

Terrell Independent School District



Accountability Rating: C

Distinction Designation:
Postsecondary Readiness

2026-2027 District 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.

Vision

The vision of Terrell ISD is to cultivate an innovative learning community where students are prepared to adapt and excel in a complex and rapidly changing world.

Values

T - Treat people right.

I - Inspire Tiger Pride.

G -Get better everyday.

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

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.

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.

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Comprehensive Needs Assessment

Demographics

Summary

Terrell Independent School District is an accredited, growing District of Innovation serving approximately **5,186** students in the 2025-26 school year. Located in the City of Terrell in Kaufman County, Texas, approximately 25 miles east of Dallas, the district has experienced significant growth with enrollment rising from 4,192 students in 2013-14. Projections indicate continued expansion, with enrollment expected to surpass 6,000 students by 2028. This growth reflects Kaufman County's status as one of the fastest-growing counties in Texas.

Terrell ISD earned an A-Superior Rating from the Texas Education Agency for financial stability, demonstrating strong fiscal management. To proactively address enrollment growth, the district convened a Facilities Committee comprised of community members, parents, teachers, administrators, and business leaders to study facility needs and recommend solutions. In May 2025, Terrell ISD voters approved a **\$273.4 million bond package** endorsed by the citizens' committee. The bond focuses on expanding and updating facilities to accommodate **more than 1,000 additional students expected in coming years, strengthening safety and security measures across all campuses to ensure student and staff well-being, and modernizing learning environments to support high-quality instruction and programs.**

The City of Terrell has a population of over 25,000 residents. Community demographics reveal economic challenges that directly impact our student population. Nineteen percent of all households live below the poverty level, and 32% of school children's parents live in rental properties. The median annual income of \$65,428 is below state and national averages, and 18% of families receive food stamp or SNAP benefits, exceeding state and national averages. Additionally, 39% of families are single-parent households. The city's ethnic composition includes 49% white, 31% Hispanic, 17% African American, and 2% two or more races. Regarding educational attainment, 25.1% of adults have less than a high school diploma, 29.4% are high school graduates, 24.6% have some college or an associate's degree, and 20.8% have a bachelor's degree or higher.

Terrell ISD serves a diverse student population with over 76% economically disadvantaged students. The district's ethnic composition differs from the city's demographics, with Hispanic students comprising 58.5% of enrollment, white students 18.3%, African American students 17.8%, students of two or more races 4.7%, Asian students 0.44%, American Indian students 0.2%, and Hawaiian/Pacific Islander students 0.08%. The student body is 50.6% male and 49.4% female. Among at-risk and special populations, 63.4% of students are classified as at-risk, 2.1% are homeless, 0.2% are in foster care, and 2.02% are immigrants. Program participation includes 29.77% emergent bilingual students, 15.68% special education students, 4.3% students receiving Section 504 services, 6.7% gifted and talented students, and 6.6% students receiving dyslexia services. Spanish is the most prominent language other than English in Terrell ISD. Students within the district are highly mobile with significant student attrition rates. Given that a large percentage of students live in poverty and experience trauma-induced stresses, social and emotional supports are a priority for the district.

Terrell ISD comprises nine campuses, each serving distinct student populations. In 2025-2026 Terrell High School has 1,415 students with 74% economically disadvantaged. Herman Furlough Middle School has 1,160 students with 75% economically disadvantaged. Gilbert Willie Elementary has 623 students with 83.6% economically disadvantaged. J.W. Long Elementary has 667 students with 78.5% economically disadvantaged. Dr. Bruce Wood Elementary has 709 students with 81.2% economically disadvantaged. W.H. Burnett Elementary has 340 students with 82.3% economically disadvantaged. Global Leadership Academy has 219 students with 52.5% economically disadvantaged. Additionally, specialized programs serve unique student needs. The Terrell Alternative Education Center (TAEC) serves critically at-risk students as a dropout recovery center. The Child and Adolescent Center, located at Terrell State Hospital, serves students institutionally committed for severe mental and behavioral issues with 100% at-risk. The Health Science Academy is a pull-out academy serving high school students pursuing medical field careers. All K-12 traditional campuses operate Title I schoolwide programs, and demographics in Career and Technical Education programs and dual credit programs closely resemble district-wide demographics.

Terrell ISD cultivates a college and career going culture through strategic partnerships and program offerings. The district provides an associate degree program free of charge to students in partnership with Trinity Valley Community College (TVCC), along with numerous CTE pathway options aligned with industry needs. Over 3,500 college credit hours were earned in 2025-2026. Terrell is home to Trinity Valley Community College and Southwestern College, facilitating dual course credit opportunities.

As a growth-minded district, teacher effectiveness is paramount. Terrell ISD supports continuous improvement through

Professional Learning Communities that provide job-embedded, data-driven, classroom-focused collaborative learning opportunities. Individualized instructional coaching is provided as needed, and targeted professional development combines teacher-selected and district-mandated training annually. Regular classroom monitoring by campus administrators ensures implementation fidelity.

Terrell ISD actively engages parents, students, staff, and the community to gain insight, catalyze change, monitor improvements, and develop strategic plans. Mentorship programs include Dads at Doors, where male mentors provide positive connections to start the school day, Boys to Men, where adult males teach behaviors instrumental to the transition to manhood, Pearls for Girls, where adult females mentor female students on the transition to womanhood, Silver Tigers, which connects senior citizens with high school seniors, Grands on the Go, where grandparents support their own grandchildren and others, and community mentors who provide various forms of student assistance. Partnership organizations include the Economic Development Corporation, City of Terrell, Terrell Chamber of Commerce, Terrell Excellence Foundation, local businesses, and Communities in Schools. The ExCEL Center is a multi-purpose facility designed to provide extended learning opportunities and comprehensive physical health resources for the community, parents, and students.

Strengths

Increased teacher retention.

Recruitment of experienced and minority teachers.

Increase of dual credit course attainment and partnership with institutions of higher education

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.	Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.
2 ★ Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.	Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.
3 ★ District enrollment and student retention have not consistently met projections	The district has not yet fully developed and consistently communicated a coordinated portfolio of differentiated programs

★ = Priority

Student Learning

Summary

Leading with the vision of EXPECT MORE. ACHIEVE MORE, **Terrell ISD has established an instructional goal that 80% of all students reach their growth goal in Mathematics and Reading Language Arts.** This ambitious target drives decision-making across all campuses and programs as the district works to ensure all students master challenging state academic standards.

The Texas Education Agency released STAAR scores for the 2025-26 school year. STAAR performance levels include Approaches, Meets, Masters, and Did Not Meet Level Performance, with the Approaches, Meets, and Masters levels all considered passing. Students who achieve the Approaches level are likely to succeed in the next grade or course with targeted academic interventions, while those who reach the Meets level have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. Students achieving the Masters level are likely to succeed in the next grade level. Recent performance trends demonstrate that the district scores increased in all three domains, and 4 out of 7 campuses increased or maintained their letter grade. Focused efforts are in place to continue on the improvement trajectory and exceed expectations. However, TISD needs to increase the number of students attaining Meets and Masters on state assessments. While progress has been made, the district is committed to moving more students beyond basic proficiency to higher levels of academic performance.

The Texas Academic Performance Report indicates achievement gaps between student populations. Analysis of data reveals that specific special populations need additional support to master challenging state academic standards. The district recognizes these disparities and has implemented targeted interventions to address equity and ensure all students receive the instruction and support necessary to succeed.

Beyond state assessments, multiple indicators demonstrate the positive impact of Terrell ISD's college and career preparation efforts. The Class of 2026 celebrated 300 graduates, with 59% receiving college scholarships and \$193 million in college scholarships offered to the class. Additionally, 1 earned an industry certification and over 3,600 college credit hours were earned through dual credit courses. These outcomes reflect the district's commitment to cultivating a college and career going culture and providing pathways for all students to achieve post-secondary success.

TISD's curriculum is aligned to state standards (TEKS) and is accessible to all teachers, ensuring consistency and rigor across all classrooms. Common assessments across grade-level disciplines are regularly monitored, and multiple online tools for data disaggregation are available to inform instructional decisions. A consistent instructional model is utilized by all educators to ensure high-quality, evidence-based teaching practices. Leading and Learning Teams set campus goals and maintain instructional focus, while Professional Learning Communities through Collaborative Team Meetings provide job-embedded, data-driven, classroom-focused professional development.

Consistent program monitoring for academics, behavior, and attendance is established through a systematic Multi-Tiered Systems of Support (MTSS) process implemented for all students. All students not performing satisfactorily on STAAR exams receive 15-30 hours of tutoring per subject needed. Tiger Time is embedded at elementary campuses for accelerated instruction and supplemental support, and secondary campuses have modified master schedules to provide accelerated instruction, supplemental support, and after-school tutoring opportunities. The TAEC/Phoenix campus is instrumental in the recovery of dropout students and has achieved double-digit graduates, providing critical second-chance opportunities for at-risk youth.

The district places strong emphasis on supporting all student groups and addressing the needs of specific populations. Teachers obtain ESL and GT certification as needed to address student needs and increase achievement. A dual-language model has been added at Pre-K through 3rd grade levels to enrich language acquisition, and programs have been developed at secondary levels to advance English language development. Parent support and training are provided at each campus.

Social and emotional learning is at the forefront of district priorities. Recognizing that many students experience poverty and trauma-induced stresses, extensive resources have been expended to ensure the emotional safety of students and faculty. A social worker and a licensed professional counselor, are integrated into support systems and a social/emotional curriculum have been incorporated into the school day. The district maintains a comprehensive focus on student wellbeing as a foundation for academic success.

TISD offers a routine and consistent schedule of quality academic enrichment activities that positively impact the community. The ExCEL Center provides academic and enrichment activities throughout the school year, offering safe out-of-school time programs for all students, especially those in greatest need of academic and family support. Continued opportunities are provided year-

round to increase student achievement through various programs and activities. Advanced learning options include advanced level courses, Gifted and Talented programs, dual credit opportunities, Career and Technology pathways, and satellite campuses such as the Health Science Academy to address specific skill sets.

Numerous student groups have been honored with state recognition and accomplishments. The Robotics team advanced to World competition, athletics programs produced 1st place medals at the state level, public speaking teams achieved state-level 1st place honors, and fine arts programs in band, theatre, and visual arts received acclaim. These accomplishments demonstrate that students are thriving beyond academics and developing well-rounded skills that prepare them for future success.

