

Terrell Independent School District



TISD Child & Adolescent School

Accountability Rating: Not Rated

2026-2027 Campus Improvement Plan

Public Presentation Date:
September 30, 2026

Mission Statement

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

The Child and Adolescent school mission is to cultivate an innovative learning community and prepare students to adapt and excel in a complex and rapidly changing world.

Vision

The Child and Adolescent School will strive to improve academic and behavioral goals through the collaborative team work of all stakeholders.

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,250 students served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

S - Say what you mean; mean what you say; do what you say

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at <https://tea.texas.gov>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Gabe Munoz, Chief of Staff, 700

Catherine Street, Terrell, Texas 75160, (972) 563-7504.

TERRELL ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Gabe Munoz, Chief of Staff, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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Comprehensive Needs Assessment

Demographics

Summary

The Child & Adolescent School serves grades 6-12 students who reside at the Terrell State Hospital. All students are at-risk and all are mobile, since their enrollment may last several days to several months. All students served are in crisis. The Child & Adolescent School is currently comprised of the following student demographics: 62% - male and 38% - female; African-American - 21%, Hispanic - 3%, White - 69% Asian - 3%. Student demographics for programs include Dyslexia- 1%, Section 504 - 0%, Special Education - 13%. Other student demographics include Economically Disadvantaged - 34%, At-risk - 100% .

All staff members are provided professional staff development to build content and effective instructional strategies, bringing multicultural awareness, bridging gaps, and building a culture of trust and respect. Along with this, staff development opportunities for teachers and staff are provided to address increasing student achievement for all students: focusing on the needs of economically disadvantaged students, EB students, and other special student populations.

Secondary teachers all have Special Education certifications. Trainings have also been provided in delivering resources, life skills and inclusion support to meet student needs. Secondary general education instruction is delivered via Edgenuity, an on-line curriculum which is aligned to TEKS and teachers pull students to address specific needs and reinforce instruction. The District Special Services Department provides speech therapy, OT, counseling, dyslexia and other related services as required for students per ARD & 504 documents. The LPAC determines needs and services for any EB students that are enrolled.

During the 25-26 school year school C&A total enrollment was 140 students. Students ranged from 6th through 12th grade. Of the 82 enrolled students during the 25-26 school year we had 87% were general education students. Of the students receiving special education services 46% Emotional Disturbance, 23%, Autism, 8%, Intellectual Disability, 23%, Other Health Impairment, and 1% Specific Learning Disability.

Strengths

- Instructional setting is designed to meet the individual needs of students.
- All demographic categories represented

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Students academic achievement will improve when learning experiences are intentional, consistently differentiated and personalized to meet each student's unique needs.	Students diverse background knowledge, experiences, strengths ,weaknesses, lack of educational exposure and behavior need to be routinely consider when personalizing student engaging classroom lessons.
2 ★ Teachers need ongoing support and opportunities for professional learning that address personalized student learning.	We have a high rate of low student performance based on the lack of experiences and exposure to personalized instruction that meets students where they are.

★ = Priority

Student Learning

Summary

The Child & Adolescent School utilizes the Teacher Resource System and Edgeunity System, and uses the Class Systems as a diagnostic/progress monitoring instruments for all students. Daily Language Review is part of the ELAR elementary class routine. The Texas Teacher Evaluation and Support System (T-TESS, and the Texas Instructional Leadership (aka The Waterfall model) is currently being utilized to provide teachers with coaching, timely feedback and to establish a campus culture of continuous improvement in teacher evaluation and growth. Efficient classroom instruction is monitored by documented walk-through observations. Teacher evaluations utilize the T-TESS system. Ongoing professional development includes building capacity of teachers through the use of the T-TESS, TIL, effective teaching strategies, subject specific/content development, developing culture/climate and crisis/behavior management.

The Child & Adolescent School provides ample time for planning and daily collaboration across grades and curriculum, and is focused on effective instructional practices personalized for each individual student. Edgenuity, a state TEKS-aligned on-line curriculum, provides secondary instruction for grades 6-12, with SPED certified teachers providing resource, life skills and inclusion support as needed.

At the Child & Adolescent School, every teacher has a district laptop. Supplemental resources for technology are needed to assist student learning; including but not limited to, talk-back devices, graphing calculators, projectors or interactive devices. Student chrome books are needing replaced due to battery life ends, damage and/or no longer usable. Ongoing technology/multi-media training is also needed to maintain teacher and staff technology knowledge and use.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall			Not Rated	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 34.5%)			Not Rated	
Closing the Gaps			Not Rated	0%

Strengths

Students thrive in our smaller school environment, once they are able to move beyond their traumatic experiences. A collaborative atmosphere with all stakeholders ensures the students' social needs are met in order to help students regain their focus and help guide the students to academic success. Our students are hard workers once they are able to move beyond their trauma and their behaviors are controlled. Our staff are willing to do the work.

