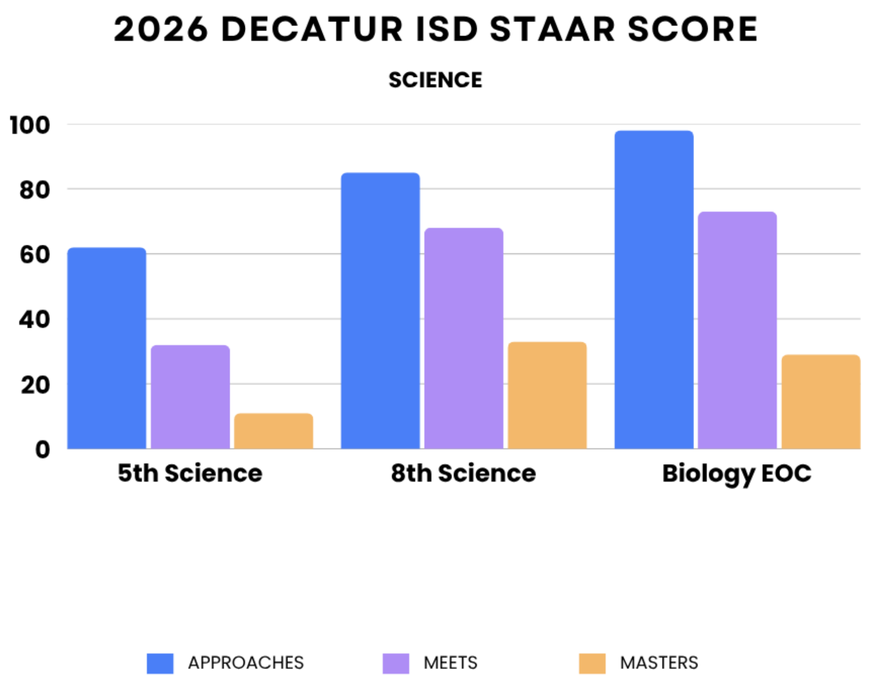
21-30	38	15.9%
Over 30 Years Experience	10	4.2%