The district is focused on increasing educational rigor and student achievement by building the capacity of all employees. Administrators, teachers, and staff receive ongoing training to build content knowledge and effective instruction strategies, with focus areas including bridging gaps, embracing diversity, and building a culture of trust and respect. Job-embedded, data-driven, classroom-focused professional development through PLCs ensures continuous improvement. Through partnership with TNTP, teachers and leaders develop competencies as they learn TEKS-based strategies, increase rigor and depth of knowledge in the classroom, employ effective instructional strategies, and enhance content knowledge. Measures exist to ensure that teachers and leaders implement learning from professional development experiences in their daily practice.

Based on data analysis, the district has identified critical professional development needs to address equity and student achievement. These priority areas include ensuring all students have access to high-quality instruction regardless of background, supporting the whole child in light of trauma and poverty, maintaining high expectations while providing appropriate support through engaging grade-level appropriate instruction, developing deep understanding of standards to drive instruction through TEKS analysis, meeting diverse learner needs through differentiated instruction, building toward grade-level mastery through scaffolding instruction, making content comprehensible especially for emergent bilingual learners, engaging students in authentic rigorous tasks through project-based learning, implementing strategies to keep students engaged and on track for dropout prevention, and honoring and leveraging student diversity through culturally responsive teaching.

Terrell ISD is financially stable and received the highest rating possible, an A+ Superior Financial FIRST Rating from TEA. This strong financial foundation enables the district to invest strategically in programs, personnel, and resources that directly support student learning and achievement.

Terrell ISD students are demonstrating growth and achievement across multiple indicators. While state assessment performance shows improvement and 4 out of 7 campuses maintained or increased letter grades, the district remains committed to moving more students to Meets and Masters performance levels and closing achievement gaps between student populations. Beyond test scores, students are succeeding in college preparation, career readiness, and competitive achievements at state and world levels. The district's comprehensive approach, combining rigorous academics, social-emotional support, targeted interventions, enrichment opportunities, and strong professional development, positions all students for continued growth and future success. Additional information is available at www.txschool.org.

Strengths

Strong participation in advanced and enrichment programs

Dual credit enrollment and the expansion of CTE programs

Dual language program and a focus on bilingual/ESL instruction in early childhood

Job-embedded professional development opportunities

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
2★	The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.	Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.
3★	Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.	Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

★ = Priority

District Processes & Programs

Summary

Terrell ISD is identified as a District of Innovation by the Texas Education Agency, granting the Board of Trustees local control over a number of issues including district calendar start and end times and local certification requirements. The District of Innovation Plan for 2026-2031 was adopted by the TISD Board of Trustees, filed with TEA, and is available on the district's website. This innovative status enables the district to implement creative solutions tailored to the unique needs of our students and community.

One of the most transformative innovations implemented by Terrell ISD is the adoption of a four-day student calendar designed to attract quality educators and keep students engaged and present. This strategic decision has produced measurable positive impacts across multiple areas. Students benefit from more time for jobs, rest, family, homework, and extracurricular activities, while the district has seen improved student attendance and a drop in discipline referrals. For staff, the four-day calendar has resulted in a significant double-digit increase in teacher retention and an increased experience level for instructional staff. Additionally, monthly Friday professional development days provide targeted training on instructional strategies and interventions, ensuring that the calendar innovation serves both student engagement and continuous staff development.

The district's commitment to attracting and retaining quality educators extends well beyond the calendar innovation. Terrell ISD actively recruits highly qualified staff throughout the year by attending colleges and universities, participating in virtual job fairs, and hosting district job fairs. The district offers the second highest paying teacher salaries in Kaufman County, complemented by increased contributions to health care, life insurance coverage, personal days in addition to state days, a sick leave pool, 403(b) matching opportunities, retention bonuses, and access to a fitness center with personal trainers. Targeted recruitment focuses on teachers with composite, Bilingual/ESL, and GT certifications, with stipends provided in shortage and hard-to-fill areas such as Bilingual Education and secondary math and science. Current personnel are required to obtain necessary certifications as needed, and instructional paraprofessionals are highly qualified and certified as appropriate.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The district provides intensive, collaborative, and job-embedded professional development to all staff, focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence, and cultural responsiveness. Professional Learning Communities lay the framework for collaborative team meetings, job-embedded professional development, and cross-training opportunities.

All teachers new to Terrell ISD participate in an onboarding experience and attend New Teacher Orientation, while flexible exchange days allow teachers and employees to select professional development that meets their individual needs. Per House Bill 3, passed by the 86th Texas Legislature in June 2019, all kindergarten through third grade teachers and principals attend teacher literacy achievement academies to strengthen early literacy instruction. The district utilizes the T-TESS Rubric as the evaluative tool for effective classroom instruction, with teachers receiving regular observations and appropriate feedback. The district provides annual training on the teacher evaluation rubric, calibrates results across evaluators, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place as needed to identify specific goals and monitor campus and student group performance.

Development of district curriculum is an ongoing process designed to meet the needs of Terrell ISD students. A scope and sequence geared toward meeting student needs is provided, with curriculum aligned to TEKS (Texas Essential Knowledge and Skills), ELPS (English Language Proficiency Standards), and CCRS (College Career and Readiness Standards). The TEKS Resource Curriculum Framework is available to all teachers. Dedicated curriculum writers ensure alignment of curriculum, instruction, and assessments while embedding essential skills. Common unit assessments aligned to state standards are developed with teacher input to measure student progress, and PLCs ensure collaboration, proper use of the scope and sequence, and proper instructional delivery. Coordinators promote teaching with the end in mind through backward design principles.

The Leading and Learning team, comprised of administrators, curriculum writers, instructional coaches, and directors of special programs, uses data to guide and impact classroom instruction. Data-driven decision making drives choices for materials, resources, and district initiatives, with a focus on early literacy development, digital fluency, college and career readiness, and high student achievement. A wide array of instructional resources and training are provided, including IXL, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Amplify, Bluebonnet, Sirius, Edgenuity, iCEV, Certiport, Guided Reading materials, Credit Recovery programs, Eduphoria Suite, blended learning resources, and ongoing hardware and technology upgrades.

Terrell ISD is part of the Region 10 Fiber Consortium, which upgraded the district's internet connectivity through E-Rate to 10 gigabytes. Computers are provided in classrooms for student use, and employees are equipped with standard technology equipment including laptops, document cameras, and projectors. The district provides continuation of digital programs to support classroom instruction, with Classlink serving as a single sign-on for all teacher and student digital programs. The TISD technology department has increased its number of support staff to assist with implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, software programs, and devices is ongoing, and the district continues to replace equipment with updated technology. Digital literacy and citizenship training are provided to ensure students and staff can navigate the digital landscape safely and effectively.

Bilingual/ESL programs have expanded to ensure language acquisition in listening, speaking, reading, and writing. A dual language program is available at W.H. Burnett Elementary, J.W. Long Elementary, and Dr. Bruce Wood Elementary schools under the guidance of a Bilingual Specialist, with Bilingual Instructional Facilitators assigned to K-5 campuses. ELPS are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, newcomer interventions are in place, and translation devices are available for classroom instruction. Administrative support, school psychologists, and counselors are readily available to address social and emotional needs as well as provide specialized services for students with disabilities and those requiring 504 accommodations. GT programs provide accelerated and enriched learning opportunities for identified students, with teachers obtaining GT certification as needed to address student needs and increase student achievement.

STEM opportunities are available to all students K-12, providing hands-on, inquiry-based learning experiences that prepare students for 21st-century careers. TISD continues to expand and enhance CTE program offerings to prepare students for life beyond high school, offering multiple pathways in all five endorsement options. The district regularly reviews its CTE programming and has expanded to include pathways in Law Enforcement and Fashion Design. CTE certifications are available, and industry partnerships through the CTE Advisory Board ensure programs remain relevant to workforce needs. Career, college, and military guidance and counseling are provided to all students. Continued opportunities are provided for students to participate in dual credit courses, with an Associate degree program offered free of charge in partnership with Trinity Valley Community College, as well as Advanced Placement courses and college and career fairs.

The Terrell Alternative Education Center (TAEC/Phoenix Campus) provides services to support students in danger of dropping out of school, recovery of students who have dropped out, and pregnancy-related services. A credit recovery program and Graduation Team are also in place at Terrell High School to recover students at-risk of dropping out. Partnership with Terrell State Hospital staff, doctors, volunteers, and community relations supports students with intensive mental health needs. The Health Science Academy, a pull-out academy serving high school students pursuing careers in the medical field, provides specialized curriculum and hands-on experiences in partnership with healthcare providers.

The district has established a framework through Multi-Tiered Systems of Support (MTSS) that addresses consistent support for academic performance, behavior expectations, and character development. Master schedules are developed to maximize instructional time and support accelerated instruction, with targeted interventions for struggling students. Tiger Time is embedded at elementary campuses for accelerated instruction and supplemental support, while modified master schedules at secondary campuses provide supplemental support and after-school tutoring opportunities. Behavioral support includes a step system code of conduct, Restorative Discipline practices, Positive Behavior Interventions and Support (PBIS), Crisis Prevention Institute training for staff, and classroom management and student engagement training.

Social and emotional support is prioritized throughout the district, with Social Workers integrated into schools, social/emotional curriculum implementation, and Changemaker programs incorporated into the school day. School psychologists and counselors are available to support student wellbeing. Phone pouches are provided to secure cellular devices throughout the day, enabling students to focus on face-to-face engagement with peers and adults while directing their attention to learning. This approach recognizes that social and emotional wellbeing is foundational to academic success, particularly for students experiencing poverty and trauma-induced stresses.

The ExCEL Center (Excellence Center for Enhanced Learning) provides quality opportunities for youth to enhance their education, athletic skills, character, and lives. Year-round academic enrichment activities and safe out-of-school time programs are available for all students, especially those in greatest need of academic and family support. An after-school program in partnership with Communities in Schools serves elementary grades. The ExCEL Center also offers adult education courses including ESL, cooking, GED, and financial literacy, along with fitness center access for senior citizens and district employees. This multi-purpose facility serves as a hub for extended learning and physical health for the entire community.

Programs and services with significant links to student performance include coordinated school health services, social services, fine arts programs, athletics programs, and career and technology programs. Transportation for after-hours activities ensures all students can participate in tutorials and athletics regardless of family circumstances. A variety of student organizations and activities are available, including fine arts opportunities in band, theatre, and visual arts, athletics, robotics, public speaking and debate, and numerous clubs and enrichment opportunities.