- Expectation for all students to be at grade level or above
- Texas Teacher Evaluation and Support System (T-TESS) is used for coaching, feedback and evaluation
- Weekly classroom walk through
- Teachers apply effective instructional approaches
- Targeted PLC meetings each week

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not reaching their full potential on campus level or state assessments.	Lack of personalized targeted instruction and educational exposure hinders students from reaching their full academic potential.
2 ★	Class System Assessment data shows academic learning gaps for students enrolled at C&A.	Student mental health issues, student trauma, lack of academic exposure and student behavior impact academic achievement.
3 ★	Chrome books life span will not allow for updates, very limited repair, and will not sustain long term-usage.	Student chrome books are in need of replacement.

★ = Priority

School Processes & Programs

Summary

The Child & Adolescent School adheres to the district curriculum and TEKS Resource System. Teachers have sufficient planning/ collaboration time across grades and curriculum levels. Edgenuity provides general education secondary instruction for grades 7-12 with SPED certified, ESL-trained teachers provide resources, life skills, and inclusion support as needed.

The Child & Adolescent School has a campus Professional Learning Community (PLC meets weekly), a Site-Based Decision-Making (SBDM) team, and daily communication with hospital staff (doctors, nurses, and staff) to collaborate on behalf of the students. Intentional scheduling for both teachers and students ensures that all legal requirements and student needs are met.

Our campus is focused on the PLC at work process. We work together as a collaborative team to meet the academic and social needs of every child. We have a shared responsibility for all students on campus. We focus on understanding what students should be learning, what we should be teaching (at the right level of rigor), and creating ways to measure student success.

Strengths

At C&A, we are committed to excellent teaching and learning for all students and adults. Therefore we have processes in place to support learning environments such as PLC's and whole staff professional learning. All staff members are highly qualified. All of our staff are involved in professional development opportunities designed to meet the individual needs of our students. All staff are participating members in our professional learning community. Our professional work is focused on student need and teacher growth.

For our students, we have programs that support student learning at all academic levels (Gen Ed, Sped,504). Students have structured daily routines, positive behavior privileges and the staff have removed distractions that interfere with behavior are all implemented.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ PLC meetings need to be structured to incorporate personalized learning to meet the academic and behavioral needs of all learners.	Learning from PLC at work processes has to be implemented with fidelity and consistency.
2 ★ Technology updates are needed for students and teachers.	Technology equipment utilized by the students and staff has ended its life span requiring replacements.
3 ★ PEIMS process is challenging due to the unique makeup of the students at C&A.	Due to the high mobility rate of the students at C&A, and the fact that we service students from all over the State of Texas, it is difficult to locate some students when they are discharged.
4 ★ Parent and community communication is challenging .	Communication procedures are restricted due to the confidential nature at C&A.

★ = Priority

Perceptions

Summary

Our campus mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for all students. We want to build capacity in our students and teachers to believe that they can do the work and be successful. Our priority is to ensure that everyone believes in the work and believe they can accomplish the work.

We want our students to take ownership and develop an attitude to be successful. We will develop our teachers through the PLC process, timely feedback, coaching and teacher observations. This process will allow us to impact the adults, who has the greatest impact to influence student achievement. We have a great campus and have seen some success, but we still have work to do. We must reach every student.

Strengths

As a campus our strength is that we have staff who are passionate about serving kids. All stakeholders are interested in taking our school to the next level, showing significant growth, and really seeing success in our students. By setting goals, looking at our data through our PLC's, creating engaging lessons with assessments, and working our campus of PLC process we will be able to see student growth. As a campus we do what we love and love what we do because every child deserves the best education every day. We will see every student on our campus, meet them where they are, and grow them to be successful academically and behaviorally. Our teachers have a heart to what is best for each student so that our students are successful.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Students are not demonstrating ownership of their behavioral actions and their academic learning.	Students lack social-emotional skills and need explicit instruction to help build important behavioral and academic learner qualities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students academic achievement will improve when learning experiences are intentional, consistently differentiated and personalized to meet each student's unique needs.

Students diverse background knowledge, experiences, strengths ,weaknesses, lack of educational exposure and behavior need to be routinely consider when personalizing student engaging classroom lessons.

2
★

Teachers need ongoing support and opportunities for professional learning that address personalized student learning.

We have a high rate of low student performance based on the lack of experiences and exposure to personalized instruction that meets students where they are.