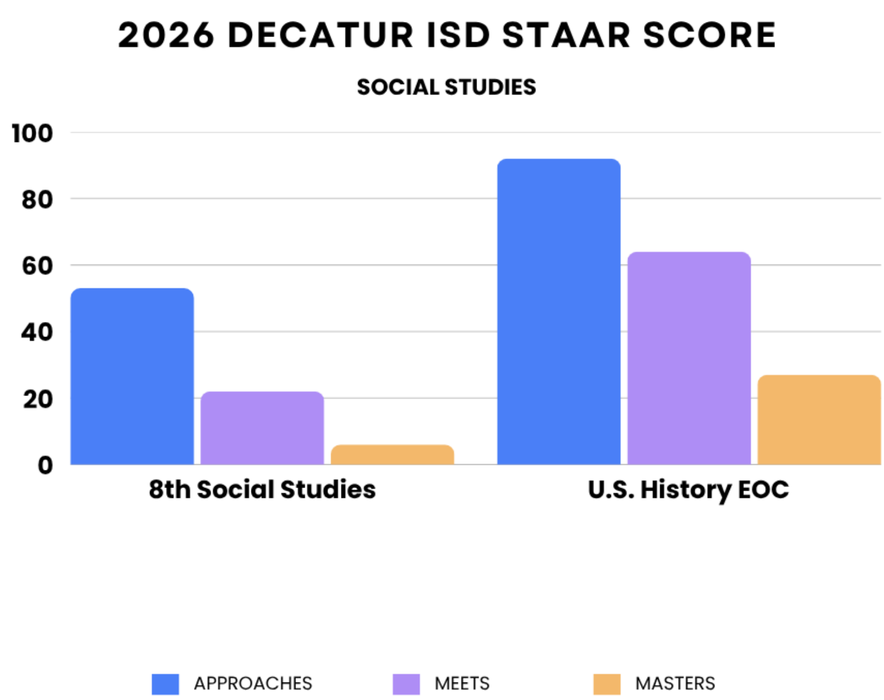
Student Learning

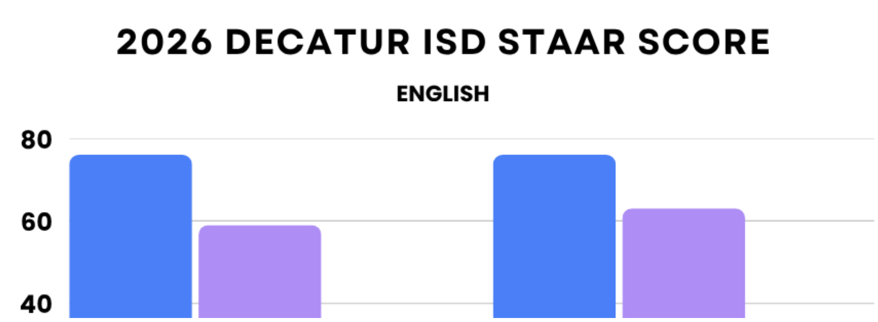
Summary

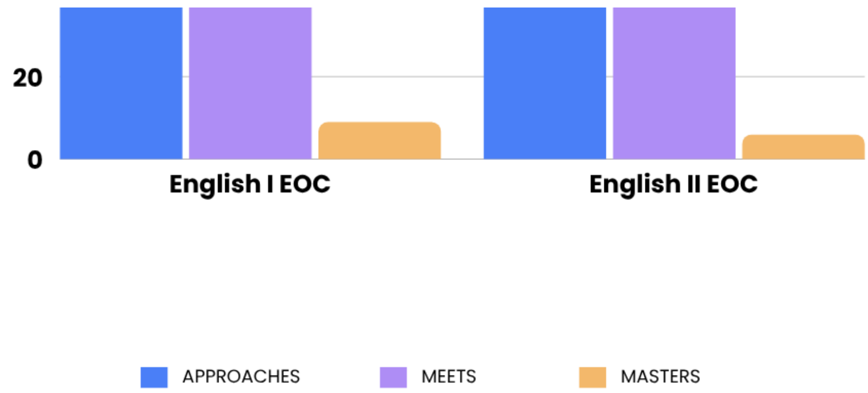


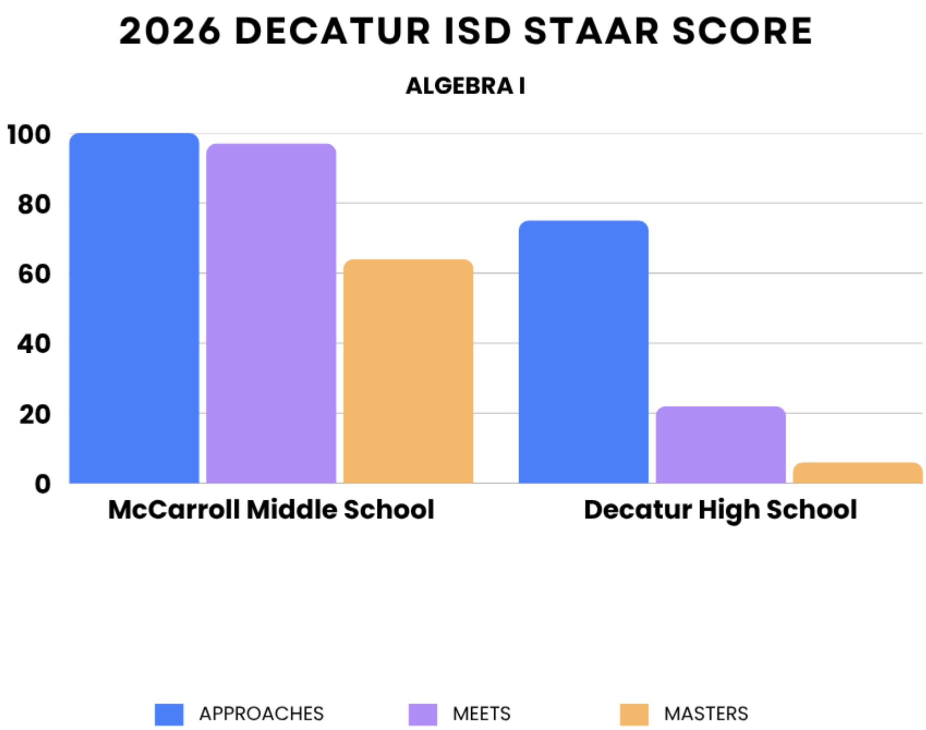



2026 DECATUR ISD STAAR SCORE
SCIENCE
100
80
60
40
20
0
5th Science
8th Science
Biology EOC
APPROACHES
MEETS
MASTERS


2026 DECATUR ISD STAAR SCORE
SOCIAL STUDIES
100
80
60
40
20
0
8th Social Studies
U.S. History EOC
APPROACHES
MEETS
MASTERS


2026 DECATUR ISD STAAR SCORE
ENGLISH
80
60
40





- Number of students in CTE programs that meet concentrator and completer status.
  - Concentrators - 571 students - 49% of DHS students
  - Completer - 247 students - 21% of DHS students
- Number of students receiving industry-based certifications.
  - 374 certificates earned - 34% of DHS students
  - 466 certifications attempted, 374 earned - 80% passing rate

  - Students grades 2-10 will meet their growth projections on MAP Student Growth from BOY to EOY.

Grade	MATH	Grade	READING
2nd	59%	2nd	55%
3rd	53%	3rd	57%
4th	62%	4th	63%
5th	58%	5th	52%

6th	55%	6th	49%
7th	46%	7th	38%
8th	51%	8th	49%
Alg 1/8th	52%/40%	9th	54%
Alg 2	21%	10th	20%
Geometry 9th	38%	11th	51%
Geometry 10th	31%	12th	30%

District Processes & Programs

Summary

- Curriculum alignment to TEKS and realigned scope and sequences for 4-day week
- Bluebonnet Math implementation and fidelity
- PLC structures and common assessments
- Quarterly district common assessments
- Data-driven instruction and progress monitoring
- MTSS/intervention processes
- Special education and EB student access to grade-level curriculum
- Advanced academics (AP, DC, DE opportunities)
- STAAR/EOC preparation (boot camps) and instructional response to assessment data
- Classroom walkthroughs and instructional feedback
- Monthly PLCs (Principal, AP, Counselor, Teaching & Learning)
- T-TESS calibration
- Eagle EdCon professional learning
- Blended Learning Grant
- District leadership team structures
- Principal PLCs and campus leadership teams