Campus safety and security are district priorities. Safety plans and drills are in place at all campuses, with police officers stationed

at all campuses and a Crisis Command Center providing immediate access to all district cameras for police and local emergency agencies. Multiple security cameras are monitored across the district, and upgraded locks and security features have been installed. Gold Star Transportation safety protocols are maintained. District safety meetings, compliance training, and continuing education training ensure staff are prepared to respond to emergencies. Bark for Schools, a student and school safety product that detects potential problems across Google Workspace and Chrome, provides an additional layer of protection for students. Principals maintain systems to ensure smooth campus operations, including duty rosters, supervision schedules, and facility improvements to provide safe and secure environments. Automated digitized systems ensure continuity of services to students, staff, and community.

Multiple avenues exist for stakeholders to share input for improving TISD. District-level committees include the District Educational Improvement Council (DEIC), Superintendent's Advisory Council, Facility Improvement Committee, CTE Advisory Board, TISD Ambassadors, and Head Start Advisory Council. Campus-level committees include Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organizations, department meetings, Professional Learning Communities, and faculty meetings. Teachers and staff have open access to campus administration and district leadership through the Leading and Learning department, and staff members are encouraged to take ownership and provide leadership by participating in campus and district committees. Surveys are conducted to better understand the needs and desires of the community, informing planning for the future success of students and schools. This systematic feedback collection ensures stakeholder voice shapes district decisions and priorities.

Terrell ISD's programs and processes are built on a foundation of continuous improvement, with regular monitoring, evaluation, and adjustment based on student performance data, stakeholder feedback, and best practices. The district remains committed to refining and enhancing all aspects of operations to ensure every student receives a high-quality education that prepares them for success in college, career, and life.

Strengths

District of Innovation status provides flexibility

4-day Instructional Calendar

Phone pouches at secondary campuses

Technology in classrooms

Bilingual paraprofessionals and the addition of Dual Language at Pre-K to 3rd grade

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 ★ District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.	Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.
2 ★ Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.	Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.
3 ★ The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.	The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.
4 ★ Not all eligible teaching assignments and high-need areas currently have access to participation in the district's Teacher Incentive Allotment system.	Expansion requires approved student-growth measures, reliable data systems, observation calibration, teacher communication, state approval, and sufficient administrative capacity for each additional teaching assignment.
5 ★ The district's identified facility, safety, capacity, maintenance, and instructional-environment needs exceed the scope and available resources of the current bond program.	Aging facilities, enrollment growth, changing instructional programs, construction-cost escalation, and deferred maintenance have created more facility needs than can be addressed through a single bond program.

★ = Priority

Perceptions

Summary

Terrell ISD demonstrates strong academic outcomes and college and career readiness preparation. In 2026, **59% of graduates received scholarships totaling \$193 million**. Students participating in dual credit earned over 3,600 college credit hours, reflecting the district's commitment to providing advanced learning opportunities.

The district maintains the highest financial rating possible, demonstrating responsible fiscal management and accountability to taxpayers. This strong financial foundation enables strategic investment in programs, facilities, and resources that directly benefit students.

Terrell ISD prioritizes open, consistent communication with stakeholders through multiple channels. The superintendent's weekly communication provides regular updates on campus programs and important topics. Digital platforms include Parent Portal, Parent Square messenger, Facebook, and X, formerly Twitter. Multilingual support is available through Spanish language translators at all campus activities, the "Say Hi" phone app for instant translation, and bilingual resources including the Community Resource Guide. Parent engagement events include campus nights such as Math Night, and Title I Parent Night, as well as Open Houses, Parent-Teacher conferences, and neighborhood Back to School Bashes.

The district actively cultivates partnerships that enhance student experiences and community connections. Business partnerships include profit-sharing evenings, TISD Excellence Foundation grants, CTE program support, and Teacher of the Year sponsorships. Educational partnerships include TVCC dual credit courses and Health Science Academy collaboration. Community organizations partnering with the district include Kiwanis, the Economic Development Board, Chamber of Commerce, City of Terrell, and Communities in Schools. Community mentor programs provide meaningful connections through Dads at Doors, where male mentors greet students at school entrances, Boys to Men, where adult males teach behaviors instrumental to manhood, Pearls for Girls, where adult females mentor female students on the transition to womanhood, Silver Seniors, which connects senior citizens with high school seniors, and Grands on the Go, where grandparents support students beyond their own grandchildren.

Multiple avenues exist for parents, students, and community members to provide input and participate in district governance. These include the District Educational Improvement Council, Superintendent's Advisory Council, Campus Site-Based Committees, Parent Engagement Committees, Head Start Advisory Council, CTE Advisory Board, TISD Ambassadors, and campus volunteer programs and PALS.

The ExCEL Center serves as a community hub offering year-round academic enrichment activities, safe out-of-school time programs, adult education courses including ESL, cooking, GED, and financial literacy, a community fitness center for senior citizens and district employees, and multi-purpose space for extended learning and physical wellness. The district recognizes that several schools will exceed capacity in coming years while facilities continue to age and require maintenance. A May 2025 bond election has been scheduled to address these infrastructure needs, with enhanced community communication efforts to ensure stakeholder input shapes future planning.

Safety is a district priority, evidenced by comprehensive measures throughout all campuses. Police officers are stationed at all campuses, and a Crisis Command Center provides police and emergency agencies immediate access to all district cameras. Regular safety drills and compliance training occur throughout the year, and advanced security features include cameras, upgraded locks, and Gold Star Transportation protocols. Bark for Schools software monitors Google Workspace and Chrome for student safety concerns. Staff training includes Crisis Prevention Institute techniques, Restorative Discipline, and Positive Behavior Interventions and Support (PBIS), along with a step system code of conduct with classroom management and student engagement training.

The district has identified several areas for improvement. Student attendance remains a focus, as the 2025--2026 attendance rate is below the state average. The district has established a 96% attendance goal and actively monitors progress, recognizing that attendance directly impacts student achievement. Parent engagement presents another challenge, as students report that parents are not fully engaged and do not attend school functions to the desired extent despite numerous opportunities for involvement. The district continues exploring strategies to increase meaningful family participation. Teacher retention, while improved dramatically since implementing a four-day instructional calendar, remains consistently higher than the state average. The district supports new teachers through annual orientation, mentor teacher assignments for first and second-year teachers, and peer coaching through Teacher Leadership programs.

With **76%** of students receiving free or reduced lunch, Terrell ISD serves a predominantly economically disadvantaged population. The district commits to providing equitable access to high-quality instruction, academic challenge, and support services to ensure high expectations are met for all students regardless of socioeconomic background.

Strengths

Financial stability of the district and responsible stewardship of funds

ExCEL Enrichment Opportunities

Safe schools with police presence on each campus

Numerous engagement opportunities for community and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.	Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.
2 ★ Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.	Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.
3 ★ Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.	District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.
4 ★ Teacher and staff stress, burnout, and mental health challenges affect employee well-being, job satisfaction, attendance, performance, and retention.	Increasing student needs, expanding compliance responsibilities, staffing shortages, workload demands, and limited time and capacity for wellness supports contribute to sustained employee stress.
5 ★ Community members who do not have children enrolled in the district or who are not actively connected to district activities may not consistently receive timely and understandable information about bond projects, facility decisions, budgets, timelines, and district priorities.	District communication relies heavily on school-based networks, digital platforms, and existing stakeholder groups that may not consistently reach residents who are not directly connected to a campus or district program.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.

Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.

2
★

Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.

Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

3
★

District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.

Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.

4
★

Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.

Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.

5
★

District enrollment and student retention have not consistently met projections

The district has not yet fully developed and consistently communicated a coordinated portfolio of differentiated programs

6
★

The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.

Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.

7
★

Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.

Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

8
★

Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.

Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

9
★

The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.

The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.

10
★

Not all eligible teaching assignments and high-need areas currently have access to participation in the district's Teacher Incentive Allotment system.

Expansion requires approved student-growth measures, reliable data systems, observation calibration, teacher communication, state approval, and sufficient administrative capacity for each additional teaching assignment.

11
★

The district's identified facility, safety, capacity, maintenance, and instructional-environment needs exceed the scope and available resources of the current bond program.

Aging facilities, enrollment growth, changing instructional programs, construction-cost escalation, and deferred maintenance have created more facility needs than can be addressed through a single bond program.

12



Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.

Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.

13



Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.

District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.

14



Teacher and staff stress, burnout, and mental health challenges affect employee well-being, job satisfaction, attendance, performance, and retention.

Increasing student needs, expanding compliance responsibilities, staffing shortages, workload demands, and limited time and capacity for wellness supports contribute to sustained employee stress.

15



Community members who do not have children enrolled in the district or who are not actively connected to district activities may not consistently receive timely and understandable information about bond projects, facility decisions, budgets, timelines, and district priorities.

District communication relies heavily on school-based networks, digital platforms, and existing stakeholder groups that may not consistently reach residents who are not directly connected to a campus or district program.

★ = 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

By the release of 2027 accountability ratings, ensure that the district and every rated campus earn an A, B, or C rating, with no campus rated below C, through quarterly monitoring of Domain 1, Domain 2, and Domain 3 leading indicators.

Evaluation Data Source: District and campus accountability ratings; quarterly projected ratings; STAAR/EOC achievement and growth; closing-the-gaps performance by student group.

Strategy 1

Maintain a viable, TEKS-aligned curriculum and monitor alignment among the written, taught, and tested curriculum through PLCs, curriculum internalization, common assessments, and student-work review.

Strategy's Expected Result/Impact: Improved alignment of written, taught, and tested curriculum, resulting in stronger Tier I instruction and increased STAAR/EOC achievement and growth.

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Alison Rison, Executive Director of Curriculum & Instruction

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 3

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Strategy 2 Results Driven Accountability

Provide targeted academic and behavioral interventions which include MTSS and HB 1416 accelerated instruction, and specialized supports for all student groups.

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: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Dr. Tracie Pritchett, Director of Special Programs

Problem Statements: Demographics 2 - Student Learning 2, 3

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Strategy 3 Results Driven Accountability

Campus will ensure an effective educator in every classroom and students are engaged in learning every day. Provide job-embedded coaching and professional learning for campus leaders, instructional coaches, and teachers using walkthrough, observation, and student outcome data.

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

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning

Melinda Burris, Executive Director of Special Services

Alison Rison, Executive Director of Curriculum & Instruction

Dr. Adam Toy, Executive Director of Student Services

Dr. Angela Wright, District Testing Coordinator

Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 3

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Strategy 4

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 such as summer camps, out-of-school time programs, school clubs, sports, and at-home extension activities..

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

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning

Amanda Guthrie, Director of Fine Arts

Marvin Sedberry, Athletic Director

AJ Knight, ExCEL Director

Deborah Smith, Director of CTE

Problem Statements: Demographics 3 - Student Learning 3 - District Processes & Programs 1, 2 - Perceptions 1

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Strategy 5 Results Driven Accountability

Monitor and support required Targeted Improvement Plans, Local Improvement Plans, and ESF actions through implementation checks, evidence reviews, and leadership coaching.