3
★

Students are not reaching their full potential on campus level or state assessments.

Lack of personalized targeted instruction and educational exposure hinders students from reaching their full academic potential.

4
★

Class System Assessment data shows academic learning gaps for students enrolled at C&A.

Student mental health issues, student trauma, lack of academic exposure and student behavior impact academic achievement.

5
★

Chrome books life span will not allow for updates, very limited repair, and will not sustain long term-usage.

Student chrome books are in need of replacement.

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★

PLC meetings need to be structured to incorporate personalized learning to meet the academic and behavioral needs of all learners.

Learning from PLC at work processes has to be implemented with fidelity and consistency.

7
★

Technology updates are needed for students and teachers.

Technology equipment utilized by the students and staff has ended its life span requiring replacements.

8
★

PEIMS process is challenging due to the unique makeup of the students at C&A.

Due to the high mobility rate of the students at C&A, and the fact that we service students from all over the State of Texas, it is difficult to locate some students when they are discharged.

9
★

Parent and community communication is challenging .

Communication procedures are restricted due to the confidential nature at C&A.

10
★

Students are not demonstrating ownership of their behavioral actions and their academic learning.

Students lack social-emotional skills and need explicit instruction to help build important behavioral and academic learner qualities.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ 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
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment 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
- ☒ Gifted and talented data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

- ☒ Violence and/or violence prevention 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
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 1 High Priority

Improve SUPPORTS to positively impact student learning to ensure a well-rounded education.

Evaluation Data Source: Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

Strategy 1

To ensure that 80% of all students reach their individual academic growth goals in Mathematics and in Reading/Language Arts by providing and monitoring the effective use of instructional programs and interventions--including personalized learning/digital platforms and targeted interventions such as IXL--and by supplying the materials, supplies, and resources needed to reinforce high-quality teaching and learning in all subject areas for all student groups (neglected/delinquent, At-Risk, GT, Special Education, Homeless, English Learners, Dyslexia, Section 504, Migrant, etc.), ensuring a well-rounded education for every student.

Strategy's Expected Result/Impact: Provide targeted instruction that will help to increase the percentage of all students scoring at the Meets' and Masters' level at their home campus.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

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Strategy 2 Results Driven Accountability

INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT

Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

Strategy's Expected Result/Impact: Targeted instructional supports for students in need of assistance.

Changes in student behavior to increase student learning.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 3

CURRICULUM

Maintain a viable curriculum aligned to state standards.

Strategy's Expected Result/Impact: Alignment of the the written, taught, and tested curriculum

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 4 Results Driven Accountability

PROFESSIONAL DEVELOPMENT & COACHING

Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff.

Strategy's Expected Result/Impact: Increased teacher and student performance

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 5 Results Driven Accountability

Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to FINE ARTS, and preparation for COLLEGE, CAREER, OR MILITARY POST-SECONDARY READINESS, ADVANCED ACADEMICS, ensuring academic ENRICHMENT and EXTRA-CURRICULAR support and COLLEGE EXPOSURE opportunities for students.

Strategy's Expected Result/Impact: Student involvement and enrichment

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 6 **Results Driven Accountability**

DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUATION
Analyze data and implement enhanced drop out prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate AND/OR provide an alternative choice high schools to meet the needs of at-risk students.

Strategy's Expected Result/Impact: Recover drop outs. Prevent potential dropouts.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 7

MIGRANT:
Establish Migrant Priority for Service (PFS) Action Plan in cooperation with Educational Service Center, Region 10.

Strategy's Expected Result/Impact: Targeted focus on highly at risk population

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 2 **High Priority**

Ensure SPECIAL EDUCATION services are effectively provided to each student needed and ensure all processes and procedures are effectively monitored.

Evaluation Data Source: Results Driven Accountability Data
IEPs
Student Performance including behaviors

Strategy 1 Results Driven Accountability

To ensure students in Special Education are receiving adequate and proper services, performance routine audits to ensure Child Find processes are effective and student folders are accurate and in compliance.

Strategy's Expected Result/Impact: Continuity of services for students.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 2

SPECIAL EDUCATION:

Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 3 High Priority

EMERGENT BILINGUAL -

EB students will increase their proficiency levels in the TELPAS domains of listening, speaking, reading and writing.

Evaluation Data Source: TELPAS, OLPT, EL Progress Measures

Strategy 1 Results Driven Accountability

Students will achieve ENGLISH LANGUAGE PROFICIENCY through meaningful learning experiences, language rich instruction, and interventions to improve academic performance and close achievement gaps.

Strategy's Expected Result/Impact: English Language Acquisition

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 4

Readily and strategically infuse TECHNOLOGY in teaching and learning to improve outcomes for all students.