- District Educational Improvement Committee (DEIC)
- Site-based decision-making committees
- TIA stakeholder committee
- Bond/community advisory committees
- Campus improvement planning
- District improvement planning/Balanced Scorecard processes
- Board/district goal alignment
- ParentSquare communication shift for two-way communication
- Monthly professional learning days

Perceptions

Summary

- 4 Compass Committees (Strategic Resources, Highly-Engaged Staff, High-Performing Students, Community Engagement)
- SHAC, DEIC, DOI committees
- Superintendent Listen & Learn meetings on campuses
- Principal Professional Learning Survey
- Teacher curriculum development

Priorities

Priority 1 Nurture learning to ensure high performance

Performance Objective 1

Students will be Safe and Secure

Key Strategic Action 1

Sustain and enhance school emergency operation procedures.

Strategy's Expected Result/Impact: By June 2027, 100% of safety training drills will be performed and documented per state and district requirements

By June 2027, 100% of weekly exterior door examinations will be performed and documented.

The Board of Trustees will define law enforcement duties for officers and security personnel, excluding behavioral or administrative tasks better handled by district staff. These duties are outlined in the District Improvement Plan, Student Code of Conduct, and law enforcement agreements

Staff Responsible for Monitoring: Emergency Management Coordinator
Executive Director of Operations
Assistant Superintendent of Human Capital, Operations, & Athletics
Assistant Superintendent of Teaching & Learning

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Key Strategic Action 2

Increase daily student attendance with a minimum daily attendance rate of 97% at each campus.

Strategy's Expected Result/Impact: By June 2027, average daily attendance for the district will be 97%. Increased ADA from 95.4% in 2025-2026 could potentially generate roughly $380,000 or more in additional annual FSP funding.