Strategy's Expected Result/Impact: Close achievement gaps

Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 2 - Student Learning 1

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Strategy 6

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: Laura Espinoza

Problem Statements: Demographics 2 - Student Learning 2

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Strategy 7

Provide and monitor the effective use of instructional PROGRAMS and INTERVENTIONS to improve the academic performance of all students personalized learning/DIGITAL PROGRAMS, and provide SUPPLIES, MATERIALS, and RESOURCES to support and reinforce teaching and learning in ALL subject areas to ALL STUDENT GROUPS including neglected/delinquent youth, At-Risk ,GT, Special Ed, Homeless, English Learners, dyslexia, Sec.504, Migrant, etc.) to ensure a WELL-ROUNDED-EDUCATION.

Strategy's Expected Result/Impact: Increase the percentage of all students scoring at the Meets' and Masters' level Close the achievement gaps for our AA and EB student population

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Alison Rison, Executive Director of Curriculum & Instruction

Problem Statements: Demographics 2 - Student Learning 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.	Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.
3	District enrollment and student retention have not consistently met projections	The district has not yet fully developed and consistently communicated a coordinated portfolio of differentiated programs

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
2	The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.	Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.

3

Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.

Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

1

District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.

Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.

2

Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.

Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

3

The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.

The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.

Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.

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: Melinda Burris, Executive Director of Student Services
Rashunda Price, Director of Student Services

Problem Statements: Demographics 2 - Student Learning 1

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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.

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

Staff Responsible for Monitoring: Melinda Burris, Executive Director of Student Services
Rashunda Price, Director of Student Services

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 3

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.	Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
3 The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.	The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.

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: Alison Rison, Executive Director of Curriculum & Instruction
Lya Alvarado de Poveda, Dual Language Specialist
Laura Espinoza, Bilingual Student Achievement Specialist

Problem Statements: Demographics 2 - Student Learning 1, 2

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Strategy 2 **Results Driven Accountability**

EMERGENT BILINGUAL -
BILINGUAL INSTRUCTION will be provided for elementary grades including support programs and instructional materials/resources.

Strategy's Expected Result/Impact: LLI progressions; DRA, STAAR; TELPAS, EL exits

Staff Responsible for Monitoring: Alison Rison, Executive Director of Curriculum & Instruction
Lya Alvarado de Poveda, Dual Language Specialist
Laura Espinoza, Bilingual Student Achievement Specialist

Problem Statements: Demographics 2 - Student Learning 1, 2

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.	Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.

Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

2

The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.

Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.

Performance Objective 4

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

Evaluation Data Source: One-to-One Plus (inventory management system) deployment reports/data; 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: Dr. Stan Heisel, Executive Director of Technology
Greg Garrow, Director of Technology

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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: Dr. Stan Heisel, Executive Director of Technology
Greg Garrow, Director of Technology

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Performance Objective 5

By August 2027, increase the four-year high school graduation rate by at least 1 percentage point over the prior reported cohort rate and reduce the number of students identified as off track for graduation

Evaluation Data Source: Quarterly transcript; credit reviews; four-year longitudinal graduation rate; cohort completion status; credits earned; dropout and recovery data; percentage of students on track by grade level.

Strategy 1

Utilize THS Graduation Team, TAEC, credit recovery, Edgenuity, and alternative education options to recover students and prevent dropouts.

Strategy's Expected Result/Impact: Reduced dropout risk and increased credit completion, recovery, and graduation for students needing alternative or accelerated pathways.

Staff Responsible for Monitoring: Jocelyn Torres, Director of Counseling and Mental Health

Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 2

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Strategy 2

Conduct cohort, transcript, credit, attendance, and assessment reviews for grades 9-12 and assign and provide targeted intervention to each student identified as off track

Strategy's Expected Result/Impact: Earlier identification of off-track students and coordinated intervention before credit, attendance, or assessment deficits prevent graduation.

Staff Responsible for Monitoring: Jocelyn Torres, Director of Counseling and Mental Health

Problem Statements: Demographics 1 - Student Learning 1

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Strategy 3

Provide middle-to-high-school and high-school-to-postsecondary transition advising on graduation plans, endorsements, financial aid, college admissions, CTE pathways, and CCMR opportunities.

Strategy's Expected Result/Impact: Improved student transitions and informed course and pathway decisions, resulting in increased graduation and postsecondary readiness.

Staff Responsible for Monitoring: Jocelyn Torres, Director of Counseling and Mental Health
Deborah Smith, Director of CTE
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 1, 3 - Student Learning 1, 3

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.

Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.

3

District enrollment and student retention have not consistently met projections

The district has not yet fully developed and consistently communicated a coordinated portfolio of differentiated programs

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
3 Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.	Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

Performance Objective 5 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.	Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

Performance Objective 6

By August 2027, increase the percentage of annual graduates who meet at least one CCMR indicator by a minimum of 3 percentage points over the 2025-26 baseline, maintaining an annual trajectory toward 90% CCMR attainment by 2030.

Evaluation Data Source: Annual graduate CCMR rate; CCMR indicator attainment by student group; number and percentage of students earning dual credit, industry-based certifications, college-ready assessment scores, or other approved indicators.

Strategy 1

Provide and monitor a well-rounded CCMR program that expands dual credit, industry-based certifications, advanced academics, CTE pathways, college exposure, and college, career, and military advising.

Strategy's Expected Result/Impact: Increased student participation and attainment across multiple CCMR pathways, resulting in measurable progress toward 90% CCMR attainment.

Staff Responsible for Monitoring: Deborah Smith, Director of CTE
Dr. Tracie Pritchett, Director of Special Programs
Jocelyn Torres, Director of Counseling and Mental Health
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 2 - Student Learning 1, 3

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Strategy 2

Use approved data systems to maintain an individual CCMR status tracker for every student in grades 9-12 and review progress at least quarterly.

Strategy's Expected Result/Impact: Earlier identification of students without a CCMR indicator and more timely, data-informed intervention by campus and district teams.

Staff Responsible for Monitoring: Deborah Smith, Director of CTE
Dr. Tracie Pritchett, Director of Special Programs
Jocelyn Torres, Director of Counseling and Mental Health
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 2 - Student Learning 1, 3

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Strategy 3

Expand work-based learning, internships, clinical rotations, job shadowing, and industry mentorships through partnerships with local employers and higher education institutions.

Strategy's Expected Result/Impact: Increased access to authentic career experiences, stronger employability skills, and more students completing work-based learning aligned to career interests.

Staff Responsible for Monitoring: Deborah Smith, Director of CTE
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 2 - Student Learning 3

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.	Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
3	Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.	Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

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 High Priority

By June 2027, increase districtwide average daily attendance by at least 1 percentage point over the 2025-26 baseline and meet an annual milestone of at least 93%, while reducing chronic absenteeism in every student group as progress toward 95% ADA by 2030.

Evaluation Data Source: District and campus ADA; chronic absenteeism rates; attendance by grade and student group; intervention completion and effectiveness.

Strategy 1

Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS.

Strategy's Expected Result/Impact: Increase attendance
Increase academic growth and achievement

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Dr. Adam Toy, Executive Director of Student Services

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 3

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Strategy 2

Provide campus-assigned school law enforcement officers and armed security personnel at every campus to maintain a visible, trained security presence and support campus safety operations in alignment with district safety protocols and state requirements. Establish and maintain written documentation of clearly defined officer and security duties focused on campus security, threat prevention, emergency preparedness, and incident response, and explicitly excluding behavioral, instructional, or administrative responsibilities.

Strategy's Expected Result/Impact: Increased campus safety and security
Improved emergency preparedness and response
Reduced risk of serious safety incidents
Increased student and staff perception of safety

Staff Responsible for Monitoring: Chief Jerry Valladarez, Chief of Police
Dr. Adam Toy, Executive Director of Student Services

Problem Statements: District Processes & Programs 2 - Perceptions 3

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Strategy 3

Monitor attendance by campus, grade, student group, and individual student; use tiered attendance triggers to initiate outreach and intervention.

Strategy's Expected Result/Impact: More timely identification of attendance concerns and increased completion of interventions before absences become chronic.

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Dr. Adam Toy, Executive Director of Student Services

Problem Statements: Demographics 1 - Student Learning 1

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Strategy 4

Provide attendance resources, student/family mentoring, coordinated services, and home visits for students with repeated absences or barriers to attendance.

Strategy's Expected Result/Impact: Reduced barriers to attendance and improved student connection to school through coordinated family outreach and individualized support

Staff Responsible for Monitoring: Dr. Charde Dockery , Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Dr. Adam Toy, Executive Director of Student Services

Problem Statements: Demographics 1 - Student Learning 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.	Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.	Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.	District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.

Performance Objective 2

Throughout 2026-27, maintain district enrollment within plus or minus 1% of the annual demographer projection and conduct quarterly enrollment, withdrawal, transfer, and program-demand analyses to guide recruitment and retention actions.

Evaluation Data Source: Snapshot and monthly enrollment; variance from projection; withdrawals and reasons; transfers; program applications, acceptances, and waitlists.

Strategy 1

Maintain accurate PEIMS enrollment coding through annual training, data-validation checks, and follow-up support for campus and district staff.

Strategy's Expected Result/Impact: More accurate enrollment reporting and projections, supporting reliable funding, staffing, scheduling, and resource-allocation decisions.

Staff Responsible for Monitoring: Jo Thornton, PEIMS Coordinator
Alfredo Garcia, Student Data Coordinator
Dr. Adam Toy, Executive Director of Student Services

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Strategy 2

Implement a standardized withdrawal and transfer review process, including reason codes and family feedback, to identify preventable enrollment loss.

Strategy's Expected Result/Impact: Improved understanding of why students leave the district and implementation of targeted actions to reduce preventable withdrawals.

Staff Responsible for Monitoring: Jo Thornton, PEIMS Coordinator
Alfredo Garcia, Student Data Coordinator
Dr. Adam Toy, Executive Director of Student Services

Problem Statements: Demographics 1

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Strategy 3

Use School Choice, Terrell ISD Virtual Academy, and program-demand data to coordinate recruitment, placement, waitlists, capacity planning, and retention communication.

Strategy's Expected Result/Impact: Improved alignment among program demand, available seats, staffing, facilities, and family communication, supporting enrollment stability.

Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives
Dr. Nicole Mansell, Chief of Communication

Problem Statements: Demographics 1 - Student Learning 1, 3 - Perceptions 2, 3

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.	Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
3	Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.	Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.	Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.
3	Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.	District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.

