

Terrell Independent School District



Terrell Alternative Education Center and DAEP

Accountability Rating: C

2026-2027 Campus Improvement Plan

Public Presentation Date:
September 30, 2026

Mission Statement

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

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.

Our vision at TAEC is to provide each student a structured learning environment, which fosters academic growth toward excellence while encouraging self-discipline, self-respect, and good citizenship.

Value Statement

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

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

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

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

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Gabe Munoz, Chief of Staff, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

TERRELL ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o

ha sido designada para manejar consultas sobre las políticas de no discriminación: Gabe Munoz, Chief of Staff, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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Comprehensive Needs Assessment

Demographics

Summary

Terrell Alternative Education Center (TAEC) is a campus coordinated through the Student Management Department of the Terrell Independent School District. TAEC seeks to work with parents, school personnel and community resources as needed in every aspect of serving the district's at-risk youth. TAEC is composed of two programs, Phoenix and Discipline Alternative Education Placement (DAEP). The Phoenix program currently consists of 32 students with the following student demographics: Female 53.00%, Male 47.00%, African American - 19%, Hispanic - 62.50%, White - 18.75%, American Indian/Alaskan Native 0.00%, Two or More - 0%. Student demographics for programs include: Emergent Bilingual -31.25%, Special Education - 6.25%, Gifted and Talented - 0%, and Section 504 - 3.13%. Other student demographics include: Economically Disadvantaged - 68.75%, At Risk - 96.88%. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The demographics and enrollment in TAEC change regularly as we proudly graduate students throughout the school year, and allow others to enroll.

TAEC has 10 staff members, 60% of which are Professional Staff. 100% of Professional Staff have more than 10 years of experience. Professional development offered to teachers and staff help bring multicultural awareness, bridge gaps, and build a culture of trust and respect.

TAEC utilizes Edgeunity as a diagnostic/progress monitoring instrument for all students. Get Better Faster (Waterfall), TLR, and the TISD Model of Instruction are currently being utilized to create a campus culture of coaching based on trust. Efficient classroom instruction is monitored by documented walk-through observations using Strive. Teacher evaluations utilize the T-TESS system. Ongoing professional development includes building capacity of teachers through the use of the T-TESS, TIL, effective teaching strategies, subject specific/content development, developing culture/climate and crisis/behavior management.

This campus also houses students from the district's Disciplinary Alternative Placement center. The number of students and demographics change regularly as students are entered and transitioned back to their home campus.

Strengths

- Diversity of student population
- Equitable teacher/student ratios
- Highly effective teachers
- Increasing student performance

Problem Statements Identifying Demographics Needs

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

★ = Priority

Student Learning

Summary

TAEC received a State accountability rating of "C" for 2025-2026 school year. STAAR scores include Approaches, Meets, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. TAEC needs to increase the number of students attaining Meets and Masters on state assessments.

The need to increase growth in all subjects and sub-populations, literacy, language acquisition, digital fluency, and college & career readiness are all identified areas of need. TAEC is committed to attaining the challenging HB3 goals established by the Board of Trustees.

TAEC implements curriculum that is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. The Student Achievement Leadership Team sets campus goals and maintain instructional focus while Collaborative Teams utilize the PLC (Bambrick) to provide collaborative, job-embedded, and classroom-focused professional development.

TAEC places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EL students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

In need with consistent program monitoring for academics, behavior, and attendance, a systemic Multi-Tiered Systems of Support (MTSS) process will be implemented for all students. A district Director of Multi-Tiered Systems of Support has been added to further impact the individual needs of students. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

Teachers and staff facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress through the implementation of Individual Academic Plans. Students in special education continue to under perform in comparison to non-special education students and are commonly targeted for improvement.

TAEC is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. TAEC provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. TAEC provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. It is the instructional goal that ALL students 'grow' each year and that 'no students goes backwards'. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		78	C	100%
STAAR Performance	9	49		
College, Career and Military Readiness	85	96		
Graduation Rate	100.0	100		
School Progress		42	F	0%
Academic Growth			Not Rated	
Retest Growth (Relative Performance)	11	42	F	✓
Closing the Gaps			Not Rated	0%

Strengths

- Improved state accountability ratings
- National Institute for Excellence In Teaching (NIET)
- Teacher Learning Rubric (TLR)
- Academic enrichment opportunities
- Professional development opportunities through PLC, Region 10, and other virtual platforms

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1 ★	Increase number of students attaining CCMR upon graduation.	Student trauma, lack of academic exposure and student behavior impact academic achievement.

★ = Priority

School Processes & Programs

Summary

Terrell Alternative Education Center has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator (TPEGS-Terrell Principal Evaluation and Growth System) and teacher evaluation system (T-TESS-Teacher Learning Rubric) are in place to ensure that teachers receive regular observations and appropriate feedback to implement effective teaching practices. The campus administrator and Terrell ISD provide annual trainings that include, but are not limited to, online curriculum, and CPI for all teachers. Terrell ISD provides its employees with standard technology equipment including laptops, document cameras, and projectors. This campus is equipped with Computer-on-Wheel carts (COWs). TAEC provides for the continuation of digital programs including Edgenuity and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login.

The Terrell Alternative Education Center's Phoenix program supports students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services by offering half day, self-paced program called Phoenix. Students who are behind in credits, recover their credits using the computer program Edgenuity.

Strengths

- TPEGS and TLR
- Highly qualified teachers
- One-to-one technology
- Student and teacher progress monitoring

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ PLC meetings need to be more structured and purposeful to meet then needs of all learners.	Utilize the PLC (Big Rock) processes with consistency.