Staff Responsible for Monitoring: Campus Principals
Coordinator of PEIMS & Skyward
Director of Elementary Academics & ESL/Bilingual
Executive Director of Student Services, , CTE/CCMR, & Secondary Academics

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Key Strategic Action 3

Implement digital citizenship standards and expectations, along with increasing students' access to appropriate technology and resources.

Strategy's Expected Result/Impact: The district will maintain a 1:1 device ratio for 100% of students in grades K-12.

The district will implement content filtering and monitoring tools on 100% of student devices.

The district will require multi-factor authentication (MFA) for 100% of staff.

100% of staff will complete annual cybersecurity training through Neptune Navigate, as verified by district completion reports.

100% of all third-party tools will comply with FERPA, COPPA, and CIPA regulations.

Designated campus staff will deliver the K-5 Technology Skills Framework to 100% of students in order to provide consistent instruction in digital citizenship, keyboarding, and foundational digital skills.

All K-5 students received Technology Applications instruction in digital citizenship, keyboarding, and foundational digital skills.

80% of K-5 students will demonstrate mastery of grade-level Technology Applications TEKS on the district's digital skills checklist.

Staff Responsible for Monitoring: Director of Instructional Technology, TIA, & Data Analytics
Director of Technology
Campus Principals
Campus Teachers

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Key Strategic Action 4

Strengthen districtwide grief-informed and trauma-informed practices.

Strategy's Expected Result/Impact: Providing staff training, implementing consistent campus-level practices and procedures, and connecting students experiencing grief or trauma with appropriate supports and resources.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Campus Principals
Counselors

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Performance Objective 2

Yearly Student Academic Growth

Key Strategic Action 1

Increase the yearly academic growth and performance of students in all student groups.

Strategy's Expected Result/Impact: EARLY CHILDHOOD PROGRESS
Increase the percentage of early childhood students on track in Reading in TX-KEA and Circle PM assessment will increase as follows:
Pre-K - 85%
Kindergarten - 85%

Increase the percentage of early childhood students on track in Math in TX-KEA and Circle PM assessment will increase as follows:
Pre-K - 99%
Kindergarten - 80%

MAP GROWTH
At least 75% of all students grades 2-10 will meet their growth projections on MAP Student Growth from BOY to EOY.

STAAR ACHIEVEMENT
The number of students performing at Meets Grade Level or above in reading will rise from 57% to 70%.

The number of students performing at Meets Grade Level or above in math will rise from 40% to 55%.

The number of students performing at Meets Grade Level or above in science will rise from 58% to 70%.

The number of students performing at Meets Grade Level or above in social studies will rise from 44% to 60%.

STAAR PROGRESS
The Academic Growth score will increase from a score of 73 C to a score of 80 B.

The Relative Performance score will increase from a 69 D to at least an 80 B by increasing overall academic achievement on STAAR assessments and improving student outcomes in comparison to campuses with similar student demographics and socioeconomic indicators.

STAAR CLOSING THE GAPS
The Closing the Gap score will increase from a score of 73 C to a score of 85 B.

The gap between MEETS % for ALL STUDENTS and the following groups will close as follows:
All Grades Reading - from 57% to 70%
Hispanic - from 46% to 60 %
Special Education - from 20% to 40%
Economically Disadvantaged - from 44% to 55%
EB/EL - from 23% to 35%

All Grades Math - from 40% to 55%
Hispanic - from 30% to 40%
Special Education - from 17% to 30%
Economically Disadvantaged - from 32 to 45%
EB/EL - from 18% to 30%

All Grades Science - from 58% to 70%
Hispanic - from 47% to 60%
Special Education - from 30% to 45%
Economically Disadvantaged - from 43% to 55%
EB/EL - from 31% to 45%

All Grades Social Studies - from 44% to 55%
Hispanic - from 35% to 50%
Special Education - from 15% to 30%
Economically Disadvantaged - from 31% to 45%
EB/EL - from 23% to 35%

Staff Responsible for Monitoring: Teaching & Learning Department

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Key Strategic Action 2

Implement data-driven, research-based practices in Tier 1 instruction in all content areas.

Strategy's Expected Result/Impact: See Expected Result/Impact for Key Strategic Action 1

Staff Responsible for Monitoring: Teaching & Learning Department

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Key Strategic Action 3

Provide high-quality professional development aligned to student/teacher needs.