Performance Objective 3

By June 2027, reduce districtwide disciplinary removals from the classroom by at least 2% from the 2025-26 baseline, while monitoring disproportionality and strengthening preventive, restorative, and tiered behavioral supports.

Evaluation Data Source: In-school and out-of-school suspensions; DAEP placements; classroom removals; repeat referrals; disproportionality by student group; implementation of MTSS/behavior supports.

Strategy 1

Implement MTSS, PBIS, restorative practices, conflict resolution, counseling, social services, and trauma-informed supports to address behavior before exclusionary discipline is used.

Strategy's Expected Result/Impact: Increased use of preventive and restorative supports, resulting in fewer classroom removals and improved student engagement and well-being.

Staff Responsible for Monitoring: Dr. Tracie Pritchett, Director of Special Programs
Jocelyn Torres, Director of Counseling and Mental Health
Melinda Burris, Executive Director of Special Services
Dr. Adam Toy, Executive Director of Student Services
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

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Strategy 2

Review disaggregated discipline data quarterly by campus, grade, offense, teacher, and student

group; document corrective actions for identified disparities.

Strategy's Expected Result/Impact: Earlier identification of discipline trends and disproportionality, resulting in timely corrective action and more equitable student outcomes.

Staff Responsible for Monitoring: Jocelyn Torres, Director of Counseling and Mental Health
Mindy Burris, Executive Director of Special Services
Rashunda Price, Director of Special Services
Dr. Adam Toy, Executive Director of Student Services

Problem Statements: Demographics 1 - Student Learning 1

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Strategy 3

Provide targeted academic, social, emotional, and behavioral supports to ensure the overall well-being and success of all students. The district will implement a counseling services, social services, guidance lessons, and professional development to address students' social-emotional learning (SEL), mental health, and academic needs.

Targeted supports will be delivered through a multidisciplinary approach and may include specialized personnel and services such as school psychologists, behavior specialists, licensed mental health providers, specialized instructional support services, and community-based programs. These supports are designed to meet the diverse needs of students and staff and to remove barriers to learning.

The district will provide ongoing training and guidance for staff and students in the following areas:

SOCIAL-EMOTIONAL LEARNING (SEL)

TRAUMA-INFORMED CARE AND CRISIS INTERVENTION

SUICIDE PREVENTION, INCLUDING REQUIRED PARENT/GUARDIAN NOTIFICATION PROCEDURES

DRUG EDUCATION AND VIOLENCE PREVENTION

DATING VIOLENCE, SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER FORMS OF CHILD MALTREATMENT

CULTURAL PROFICIENCY AND HEALTHY STUDENT RELATIONSHIPS

CYBERSECURITY AND DIGITAL SAFETY

CONFLICT RESOLUTION PROGRAMS

DYSLEXIA TREATMENT AND INTERVENTION

ACCELERATED INSTRUCTION AND DROPOUT PREVENTION

SUPPORTS FOR STUDENTS EXPERIENCING HOMELESSNESS

In alignment with Senate Bill 9, we will provide Sexual Harassment and Dating Violence instruction using curriculum approved by the School Health Advisory Council (SHAC) and the Board of Trustees, with a required parent opt-in process. Awareness of prevention programming will be provided to students, parents, and staff through coordinated training, classroom guidance lessons, and parent communication and education.

Additionally, the district will provide annual Grief and Trauma Care training for all new teachers, ensuring staff are equipped to recognize and respond to student needs with sensitivity and appropriate supports.

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: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Dr. Charde Dockery, Deputy Superintendent of Leading and Learning
Melinda Burris, Executive Director of Special Services
Jocelyn Torres, Director of Counseling and Mental Health
Dr. Adam Toy, Executive Director Student Services

Problem Statements: Demographics 1 - Student Learning 1

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Strategy 4

Provide COORDINATED SCHOOL HEALTH SERVICES, activities, and evaluations including required PHYSICAL ACTIVITIES [TEC 11.253(d)(10)] and provide a universal FEEDING PROGRAM in partnership with the SHAC.

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

Staff Responsible for Monitoring: Tonya Tillman, Deputy Superintendent
Dianna Tidwell, Director of Nutrition

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.	Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

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

Maintain district status as a DISTRICT OF INNOVATION with the Texas Education Agency.

Strategy's Expected Result/Impact: Local Board control over district calendar and other Board approved topics

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent of Schools
Dr. Charde Dockery, Deputy Superintendent of Leading and Learning
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: District Processes & Programs 3 - Perceptions 4

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

3

The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.

The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Teacher and staff stress, burnout, and mental health challenges affect employee well-being, job satisfaction, attendance, performance, and retention.

Increasing student needs, expanding compliance responsibilities, staffing shortages, workload demands, and limited time and capacity for wellness supports contribute to sustained employee stress.

Performance Objective 2

By the start of the 2027-28 school year, reduce the number of high-quality teachers and staff who leave Terrell ISD by approximately 2% compared with the prior-year baseline, using stay data, exit data, working-condition feedback, and differentiated retention strategies.

Evaluation Data Source: Teacher and staff retention rates; retention of high-performing and hard-to-fill staff; stay-interview and exit-survey trends; vacancy and time-to-fill data.

Strategy 1

Continue recruiting events, job fairs, social-media branding, educator-preparation partnerships, and targeted recruitment for diverse and hard-to-fill personnel.

Strategy's Expected Result/Impact: A stronger and more diverse applicant pool, shorter vacancy periods, and improved staffing of hard-to-fill positions.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary

Mathew Warnock, Director of Recruitment & Retention

Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Student Learning 1, 2 - District Processes & Programs 3, 4 - Perceptions 3, 4

Formative Reviews

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Strategy 2

Continue retention supports connected to the District of Innovation, district calendar, employee benefits, professional growth, recognition, and positive working conditions.

Strategy's Expected Result/Impact: Higher employee satisfaction and retention, increased workforce stability, and reduced costs associated with recurring vacancies and training.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Mathew Warnock, Director of Recruitment & Retention
Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Student Learning 1, 2 - District Processes & Programs 3, 4

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Strategy 3

Conduct structured stay interviews and exit analyses by employee group and campus; use findings to implement and monitor differentiated retention plans.

Strategy's Expected Result/Impact: Earlier identification of workplace concerns and implementation of differentiated actions that reduce preventable employee turnover.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Mathew Warnock, Director of Recruitment & Retention
Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Student Learning 1, 2 - District Processes & Programs 3 - Perceptions 3

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Strategy 4

Provide job-embedded coaching, leadership development, and clear career pathways for high-performing teachers, campus leaders, and support staff.

Strategy's Expected Result/Impact: Increased leadership capacity, internal advancement, employee engagement, and retention of high-performing staff.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Mathew Warnock, Director of Recruitment & Retention
Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Student Learning 1, 2 - District Processes & Programs 3

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Strategy 5

Strengthen new-employee orientation, onboarding, mentoring, and specialized support

Strategy's Expected Result/Impact: Improved new-employee readiness, belonging, performance, and retention during the first two years of employment.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary

Mathew Warnock, Director of Recruitment & Retention

Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Student Learning 1, 2 - District Processes & Programs 3

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
2	The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.	Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.	The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.
4	Not all eligible teaching assignments and high-need areas currently have access to participation in the district's Teacher Incentive Allotment system.	Expansion requires approved student-growth measures, reliable data systems, observation calibration, teacher communication, state approval, and sufficient administrative capacity for each additional teaching assignment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.	District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.
4	Teacher and staff stress, burnout, and mental health challenges affect employee well-being, job satisfaction, attendance, performance, and retention.	Increasing student needs, expanding compliance responsibilities, staffing shortages, workload demands, and limited time and capacity for wellness supports contribute to sustained employee stress.

Performance Objective 3

By September 2027, reduce the number of uncertified teachers serving in locally identified hard-to-fill positions by at least 10% from the 2026-27 baseline through targeted recruitment, certification pathways, and job-embedded support.

Evaluation Data Source: Number and percentage of uncertified teachers by assignment; certification progress; hard-to-fill vacancies; recruitment and preparation-pipeline results.

Strategy 1

Maintain an individual certification completion plan for each uncertified teacher, including testing, coursework, deadlines, progress checks, and assigned HR support.

Strategy's Expected Result/Impact: Increased certification completion and fewer missed testing, coursework, or application deadlines among currently uncertified teachers.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Mathew Warnock, Director of Recruitment & Retention
Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 3, 4

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Strategy 2

Provide mentor teachers, instructional coaching, targeted professional development, and release or study supports for uncertified teachers in hard-to-fill assignments.

Strategy's Expected Result/Impact: Improved instructional effectiveness, confidence, certification progress, and retention of teachers in hard-to-fill positions.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Mathew Warnock, Director of Recruitment & Retention
Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - District Processes & Programs 3

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Strategy 3

Review vacancy, applicant, certification, and retention data quarterly to identify positions requiring grow-your-own pipelines, stipends, or revised recruitment incentives.

Strategy's Expected Result/Impact: More targeted and effective recruitment and incentive decisions, resulting in fewer vacancies and uncertified assignments.

Staff Responsible for Monitoring: Dr. Melissa Nichols, Executive Director of Human Resources - Elementary
Mathew Warnock, Director of Recruitment & Retention
Earl Gilmore, Executive Director of Human Resources - Secondary

Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 3

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.

Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.

Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

2

The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.

Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.

3

Students participating in special programs do not consistently have access to the full range of internships, mentorships, dual-credit courses, industry-based certifications, work-based learning, college exposure, and career-connected experiences needed to support successful postsecondary transitions.

Opportunities depend on available staffing, transportation, scheduling, funding, student eligibility, and external partnerships, resulting in uneven access across programs and student groups.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
3 The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.	The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.
4 Not all eligible teaching assignments and high-need areas currently have access to participation in the district's Teacher Incentive Allotment system.	Expansion requires approved student-growth measures, reliable data systems, observation calibration, teacher communication, state approval, and sufficient administrative capacity for each additional teaching assignment.

Performance Objective 4

During 2026-27, implement all approved TIA system components with fidelity by completing required data collection, quality controls, teacher communication, designation submissions, and payout processes on established timelines, while using TIA data to strengthen instructional quality and retention.

Evaluation Data Source: TIA implementation calendar; completion and accuracy checks; eligible-teacher communication; observation and student-growth data; designation submissions and outcomes; retention of designated teachers.

Strategy 1

Publish and monitor a district TIA implementation calendar that identifies teacher eligibility, student-growth measures, observation windows, data owners, quality controls, submission dates, and payout milestones.

Strategy's Expected Result/Impact: Timely, coordinated implementation of all TIA components with clear ownership, fewer missed deadlines, and increased system fidelity.