★ = Priority

Perceptions

Summary

Our campus mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for all students. We want to build capacity in our students and teachers to believe that they can do the work and be successful. As a campus, our priority is to ensure that everyone believes in the work and believes they can accomplish the work. We want our students to take ownership want to be successful. We will be develop our teachers through the PLC process, timely feedback, coaching and teacher observations. This process will allow us to impact the adults, who has the greatest impact to influence student achievement. We have a great campus and have seen some success, but we still have work to do. We must reach every student.

It is a priority at TAEC to be a safe campus where students and staff members are feel secure. Monthly safety drills are completed and there are multiple security cameras in place at various locations around the campus. Teacher and staff surveys indicate that they feel safe and secure while on campus.

Strengths

- Numerous parent and community events
- Safe schools
- Highly Effective Teachers
- Systems created for success of all stakeholders

Problem Statements Identifying Perceptions Needs

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

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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

2
★

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

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

3
★

Increase number of students attaining CCMR upon graduation.

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

4
★

PLC meetings need to be more structured and purposeful to meet then needs of all learners.

Utilize the PLC (Big Rock) processes with consistency.

5
★

All students are not demonstrating ownership of their actions and their learning.

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

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Gifted and talented data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Increase the percentage of all students scoring at the Meets' and Masters' level

Close the achievement gaps for our AA student population

Quarterly checks of usage and student performance data [STAAR, TELPAS, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.]

Staff Responsible for Monitoring: Campus Principal

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

Formative Reviews

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Strategy 2 Results Driven Accountability

INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT

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

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

Changes in student behavior to increase student learning.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 3

CURRICULUM

Maintain a viable curriculum aligned to state standards.

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 4 Results Driven Accountability

PROFESSIONAL DEVELOPMENT & COACHING

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 5 Results Driven Accountability

RESEARCH-BASED BEST PRACTICES

Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.

Strategy's Expected Result/Impact: Targeted instruction and student learning

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 6

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: Campus Principal

Formative Reviews

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Strategy 7 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Campus Principal

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Strategy 8 Results Driven Accountability

TARGETED IMPROVEMENT PLANS
Monitor and support all Targeted Improvement Plans to ensure frameworks for effective schools and high student outcomes.

Strategy's Expected Result/Impact: Close achievement gaps

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 9

MIGRANT:

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

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

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2 High Priority

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

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

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 2

SPECIAL EDUCATION:

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 3 **High Priority**

EMERGENT BILINGUAL -

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

Evaluation Data Source: TELPAS, OLPT, EL Progress Measures

Strategy 1 **Results Driven Accountability**

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

Strategy's Expected Result/Impact: English Language Acquisition

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 4

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

Evaluation Data Source: COW's and Phoenix take home computers.

Strategy 1

NETWORK SAFETY:

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 2

CLASSROOM TECHNOLOGY:

Ensure classroom computers and other technology instructional needs are operational.

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 5 **High Priority** **HB3 Goal**

COLLEGE, CAREER COLLEGE, CAREER & MILITARY READY (CCMR)

By May 2027, the percent of Phoenix students designated COLLEGE, CAREER & MILITARY READY (CCMR) will exceed 80%.

Evaluation Data Source: TAPR 2026
CCMR Tracker

Strategy 1

COLLEGE, CAREER & MILITARY READY:

Students that have not attained CCMR designation status by their Senior year will complete the Texas College Bridge curriculum in English & Math for College Prep credit, as needed OR successfully complete a dual credit course in English or Math.

Strategy's Expected Result/Impact: The self-paced, targeted course will better prepare students for college and result in more students passing the TSI.
Percent of students designated COLLEGE & CAREER READY will increase .

Staff Responsible for Monitoring: Campus Principal
Director of Special Programs

Formative Reviews

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Goal 2

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

Performance Objective 1

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

Strategy 1

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

Staff Responsible for Monitoring: Campus principal

Formative Reviews

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Performance Objective 2

Increase social-emotional supports

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

Strategy 1

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

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 2

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: Campus Principal

Formative Reviews

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Goal 3

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

Performance Objective 1

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

Evaluation Data Source: Employee Roster
Turnover Rate

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 2

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

Staff Responsible for Monitoring: Campus Principal

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Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 4

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: Campus Principal

Formative Reviews

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Goal 4

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

Performance Objective 1

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

Strategy 1

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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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: Campus Principal

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Performance Objective 3

COMPLIANCE
District will maintain compliance with all state and federal guidelines.

Strategy 1

Monitor state, federal and special programs to ensure compliance.

Staff Responsible for Monitoring: Campus Principal

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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 :

TAEC will utilize multiple mediums to ensure effective communication to all stakeholders.

Strategy 1

COMMUNICATION MEDIUMS:

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 2

COMMUNITY & FAMILY ENGAGEMENT

Strategy 1

OUTREACH:

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 2

ACCESS:

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 3

PARENT & FAMILY ENGAGEMENT POLICY:

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 4

VOLUNTEERS & PARTNERSHIPS:

TISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 5

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June



State Compensatory Education

State Compensatory

Budget for Terrell Alternative Education Center and DAEP

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

Personnel for Terrell Alternative Education Center and DAEP

Name	Position	FTE
Angela Hill	Teacher	1
Brenecia Smith	Para Professional	1
Carla Willis	Para Professional	1
Claudia Garcia	Staff	1
Cora Edwards	Teacher	1
Dawn Westmoreland	Teacher	1
Khars Montgomery	Teacher	1
Mark Watson	Student Resource Officer	1
Robert Fieldsmith	Teacher	1