Strategy's Expected Result/Impact: See Expected Result/Impact for Key Strategic Action 1

Staff Responsible for Monitoring: Teaching & Learning Department

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Key Strategic Action 4

Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught and assessed) in all courses.

Staff Responsible for Monitoring: Teaching & Learning Department

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Key Strategic Action 5

Continually analyze student achievement data and monitor prgress through a variety of assessment tools in order to positively impact instruction.

Staff Responsible for Monitoring: Director of Assessment, Accountability, & Federal Programs
Director of Instructional Technology, TIA, & Data Analytics
Director of Elementary Education & ESL/Bilingual
Executive Director of Student Services, CTE/CCMR, and Secondary Education

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Performance Objective 3

Students will be College and Career Ready

Key Strategic Action 1

Develop four-year plans with pathway designations for all DHS students.

Strategy's Expected Result/Impact: Increase the number of students in CTE programs that meet concentrator and completer status by 10% from concentrators at 49% and completers at 21% of DHS students.

Increase the number of students receiving industry-based certifications by 10% from 34% of DHS students earning certficates.

100% of 9th-11th graders will have a four-year plan developed and/or revised with their counselor.

Staff Responsible for Monitoring: DHS Counselors
DHS Administrators
Executive Director of Student Services, CTE/CCMR, & Secondary Education
Assistant Superintendent of Teaching & Learning

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Key Strategic Action 2

Increase and develop the current CTE programs of study.

Strategy's Expected Result/Impact: Revise the course selection guide into a single document to drive student course selection for Fall 2027.

Increase the Closing the Gap score will increase from a score of 73 in 2026 to a score of 80.

Explore and add 1-2 additional certification courses with educational partners (i.e., WCC).

Staff Responsible for Monitoring: DHS Counselors
DHS Administrators
Executive Director of Student Services, CTE/CCMR, & Secondary Education
Assistant Superintendent of Teaching & Learning

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Key Strategic Action 3

Facilitate individual student meetings between counselors and seniors to ensure students are on track to graduate.

Strategy's Expected Result/Impact: Increase the number of students performing at or above criterion on SAT/ACT results will increase from 33.36% to 40% in RLA and from 22.1% to 30% in Math.

By 2026, the percentage of students who are College, Career, or Military Ready will increase from 65% to 75%.

100% of seniors will have met with their counselor to ensure CCMR achievement. .

Increase the percentage of graduates achieving TSI Criteria in Both Subjects will increase from 32.8% to 45%.

Staff Responsible for Monitoring: DHS Counselors
DHS Administrators
Executive Director of Student Services, CTE/CCMR, & Secondary Education
Assistant Superintendent of Teaching & Learning

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Priority 2 Invests in faculty & staff growth to ensure a highly engaged staff

Performance Objective 1

Staff will be Safe and Secure

Key Strategic Action 1

Sustain and enhance school emergency operation procedures.

Strategy's Expected Result/Impact: 100% of staff will receive CRASE training.

Campus principals will deliver EOP training to 100% of staff.

The district will grow the Defender program by at least one additional staff member.

Every campus will have completed 100% of safety drills.

Staff Responsible for Monitoring: Emergency Management Coordinator
Executive Director of Operations
Assistant Superintendent of Human Capital, Operations, & Athletics
Assistant Superintendent of Teaching & Learning

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Key Strategic Action 2

Conduct and analyze staff satisfaction survey.

Strategy's Expected Result/Impact: The district will increase staff participation in the staff survey to at least 275 individuals (an increase of about 10% from 2024-2025).

Staff Responsible for Monitoring: Director of Strategic Communications & Engagement
Assistant Superintendent of Human Capital, Operations, & Athletics
Assistant Superintendent of Teaching & Learning

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Performance Objective 2

Faculty/Staff Professional Development to Build Capacity

Key Strategic Action 1

Develop and implement a professional development plan for all staff that will focus on Tier 1 instruction, best practices, utilizing resources with fidelity, and deconstructing TEKS to improve the academic achievement of all students.