Staff Responsible for Monitoring: Dr. Tracie Pritchett, Director of Special Programs
Earl Gilmore, Executive Director of Human Resources - Secondary
Matt Warnock, Director of Recruitment and Retention
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 3, 4

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Strategy 2

Provide calibrated observation training and job-embedded coaching for appraisers and teachers to strengthen instructional quality and ensure reliable performance data.

Strategy's Expected Result/Impact: More reliable observation data and stronger instructional practice through consistent calibration, feedback, and coaching

Staff Responsible for Monitoring: Dr. Tracie Pritchett, Director of Special Programs
Earl Gilmore, Executive Director of Human Resources - Secondary
Matt Warnock, Director of Recruitment and Retention
Dr. Charde Dockery, Deputy Superintendent of Leading and Learning

Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 3, 4

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Strategy 3

Provide clear, recurring communication to eligible teachers and campus leaders regarding system rules, annualized payouts, data access, timelines, and appeal processes.

Strategy's Expected Result/Impact: Improved teacher and leader understanding, trust, and preparedness regarding TIA eligibility, data, designation, and compensation processes.

Staff Responsible for Monitoring: Dr. Tracie Pritchett, Director of Special Programs
Earl Gilmore, Executive Director of Human Resources - Secondary
Matt Warnock, Director of Recruitment and Retention
Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 3, 4

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Students participating in Bilingual Education, Special Education, Gifted and Talented, and Career and Technical Education programs do not consistently experience the same level of high-quality instruction, specialized support, and access to program resources across campuses and grade levels.	Staffing capacity, specialized certification, professional learning, instructional resources, program coordination, and implementation monitoring vary across special programs and campuses.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.
2 The district does not consistently have sufficient numbers of trained, certified, and appropriately assigned personnel to meet the instructional and support needs of students participating in special programs.	Limited applicant pools in specialized areas, employee turnover, certification requirements, and inconsistent access to program-specific professional development affect the district's ability to build and sustain staff capacity.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
3 The district continues to employ uncertified teachers in identified hard-to-fill positions, which may affect instructional consistency, teacher confidence, and long-term retention.	The availability of fully certified applicants in high-need certification areas is limited, and the district does not yet have a sufficiently coordinated system of individual certification plans and progress monitoring for uncertified teachers.
4 Not all eligible teaching assignments and high-need areas currently have access to participation in the district's Teacher Incentive Allotment system.	Expansion requires approved student-growth measures, reliable data systems, observation calibration, teacher communication, state approval, and sufficient administrative capacity for each additional teaching assignment.

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

By June 2027, complete an updated facilities master plan that incorporates current enrollment projections, facility-condition data, instructional and program needs, capacity analyses, and prioritized long-range projects to inform readiness for a future bond campaign.

Evaluation Data Source: Board-reviewed facilities master plan; facility-condition assessment; demographic and capacity analysis; prioritized project list; stakeholder input.

Strategy 1

Update the facility-condition assessment and continue prioritizing critical building, property, safety, and instructional-environment needs.

Strategy's Expected Result/Impact: A current, prioritized understanding of facility conditions and critical needs that protects safety and supports quality learning environments.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent
Tonya Tillman, Deputy Superintendent of Business & Operations
Chris Lay, Executive Director of Facilities & Operations
William Kid, Director of Bond Management

Problem Statements: District Processes & Programs 1, 5 - Perceptions 1, 5

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Strategy 2

Integrate updated demographer projections, utilization, capacity, attendance boundaries, instructional programs, transportation, and operational cost data into the facilities master plan.

Strategy's Expected Result/Impact: A data-informed facilities master plan that accurately reflects growth, capacity, program, transportation, and operational needs.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent
Tonya Tillman, Deputy Superintendent of Business & Operations
Chris Lay, Executive Director of Facilities & Operations
William Kid, Director of Bond Management

Problem Statements: District Processes & Programs 1, 5 - Perceptions 1

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Strategy 3

Develop a sequenced long-range capital plan identifying project scope, estimated cost, dependencies, funding options, and readiness milestones for a future bond campaign.

Strategy's Expected Result/Impact: Improved readiness for future capital decisions through clearly sequenced projects, cost estimates, dependencies, and funding options.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent
Tonya Tillman, Deputy Superintendent of Business & Operations
Chris Lay, Executive Director of Facilities & Operations
William Kid, Director of Bond Management

Problem Statements: District Processes & Programs 1 - Perceptions 1

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.	Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.
5	The district's identified facility, safety, capacity, maintenance, and instructional-environment needs exceed the scope and available resources of the current bond program.	Aging facilities, enrollment growth, changing instructional programs, construction-cost escalation, and deferred maintenance have created more facility needs than can be addressed through a single bond program.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.	Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.
5 Community members who do not have children enrolled in the district or who are not actively connected to district activities may not consistently receive timely and understandable information about bond projects, facility decisions, budgets, timelines, and district priorities.	District communication relies heavily on school-based networks, digital platforms, and existing stakeholder groups that may not consistently reach residents who are not directly connected to a campus or district program.

Performance Objective 2

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: Tonya Tillman, Deputy Superintendent of Business & Operations
Gabriel Munoz, Chief of Staff
Dr. Adam Toy, Executive Director of Student Services

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Strategy 2

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

Staff Responsible for Monitoring: Tonya Tillman, Deputy Superintendent of Business & Operations
Gabriel Munoz, Chief of Staff
Dr. Adam Toy, Executive Director of Student Services

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Strategy 3

RESOURCES:
Provide sufficient resources to ensure student health, safety, and well-being.

Strategy's Expected Result/Impact: Safe & Healthy School

Staff Responsible for Monitoring: Campus Principals

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Performance Objective 3

Throughout 2026-27, complete each scheduled 2025 bond milestone on or before the approved timeline and keep total project commitments within the Board-approved budget, with monthly monitoring and timely mitigation of schedule, scope, and cost risks.

Evaluation Data Source: Bond milestone reports; budget-to-actual reports; contingency use; change orders; schedule variance; risk and mitigation logs.

Strategy 1

Prioritize critical facility failures and use approved alternate resources when needed to protect instruction, safety, and scheduled bond work.

Strategy's Expected Result/Impact: Critical facility needs are addressed without avoidable disruption to instruction, safety, or scheduled bond implementation.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent
Tonya Tillman, Deputy Superintendent of Business & Operations
Chris Lay, Executive Director of Facilities & Operations
William Kid, Director of Bond Management

Problem Statements: District Processes & Programs 1 - Perceptions 1

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Strategy 2

Maintain a monthly bond dashboard (website) showing scope, schedule, commitments, expenditures, contingency, change orders, milestones, risks, and responsible parties for each project.

Strategy's Expected Result/Impact: Increased transparency and earlier identification of project risks, supporting on-time and within-budget delivery of approved bond work.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent
Tonya Tillman, Deputy Superintendent of Business & Operations
Chris Lay, Executive Director of Facilities & Operations
William Kid, Director of Bond Management

Problem Statements: District Processes & Programs 1, 5 - Perceptions 1, 5

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Strategy 3

Provide recurring progress reports to the Board, Bond Advisory Committee, campuses, staff, families, and community using consistent project data and plain-language updates.

Strategy's Expected Result/Impact: Increased stakeholder awareness, confidence, and trust in the district's stewardship and delivery of the 2025 bond program.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent
Tonya Tillman, Deputy Superintendent of Business & Operations
Chris Lay, Executive Director of Facilities & Operations
William Kid, Director of Bond Management

Problem Statements: District Processes & Programs 1, 5 - Perceptions 1, 5

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Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.	Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.
5	The district's identified facility, safety, capacity, maintenance, and instructional-environment needs exceed the scope and available resources of the current bond program.	Aging facilities, enrollment growth, changing instructional programs, construction-cost escalation, and deferred maintenance have created more facility needs than can be addressed through a single bond program.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	District facilities do not consistently provide the capacity, safety features, infrastructure, and flexible learning environments needed to support enrollment growth and evolving instructional programs.	Aging facilities, changing enrollment patterns, and expanding instructional and program needs have outpaced the district's available space and long-range facility improvements.
5	Community members who do not have children enrolled in the district or who are not actively connected to district activities may not consistently receive timely and understandable information about bond projects, facility decisions, budgets, timelines, and district priorities.	District communication relies heavily on school-based networks, digital platforms, and existing stakeholder groups that may not consistently reach residents who are not directly connected to a campus or district program.

Performance Objective 4

By adoption of the 2027-28 budget, identify and implement resource reallocations and cost-containment strategies that align funding to district priorities and reduce the projected annual deficit to no more than \$1,000,000 without compromising required services or core instructional priorities.

Evaluation Data Source: Adopted and amended budgets; projected deficit; savings and reallocations; program effectiveness and utilization; impact analysis for major budget decisions.

Strategy 1

Maintain accurate PEIMS and financial data through training, validation, reconciliation, and follow-up supports so staffing and funding decisions use reliable information.

Strategy's Expected Result/Impact: More accurate funding and staffing decisions and reduced financial risk resulting from coding, reporting, or reconciliation errors.

Staff Responsible for Monitoring: Dr. Tonya Tillman, Deputy Superintendent of Business & Operations

Dr. Charde Dockery, Deputy Superintendent of Leading & Learning
Jo Thornton, PEIMS Coordinator
Alfredo Garcia, Student Data Coordinator

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Strategy 2

Monitor state, federal, special-program, and local expenditures for compliance, allowability, alignment, and timely use of funds.

Strategy's Expected Result/Impact: Increased compliance and more effective, timely use of available funds in support of district priorities and student needs.

Staff Responsible for Monitoring: Dr. Tonya Tillman, Deputy Superintendent of Business & Operations

Dr. Charde Dockery, Deputy Superintendent of Leading & Learning

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Strategy 3

Conduct program, contract, staffing, and resource-utilization reviews to identify duplication, low-impact spending, vacancies, and opportunities for reallocation.

Strategy's Expected Result/Impact: Identification of savings and reallocation opportunities that reduce low-impact spending while protecting essential services.

Staff Responsible for Monitoring: Dr. Georgeanne Warnock, Superintendent of Schools
Dr. Tonya Tillman, Deputy Superintendent of Business & Operations
Dr. Charde Dockery, Deputy Superintendent of Leading & Learning
Gabril Munoz, Chief of Staff

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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: Dr. Nicole Mansell, Chief of Communication
Dwight Malone, Director of Family & Community Services

Problem Statements: District Processes & Programs 2 - Perceptions 2, 3

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

2

Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.

Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.	Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.
3	Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.	District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.