Evaluation Data Source: One-to-One (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Strategy 1

NETWORK SAFETY:

Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system.

Strategy's Expected Result/Impact: Cybersecurity Awareness and Prevention

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 2

CLASSROOM TECHNOLOGY:

Ensure classroom computers and other technology instructional needs are operational.

Strategy's Expected Result/Impact: Instructional technology use in classrooms.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Goal 2

SCHOOL CULTURE: Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 1

Increase student attendance and decrease student referrals and student behaviors warranting suspension or alternate settings .

Strategy 1

Monitor and provide resources to address classroom discipline and behavior.

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2

Increase social-emotional supports

Evaluation Data Source: Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy 1

Provide TARGETED SUPPORT and support COUNSELING , SOCIAL SERVICES, GUIDANCE LESSONS, and TRAININGS to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs.

This may include targeted supports and personnel (psychologist, behavior specialists, mental health provider/programs, specialized instructional support services, etc.) to meet student/staff needs and trainings in a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services

Strategy's Expected Result/Impact: Awareness of student needs and knowledge of how to respond
Teacher capacity to assist student needs increases
Decreased disciplinary referrals; Increased student attendance

Staff Responsible for Monitoring: Campus Principal

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Strategy 2

Provide COORDINATED SCHOOL HEALTH SERVICES, activities, and evaluations including required PHYSICAL ACTIVITIES [TEC 11.253(d)(10)].

Strategy's Expected Result/Impact: Addressing needs of whole child: social, emotional, physical

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Goal 3

HUMAN CAPITAL AND RESOURCES: Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 1

RECRUIT and RETAIN sufficient PERSONNEL to provide effective leadership, teaching, custodial, maintenance, nutrition, special services and other positions instrumental to the effective operation of the district.

Evaluation Data Source: Employee Roster
Turnover Rate

Strategy 1

Attend and host RECRUITING EVENTS such as JOB FAIRS, and implement supports to RECRUIT, SUPPORT, AND RETAIN and DEVELOP excellent and Fully Certified and Highly Qualified Principals, Teachers, and Staff (food service, custodial, bus drivers, paraprofessionals, etc.) and Significantly increase SOCIAL MEDIA BRANDING and recruitment strategies and redirect budgets toward this end.

Strategy's Expected Result/Impact: Increase teacher quality and recruit diverse staff

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

ONBOARDING PROGRAM:
Provide meaningful orientation and specialized supports and resources for new employees.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 3

Increase RETENTION RATE of employees and decrease TEACHER TURNOVER rate reflect state average.

Strategy's Expected Result/Impact: Stability of teaching staff and decreased expense of training

Staff Responsible for Monitoring: Campus Principal

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Goal 4

ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 1

FINANCIAL STABILITY
Propose a budget that promotes fiscal responsibility and supports instructional growth.

Strategy 1

PEIMS:
Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2

CAPITAL IMPROVEMENTS
Develop a long-term facilities plan to address future growth and facility improvement needs.

Strategy 1

BUILDING & PROPERTY MAINTENANCE:
Prioritize items at critical failure and utilize alternate resources to address most critical needs identified in the facility assessment.

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 3

SAFETY & SECURITY

Training and emergency management preparation will be provided to assure the safety and security of every student and staff member in the District, and of all stakeholders on District premises.

Strategy 1

TRAINING & EMERGENCY RESPONSE PLANS

Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety. This will include training campus administrators to handle their unique campus emergency response plans, account for student mental health and emotional issues , and use anti-bullying training and protocols.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November February June

Strategy 2

EMERGENCY OPERATIONS:
District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November February June

Performance Objective 4

COMPLIANCE

District will maintain compliance with all state and federal guidelines.

Strategy 1

Monitor state, federal and special programs to ensure compliance.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Goal 5

COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 1

COMMUNICATION MEDIUMS -

The district will utilize multiple mediums to ensure effective communication to all stakeholders.

Strategy 1

COMMUNICATION MEDIUMS:

District will use websites, website applications, social media, e-newsletters, Parent Square messages, parent portal, target mailers, billboards and other outlets to keep parents informed.

Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 2

COMMUNITY & FAMILY ENGAGEMENT

Strategy 1

OUTREACH:

Provide district-wide outreach program for parents to help build connections and capacity

Strategy's Expected Result/Impact: EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 2

ACCESS:

District will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Veteran's Day, Cultural Days, Hall of Fame, Dudes at the Door, etc.) .

Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 3

PARENT & FAMILY ENGAGEMENT POLICY:

The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.

Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 4

VOLUNTEERS & PARTNERSHIPS:

TISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 5

EDUCATE PARENTS and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June