Strategy's Expected Result/Impact: Increase the baseline T-TESS score for teachers from an average overall T-TESS score of 3.6

By April 2027, develop a multi-day professional learning plan utilizing the EdCon model and increase the number of staff presentations by at least 10% (94 presenters in July 2026).

Staff Responsible for Monitoring: Teaching & Learning Department
Director of Instructional Technology, TIA, & Data Analytics
Assistant Superintendent of Human Capital, Operations, & Athletics
Assistant Superintendent of Teaching & Learning

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Key Strategic Action 2

Implement TIA-aligned observation calibration and growth measures.

Strategy's Expected Result/Impact: At least 50% of professional development opportunities will align with the TIA designation system to ensure teachers and evaluators understand expectations.

Campus administrators will calibrate monthly utilizing the T-TESS rubric.

Staff Responsible for Monitoring: Director of Instructional Technology, TIA, & Data Analytics
Assistant Superintendent of Human Capital, Operations, & Athletics
Assistant Superintendent of Teaching & Learning

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Key Strategic Action 3

Review professional development survey results with DEIC and provide feedback for the creation and implementation of the professional development plan that builds on the work and training throughout the 2026-2027 and 2027-2028 school years.

Strategy's Expected Result/Impact: The annual PD staff survey will be administered to 100% of staff by February 2027.

The response rate goal for the annual PD staff survey will be at least 65% of staff completing the survey.

Survey results will be shared with DEIC in the Spring of 2027 to inform and guide professional development planning for the summer and following school year.

Staff Responsible for Monitoring: Assistant Superintendent of Human Capital, Operations, & Athletics Assistant Superintendent of Teaching & Learning

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Performance Objective 3

Faculty/Staff Engagement and Culture

Key Strategic Action 1

Conduct meetings with "New to DISD" teachers for 2026-2027.

Strategy's Expected Result/Impact: Meet with 100% percent of the new to DISD teachers at least 3 times during the school year.

Staff Responsible for Monitoring: Assistant Superintendent of Human Capital, Operations, & AthleticsAssistant Superintendent of Teaching & Learning

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Key Strategic Action 2

Increase internal brand marketing and communications and develop a highly supportive staff base that positively engages with the DISD brand.

Strategy's Expected Result/Impact: Visit at least 3 campuses per week simply to meet new staff and to see what is occurring in the district.
Connect with staff via email and in person to let them that they can share their news via email (this seems to work better than the "share your story" form).
Expand communications into more extracurriculars beyond high school sports, with a goal of at least one major non-sports feature per month.
Leverage admin initiatives (Eagle Expectations, This is Our House, commUNITY, we are Decatur, etc.) whenever possible to help reinforce our staff connecton with teh DISD brand.

Staff Responsible for Monitoring: Director of Strategic Communications and Engagement

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Key Strategic Action 3

Increase donor giving among DISD employees.

Strategy's Expected Result/Impact: Grow staff donations to DEF to 275 (up from 257).

Establish 3 DEF campus ambassadors (with the longer term goal of having one per campus).

Recruit 2 DISD employees to serve on the DEF board.

Recruit at least one group per campus to participate in the new Battle of the Bites event.

Implement a new system for grant applications to make that easier for staff to apply and for administrators to review.

Staff Responsible for Monitoring: Executive Director of DEF/Director ofStrategic Communications and Engagement

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Key Strategic Action 4

Monitor and adjust the teacher Incentive Allotment (TIA) system.

Strategy's Expected Result/Impact: Provide ongoing communication, training, and resources to support staff throughout continued system development and implementation.

Staff Responsible for Monitoring: Director of Instructional Technology, TIA, & Data Analytics

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Key Strategic Action 5

Recruit and retain staff by analyzing staff survey results, in addition to monitoring staff attendance data and participating in job/career fairs.

Strategy's Expected Result/Impact: Staff survey will be administered with a goal of 70% response rate.

Staff attendance goal to match if not exceed student attendance goal of 97%

Retention of at least 85% of all staff.

Staff Responsible for Monitoring: Assistant Superintendent of Human Capital, Operations, & Athletics

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Priority 3 Fosters a culture of excellence with family & community support

Performance Objective 1

Parent and Family/Community Engagement

Key Strategic Action 1

Provide opportunities for families and community to participate in committees such as DEIC, SHAC, Future-Ready, Strategic Resource Management, High-Performing Students, Community Engagement, and Highly-Engaged Staff.