Performance Objective 2

COMMUNITY & FAMILY ENGAGEMENT: By June 2027, increase the number of active, documented district and campus partners by at least 6% over the 2025-26 baseline, with each partnership connected to an identified student, family, staff, or program need.

Evaluation Data Source: Number of active partners; new and renewed partnership agreements; campuses and priorities served; in-kind and financial contributions; partnership outcomes.

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: Dr. Nicole Mansell, Chief of Communication
Dwight Malone, Director of Family & Community Services

Problem Statements: District Processes & Programs 2 - Perceptions 2, 3

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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: Dr. Nicole Mansell, Chief of Communication
Dwight Malone, Director of Family & Community Services

Problem Statements: District Processes & Programs 2

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Performance Objective 2 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.	Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.	Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.
3 Negative or incomplete narratives about the district on some social media platforms can affect public confidence, family engagement, staff morale, and perceptions of district schools and programs.	District successes, accurate information, responses to community questions, and positive student and staff stories are not always communicated frequently or broadly enough to address misinformation and shape the district's public narrative proactively.

Performance Objective 3

By June 2027, increase documented districtwide volunteer hours by at least 10% over the 2025-26 baseline, establishing the annual pace needed to achieve a 50% increase by 2030.

Evaluation Data Source: Volunteer registrations; verified volunteer hours by campus and activity; repeat-volunteer rate; volunteer feedback.

Strategy 1

Provide accessible volunteer orientation, training, background-check support, and campus entry procedures for programs and special events.

Strategy's Expected Result/Impact: More trained and cleared volunteers are prepared to support campuses safely, consistently, and effectively.

Staff Responsible for Monitoring: Dr. Nicole Mansell, Chief of Communication
Dwight Malone, Director of Family & Community Services

Problem Statements: District Processes & Programs 2 - Perceptions 2

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Strategy 2

Use targeted outreach and recognition to recruit, retain, and celebrate volunteers who reflect the district community and support identified campus needs.

Strategy's Expected Result/Impact: Improved volunteer recruitment, diversity, satisfaction, and retention through intentional outreach and recognition.

Staff Responsible for Monitoring: Dr. Nicole Mansell, Chief of Communication
Dwight Malone, Director of Family & Community Services

Problem Statements: District Processes & Programs 2 - Perceptions 2

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Performance Objective 3 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.	Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.	Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.

Performance Objective 4

By June 2027, increase meaningful district, family, and community engagement opportunities by at least 10% over the 2025-26 baseline.

Evaluation Data Source:
Number and type of engagement opportunities; attendance and representation; family/community feedback; evidence of two-way communication; campus follow-up actions.

Strategy 1

Use websites, social media, e-newsletters, Parent Square, Parent Portal, targeted mailers, and other communication channels to provide timely, consistent, and accessible information.

Strategy's Expected Result/Impact: Families receive timely, consistent information through multiple channels and are better able to participate in and support their children's education

Staff Responsible for Monitoring: Dr. Nicole Mansell, Chief of Communication
Dwight Malone, Director of Family & Community Services

Problem Statements: District Processes & Programs 2 - Perceptions 2

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Strategy 2

Provide districtwide outreach and family-learning opportunities that build parents' capacity to support attendance, academics, graduation, CCMR, mental health, and postsecondary planning.

Strategy's Expected Result/Impact: Increased family knowledge, confidence, and capacity to support attendance, achievement, graduation, well-being, and postsecondary readiness.

Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives
Jocelyn Torres, Director of Counseling and Mental Health
Deborah Smith, Director of CTE
Dr. Tracie Pritchett, Director of Special Programs

Problem Statements: Demographics 1, 3 - Student Learning 1 - District Processes & Programs 2 - Perceptions 2

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Strategy 3

Jointly develop, distribute, and periodically update the Parent and Family Engagement Policy in an understandable format and, to the extent practicable, in families' home languages.

Strategy's Expected Result/Impact: A compliant and responsive Parent and Family Engagement Policy that reflects family input and is accessible to the district community

Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Districtwide student attendance continues to plateau between 92% and 93%, limiting consistent access to instruction and progress toward the district's attendance goal.	Student mobility, family barriers, and inconsistent implementation and monitoring of tiered attendance interventions reduce the district's ability to prevent and respond to chronic absenteeism. Additionally, some students and families do not consistently recognize the connection between regular attendance, academic achievement, graduation, and future success.
3	District enrollment and student retention have not consistently met projections	The district has not yet fully developed and consistently communicated a coordinated portfolio of differentiated programs

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement and academic growth are not consistently sufficient for the district and every rated campus to earn and maintain an accountability rating of C or higher.	Implementation of the written, taught, and tested curriculum, Tier I instruction, PLC practices, assessment analysis, intervention systems, and instructional feedback is not yet consistently monitored or implemented with fidelity across all campuses and classrooms.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Meaningful family engagement is inconsistent across campuses, particularly at the secondary level, and the number of active business and community partnerships supporting CTE and work-based learning does not yet meet identified student and program needs.	Family engagement opportunities and communication methods are not always differentiated by campus level or responsive to families' schedules, interests, languages, and access needs.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Adult and community attendance is inconsistent across district and campus academic, athletic, fine arts, and student-recognition events.

Information about events, programs, volunteer opportunities, and student accomplishments is not always communicated early, consistently, or across multiple platforms.



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Provide targeted academic and behavioral interventions which include MTSS and HB 1416 accelerated instruction, and specialized supports for all student groups.
1	1	3	Campus will ensure an effective educator in in every classroom and students are engaged in learning every day. Provide job-embedded coaching and professional learning for campus leaders, instructional coaches, and teachers using walkthrough, observation, and student outcome data.
1	1	5	Monitor and support required Targeted Improvement Plans, Local Improvement Plans, and ESF actions through implementation checks, evidence reviews, and leadership coaching.
1	2	1	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.
1	3	1	Students will achieve ENGLISH LANGUAGE PROFICIENCY through meaningful learning experiences, language rich instruction, and interventions to improve academic performance and close achievement gaps.
1	3	2	EMERGENT BILINGUAL - BILINGUAL INSTRUCTION will be provided for elementary grades including support programs and instructional materials/resources.



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$6,441,666.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Budget to sufficiently fund additional accelerated instruction and support at-risk students populations. Teachers on at-risk recovery an residential facility campuses, elementary STEM, Instructional Coaches, Credit Recovery Instructors, leadership coaching, and instructio materials



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Terrell ISD ensures all students have access to a rigorous, well-rounded curriculum aligned to the Texas Essential Knowledge and Skills (TEKS). Core instruction is supported by district-adopted HQIM, and campuses integrate enrichment in fine arts, CTE, and extracurricular programs to support both academic and social-emotional development. Campus leaders and teachers review instructional plans and student work through PLCs to ensure consistent, TEKS-aligned implementation across campuses.

1.2 Identifying students who may be at risk for academic failure;

The district identifies at-risk students using universal screeners (CLI engage and IXL), common formative assessments and demonstrations of learning administered through Eduphoria, district benchmarks, STAAR results, and teacher input. Students who are not meeting grade-level expectations are identified for intervention and progress monitoring through the district's MTSS process, with data reviewed at regular intervals by campus teams.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Identified students receive targeted support through small-group intervention, tutoring (including HB 1416 accelerated instruction), accelerated learning plans, and instructional technology. Interventions are matched to specific skill and TEKS-strand deficits identified in assessment data and are adjusted based on progress monitoring results.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The district implements evidence-based strategies including data-driven instruction, strand-level analysis of student performance, differentiated small-group instruction, and ongoing professional development and coaching for teachers. To improve school conditions, campuses implement SEL support, safe and supportive learning environments, and structures that protect instructional time.

Descriptor 2: Teacher Quality

Terrell ISD is committed to ensuring that all students, including low-income students and minority students, have equitable access to effective, experienced, and appropriately certified teachers.

- **Recruitment and Hiring Practices:** Prioritizing the placement of certified and effective teachers at high-need campuses, and recruiting through partnerships with teacher preparation programs, Region 10, and alternative certification providers.

- **Retention Supports:** Providing mentorship, professional development, and coaching for novice teachers, with additional instructional support allocated to high-need campuses.
- **Strategic Staffing:** Monitoring teacher assignments through HR and campus leadership to ensure equitable distribution of experienced teachers across schools.
- **Ongoing Monitoring:** Reviewing equity data throughout the year to assess progress and making staffing adjustments as needed to prevent persistent disparities.

Through these intentional practices, Terrell ISD ensures that equity in teacher quality remains a central priority in providing all students—regardless of background—with access to rigorous, high-quality instruction.

Descriptor 3: School Improvement and Support Activities

Terrell ISD carries out its School Support and Improvement responsibilities under Section 1111(d)(1) and (2) by implementing a systematic process of needs assessment, intervention, and monitoring for identified campuses. The district ensures each identified campus develops a Targeted Improvement Plan (TIP) aligned to the Texas Education Agency's Effective Schools Framework (ESF). The District Coordinator of School Improvement (DCSI) works closely with campus leadership teams, the Deputy Superintendent of Leading and Learning, and the Executive Director of Schools to provide oversight, technical assistance, and progress monitoring.

Key district actions include:

- **Conducting Comprehensive Needs Assessments** to identify root causes of low performance using multiple measures of data (academic, demographic, program, and perception).
- **Developing and Supporting Targeted Improvement Plans (TIPs)** that address identified needs, outline measurable goals, and align resources and interventions.
- **Providing Ongoing Professional Development and Coaching** for campus leaders and teachers focused on high-quality instruction, data analysis, and continuous improvement practices.
- **Engaging Stakeholders** including parents, staff, and community partners to provide feedback and support the implementation of improvement strategies.
- **Monitoring Progress** through regular check-ins, district-led data reviews, and collaboration with the Texas Education Agency and Region 10 ESC to ensure fidelity of implementation.

Through these actions, Terrell ISD ensures that School Support and Improvement activities are carried out with fidelity, transparency, and a strong focus on accelerating student achievement and closing performance gaps.

Descriptor 4: Measure of Poverty

- **Location:** Description is found in the District Improvement Plan under Title I, Part A.
- **Data Collection:**
 - **Where:** SIS and PEIMS.
 - **When:** Annually each spring.
 - **How:** Using free/reduced lunch, CEP, or TEA-approved poverty data.
- **Date Used:** PEIMS Fall Snapshot and current Child Nutrition data.
- **Equitable Services:** Provided to PNPs; process shared annually during spring consultation meetings .
- **Campus Allocation:** Per-pupil amount (PPA) multiplied by number of low-income students at each campus, based on

eco-dis percentage, not total enrollment.

- **Poverty Criteria:** Free/reduced lunch eligibility, CEP, or equivalent TEA-approved measure; campuses ranked and served by poverty percentage.

Descriptor 5: Nature of Programs

NA

Descriptor 6: Services to Homeless Children and Youth

Terrell ISD is committed to ensuring that homeless children and youth have full and equal access to a free, appropriate public education. In coordination with the McKinney-Vento Homeless Assistance Act, the district provides services to remove barriers to enrollment, attendance, and academic success.

Services for Homeless Children and Youth include:

- Immediate enrollment support, even when records are incomplete.
- Transportation services to ensure school stability.
- Access to school supplies, clothing, and hygiene products to eliminate barriers to attendance.
- Coordination with campus counselors, social workers, and community agencies to connect families with wraparound services such as food, housing assistance, and health resources.
- Academic supports, including tutoring, credit recovery, and access to extracurricular programs.
- Professional development for staff to identify and support students experiencing homelessness.

Funding Determination:

Each year, the district reserves a portion of Title I, Part A funds to support homeless children and youth. The reservation amount is determined by:

- Reviewing current year allocations.
- Conducting an annual needs assessment based on identified homeless student counts.
- Consulting with the district's McKinney-Vento Liaison to project anticipated needs for supplies, transportation, and academic supports.
- Ensuring that the per-pupil amount is sufficient to provide comparable services to those offered to Title I, Part A students districtwide.

Through these efforts, Terrell ISD ensures that homeless students receive equitable services, remain engaged in school, and are supported in meeting the same challenging academic standards as all students.

Descriptor 7: Parent and Family Engagement Strategy

Terrell ISD recognizes that strong parent and family engagement is essential to student success. In alignment with Section 1116, the district implements strategies that build capacity for meaningful collaboration between schools, families, and the community.

The LEA ensures compliance through the adoption and annual review of the **written Parent and Family Engagement Policy**,

which is developed with input from parents and shared with families in an accessible format and language. Key strategies include:

- Hosting annual Title I meetings and family information sessions at each Title I campus to inform parents of their rights, academic programs, and opportunities to be involved.
- Providing ongoing communication through newsletters, campus websites, parent portals, and social media to keep families informed and engaged.
- Offering parent workshops and learning opportunities to support student learning at home, including literacy, math, and college and career readiness resources.
- Building the capacity of staff to engage effectively with families through professional development focused on cultural responsiveness, two-way communication, and family partnership.
- Conducting annual evaluations of parent and family engagement efforts to identify strengths, challenges, and areas for growth.

These strategies, together with the district's written Parent and Family Engagement Policy, ensure that families are actively engaged as partners in student learning, decision-making, and school improvement.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Terrell ISD is committed to supporting a seamless transition for students from early childhood education programs into elementary school. To accomplish this, the district coordinates Title I, Part A services with district-operated early childhood programs to ensure continuity of learning and readiness for kindergarten.

Coordination and Support Strategies include:

- Collaboration between district Pre-K staff and Head Start to align curriculum and share student progress data where appropriate.
- Parent and family engagement activities that prepare families for the transition to elementary school, including school readiness events, orientation sessions, and kindergarten round-ups.
- Professional development opportunities for early childhood and elementary teachers to strengthen alignment in literacy, numeracy, and social-emotional learning practices.

Through these coordinated efforts, Terrell ISD ensures that children entering kindergarten are better prepared academically, socially, and emotionally, laying a strong foundation for long-term success in school.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

NA

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Terrell ISD implements intentional strategies to support students as they transition from middle grades to high school and from high school to postsecondary education.

Middle to High School Transitions:

- Collaborative transition meetings between middle school and high school counselors to align academic and social-emotional supports.
- Individual graduation plan development beginning in 8th grade, including endorsement selection and career pathway planning.
- Freshman orientation and summer bridge programs to familiarize students with high school expectations, schedules, and extracurricular opportunities.
- Early exposure to high school CTE programs and extracurricular activities to build engagement and belonging.

High School to Postsecondary Transitions:

- College and career readiness programming, including dual credit, Advanced Placement (AP), and industry-based certification opportunities.
- Partnerships with Trinity Valley Community College (TVCC) and other institutions of higher education to support dual credit and early college experiences.
- Access to college and career advising, financial aid/FAFSA completion support, and workforce readiness training.
- Work-Based Learning, internships, and mentorship programs with local industry partners.
- Support for military readiness through ASVAB testing, recruiter partnerships, and ROTC.

Through these coordinated strategies, Terrell ISD ensures students are equipped with the academic preparation, career exploration, and support services necessary to successfully navigate each transition and achieve long-term success.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Terrell ISD actively expands student access to early college, dual credit, and concurrent enrollment opportunities to ensure students are prepared for postsecondary success. The district partners with **Trinity Valley Community College (TVCC)** and other higher education institutions to offer a range of dual credit courses and Early College High School pathways that allow students to earn college credit while in high school.

In addition, the district provides **career counseling and advising** beginning in middle school and continuing through high school. Counselors, CTE teachers, and college and career advisors work with students to develop individualized graduation plans, identify career interests, and align coursework with endorsements and career pathways. Students have access to **career interest inventories, career fairs, work-based learning, and industry-based certifications** to explore and validate their skills.

Through these combined efforts, Terrell ISD increases equitable access to college-level coursework and career readiness opportunities, ensuring all students graduate with the knowledge, skills, and experiences needed to succeed in college, career, or military service.

Descriptor 11: Discipline Disproportionality

Terrell ISD is committed to maintaining safe, supportive learning environments while reducing the overuse of exclusionary discipline practices that remove students from the classroom. The district regularly monitors discipline data through PEIMS and campus reports, disaggregated by student subgroups (including race/ethnicity, gender, disability, and economically disadvantaged status), to identify trends and campuses with high rates of disciplinary removals.

Strategies to Reduce Overuse of Discipline Practices include:

- **Early Identification & Intervention:** Providing targeted support for campuses with disproportionate discipline rates, including coaching for administrators and staff.
- **Positive Behavioral Interventions and Supports (PBIS):** Implementing consistent, proactive systems that promote positive behavior and reduce office referrals.
- **Restorative Practices:** Training staff and campus leaders in restorative approaches to conflict resolution, helping students remain engaged in class while addressing behavior.
- **Ongoing Monitoring:** Conducting quarterly reviews of disaggregated discipline data at both the district and campus level to ensure equitable practices and track progress.

Through these strategies, Terrell ISD ensures that students remain engaged in learning while discipline practices are applied fairly, equitably, and only when necessary.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Terrell ISD integrates academic and Career and Technical Education (CTE) content through coordinated instructional strategies that emphasize both rigor and relevance. Core content teachers and CTE instructors collaborate to align curriculum so that students see clear connections between classroom learning, real-world applications, and future career pathways.

The district incorporates **experiential learning opportunities** such as project-based learning, internships, job shadowing, clinical rotations, and industry mentorships. These experiences allow students to apply academic knowledge in authentic settings while developing technical and employability skills.

CTE programs of study are intentionally aligned to **in-demand occupations and high-growth industries in Texas**, including health sciences, law enforcement, engineering, information technology, and skilled trades. Students also have opportunities to earn **industry-based certifications, dual credit, and work-based learning experiences**, ensuring they graduate prepared for postsecondary education, the workforce, or military service.

Through this coordinated approach, Terrell ISD promotes both academic mastery and skills attainment, equipping students with the knowledge, experiences, and credentials necessary to thrive in today's economy.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Terrell ISD provides students with limited **work-based learning (WBL) opportunities** designed to connect classroom instruction with real-world experiences and career readiness. Through partnerships with local businesses, industry leaders, and higher education institutions, students engage in internships, clinical rotations, job shadowing, and mentorship programs that allow for in-depth interaction with industry professionals.

When appropriate, students earn **academic credit** for their participation in WBL experiences, ensuring that these opportunities directly support graduation requirements and postsecondary preparation.

These experiences not only expose students to **high-demand career pathways** but also help them build the credentials, professional networks, and confidence needed to succeed in college, career, or military service.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Terrell ISD supports campuses in the identification and service of Gifted and Talented (GT) students through an immersive, comprehensive, research-based process aligned with state guidelines. The district provides training and resources for campus staff to recognize characteristics of giftedness across diverse student populations and to ensure equitable access to GT services.

Identification includes the use of **multiple criteria** such as academic achievement data, cognitive assessments, teacher and parent referrals, and qualitative measures to create a holistic profile of student strengths. The district also monitors student performance and demographic data to ensure underrepresented groups are provided equitable opportunities for screening and identification.

Once identified, GT students are served through **differentiated instruction, advanced coursework, enrichment opportunities, and participation in academic competitions**. Teachers receive professional development in gifted education strategies to ensure that instruction meets the unique needs of GT learners.

Through these supports, Terrell ISD ensures that all campuses are equipped to identify and serve gifted and talented students, providing rigorous and engaging learning experiences that allow them to reach their full potential.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Terrell ISD supports campuses in developing and maintaining **effective school library programs** that align with the new requirements under Texas Senate Bill 13. The district works with principals, instructional leaders, and certified librarians to ensure library programs are integrated into the instructional program and contribute directly to student learning.

Library programs are designed to:

- Provide access to a wide range of print and digital resources that support the curriculum and foster independent learning.
- Equip students with **digital literacy skills**, including responsible use of technology, evaluation of online resources, and ethical research practices.
- Collaborate with teachers to design lessons that integrate library resources and promote inquiry-based learning.
- Offer equitable access to technology, digital platforms, and instructional support that strengthen both academic achievement and college and career readiness.

Title I Personnel

Name	Position	Program	FTE
Amber Moody	Instructional Coach - JWL	Title 1 SW	1
Ashley Traver	Instructional Coach - GWE	Title 1 SW	1
Edna Bell	Instructional Coach - GWE	Title 1 SW	1
Haley Roberts	Teacher - STEM	Title 1 SW	1
Heather Lester	Instructional Coach - JWL	Title 1 SW	1

John Bradford	Instructional Coach - FMS	Title 1 - SW	1
Juliana Sheeran	Teacher - STEM	Title 1 SW - (60%), Title 4 (40%)	1
Malori Wooten	Coordinator of Federal Programs	Title 1	1
Marla Laudan	Teacher - STEM	Title 1 SW	1
Open	Instructional Coach - FMS	Title 1 SW	1
Open	Instructional Coach - THS	Title 1 SW	1
Shannan Singletary	Teacher - STEM	Title 1 SW	1
Tanisha Davenport	Instructional Coach - WES	Title 1 SW	1



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