Strategy's Expected Result/Impact: District committees will establish an annual goal and implement at least one action, recommendation, or product that demonstrates a clear connection to district priorities.

Committee members will actively participate in meetings, discussions, or assigned committee activities during the 2026-27 school year.

Each district committee will develop and implement a recruitment strategy resulting in increased representation of all stakeholder groups.

Committees will participate in an annual engagement review measuring participation, representation, member feedback, and committee impact, with findings used to strengthen committee engagement for the subsequent year.

Staff Responsible for Monitoring: Director of Strategic Communication & Engagement
Executive Director of Operations
Asst. Superintendent of Human Resources & Operations
Asst. Superintendent of T&L
CFO
Superintendent

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Key Strategic Action 2

Conduct parent information/engagement events for students transitioning schools or programs.

Strategy's Expected Result/Impact: Ensure at least one event for families and students transitioning from home to elementary, elementary to middle, middle to high, and high to beyond.

Staff Responsible for Monitoring: Campus Administration
Counselors
Teachers
Asst. Superintendent of Teaching & Learning

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Key Strategic Action 3

Leverage DISD communication channels to provide timely, engaging, and relevant information to families by using starrategic marketing techniques.

Strategy's Expected Result/Impact: Rollout ParentSquare throughout the year, including new website and new ways to connect with families and for families to connect with us.

Ensure all major PS features (2-way comms, website, attendance, newsletters, chatbox, etc.) are being used by the start of February 2027.

Identify underutilized features that could be enhanced for the 2027-28 year.

Ensure that PS and the Athletic app (and ticketing system) are the only systems being used for communications by the start fo the 2027-28 year.

Provide at least 2 trainings on each school campus and virtual training opportunities for each campus during the PS rollout.

Create a form where staff/families can ask questions related to PS. Use this to create an FAQ document, as needed.

Staff Responsible for Monitoring: Director ofStrategic Communications and Engagement
Emergency Management Coordinator
Executive Director of Operations

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Performance Objective 2

Community Partnerships

Key Strategic Action 1

Establish and enhance opportunities for community and business stakeholders to connect with DISD online.

Strategy's Expected Result/Impact: Complete and unveil community website.
Complete and unveil new sponsorship page on website.
Establish a baseline for chatbox use on the website that allows us to begin shifting basic questions from front-desk calls to being responded to by AI.
Increase subscriptions of the community newsletter from 61 to 69 subscribers.

Staff Responsible for Monitoring: Director ofStrategic Communications and Engagement

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Key Strategic Action 2

Increase external donor giving for the Decatur Education Foundation (DEF).

Strategy's Expected Result/Impact: Grow grant giving to $100,000 by increasing overall DEF donor giving.

Establish a new marquee event, Battle of the Bites, to bring in an additional $20,000 in revenue.

Increase giving via the "Ask" campaign, "AdoptAGrant" campaign, and Betty's Books campaign by 2.

Recruit a new treasurer and new committee roles (donor relations lead, marketing lead, etc.) to help keep DEF strong.

Staff Responsible for Monitoring: Director of Strategic Communications and Engagement

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Performance Objective 3

Stakeholder Communication and Feedback

Key Strategic Action 1

Determine, establish, and enhance systems whereby DISD internal and external stakeholder can provude feedback to the district.

Strategy's Expected Result/Impact: Implement a structured stakeholder engagement process for major district initiatives, including TIA, with representative participation from all campuses and stakeholder groups to promote transparency, collaboration, and informed decision-making.

Staff Responsible for Monitoring: Director ofStrategic Communications and Engagement
Director of Instructional Technology, TIA, & Data Analytics

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Priority 4 Fiscal responsibility & transparency & maximize community investment

Performance Objective 1

Ensure Strong Financial Stewardship

Key Strategic Action 1

Develop a budget planning calendar.

Strategy's Expected Result/Impact: Develop an annual budget planning calendar for 2026 and beyond.

Staff Responsible for Monitoring: CFO
Superintendent

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Key Strategic Action 2

Develop and implement systematic budget review process for campus and departments.

Strategy's Expected Result/Impact: Develop and implement systematic budget review process for campus and departments.

Staff Responsible for Monitoring: CFO
Superintendent

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Performance Objective 2

Processes and Planning for Well-Maintained Facilities

Key Strategic Action 1

Develop and maintain 10-year facility master plans, including developing and articulating appropriate facility standards.

Strategy's Expected Result/Impact: Develop a 10-year facility plan with collaboration from the community advisory committee/long range facility committee.

Increase participation in the Strategic Resources Subcommittee meetings.

Hold at least 4 Strategic Subcommittee meetings directly related to facilities,

Staff Responsible for Monitoring: Executive Director of Operations

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Performance Objective 3

Provide Operational Efficiency, Effectiveness, and Transparency

Key Strategic Action 1

Develop a budget efficiency review process at the object code level (6100, 6200, 6300, 6400)

Strategy's Expected Result/Impact: Develop a budget efficiency review process at the object code level.

Staff Responsible for Monitoring: CFO
Superintendent

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Key Strategic Action 2

Monitor State funding and projections for revenue outcomes.

Strategy's Expected Result/Impact: Monitor state funding and projections for revenue outcomes

Staff Responsible for Monitoring: CFO
Superintendent

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Key Strategic Action 3

Achieve and maintain the Texas Comptroller Transparency Star Awards.

Strategy's Expected Result/Impact: Achieve and maintain the Texas Comptroller Transparency Star Awards.

Staff Responsible for Monitoring: CFO
Superintendent

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Key Strategic Action 4

Revamp the Department of Financial Services website to improve transparency.

Strategy's Expected Result/Impact: Redesign the finance webpage to make the website more user friendly, visually appealing, and easier to navigate, while also maintaining all of the existing information.

Staff Responsible for Monitoring: Director of Strategic Communications & Engagement

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Key Strategic Action 5

Monitor TIA Spending Plan and compensation timeline.

Strategy's Expected Result/Impact: Implement the approved TIA Spending Plan in accordance with statutory requirements and the district's TEA-approved TIA designation system.

Communicate the TIA compensation and distribution model to designated teachers, campus leaders, and other stakeholders.

Evaluate the effectiveness of the TIA Spending Plan and distribution model in supporting the district's goals for recruitment, retention, recognition, and support of effective teachers, using stakeholder feedback and implementation data to inform future adjustments.

Establish an annual review process for the TIA Spending Plan to address changes in statutory requirements, district compensation practices, teacher movement scenarios, and lessons learned from implementation.

Staff Responsible for Monitoring: Director of Instructional Technology, TIA, & Data Analytics
Assistant Superintendent of HR, Operations, & Athletics
CFO
Superintendent

Formative Reviews

November	February	April	June

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Child Abuse and Neglect	Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Coordinated Health Program	Campus Administration, PE Teachers, Child Nutrition, SHAC	9/14/2026	Cynthia Webber	9/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent, Assistant Superintendents, Campus Administrations	9/14/2026	Cynthia Webber	9/17/2026
Disciplinary Alternative Education Program (DAEP)	DAEP Administrator, Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Dropout Prevention	Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Dyslexia Treatment Program	Director of Special Programs, Dyslexia Therapists	9/14/2026	Cynthia Webber	9/17/2026
Title I, Part C Migrant	Director of Assessment, Accountability, & Federal Programs, Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Pregnancy Related Services	Assistant Superintendent of Teaching & Learning, Counselors, Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of Human Capital & Operations	9/14/2026	Cynthia Webber	9/17/2026
Student Welfare: Crisis Intervention Programs and Training	Campus Administration, Campus Counselors	9/14/2026	Cynthia Webber	9/17/2026
Student Welfare: Discipline/Conflict/ Violence Management	Campus Administration, Campus Counselors	9/14/2026	Cynthia Webber	9/17/2026
Texas Behavior Support Initiative (TBSI)	Director of Special Programs, Campus Administration	9/14/2026	Cynthia Webber	9/17/2026
Technology Integration	Director of Technology, Director of Instructional Technology, TIA, & Data Analytics	9/14/2026	Cynthia Webber	9/17/2026
Job Description for Peace Officers, Resource Officers & Security				

Personnel