

Terrell Independent School District



J. W. Long Elementary

Accountability Rating: F

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 students are provided high quality educational opportunities while building positive relationships with mutual respect among students, staff, and families. Learning experiences focus on higher-order thinking to generate original ideas, evaluate information, and communicate thoughts effectively.

Value Statement

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

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

Long Elementary School, a proud Terrell ISD campus, serves a diverse student population where the majority of students come from economically disadvantaged backgrounds. The district holds high expectations for all students, striving for academic excellence while fostering strong, positive relationships with students, families, and the community.

Student Demographics (2025–2026 End-of-Year Data):

- African American: 15%
- Hispanic: 66%
- White: 14%
- Two or More Races: 4%

Student Program Participation:

- Emerging Bilingual: 35%
- Special Education: 18%
- Gifted and Talented: 6%
- Dyslexia: 6%

Other Demographics:

- Economically Disadvantaged: 79%
- At Risk: 61%
- Homeless: 3%

To support student success, Long Elementary will provide ongoing professional development to strengthen content knowledge and instructional strategies. Particular emphasis will be placed on meeting the needs of economically disadvantaged students, Emerging Bilinguals, and other specialized student groups. Teachers will continue to be encouraged and supported in obtaining ESL certification to better serve our multilingual learners.

Efforts will also be made to recruit and retain staff members whose demographics more closely reflect the diversity of our student population. In addition, the campus will expand mentoring opportunities and prioritize social-emotional learning, led by both the school counselor and classroom teachers.

Parent support remains a cornerstone of our work. Long Elementary will offer training and engagement opportunities designed to equip families with tools to help their children succeed. To accommodate families' varying schedules, Title I meetings will be held on multiple dates and times.

Strengths

Teacher attendance average 92%

Data Driven Instruction with HQIM (Student data folders)

Collaborative planning and data PLCs to focus on the needs of our special populations

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen tier one instruction using data driven decision making. Edit Associated Areas
2	Campus did not meet all performance objectives targeted for the 2024-2025 school year. The EB/EL (current & monitored) student group underperforms other student groups. There is a need to address the specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen tier one instruction using data driven decision making.

★ = Priority

Student Learning

Summary

J.W. Long Elementary – State Accountability and Campus Improvement Overview (2025-2026)

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		56	F	
Student Achievement		56	F	0%
STAAR Performance	31	56		
College, Career and Military Readiness				
Graduation Rate				
School Progress		58	F	70%
Academic Growth	54	58	F	
Relative Performance (Eco Dis: 78.5%)		57	F	
Closing the Gaps	8	51	F	30%

STAAR performance is measured across four achievement levels: **Did Not Meet, Approaches, Meets, and Masters**. Students scoring at the Approaches, Meets, or Masters levels are considered passing.

- *Approaches* indicates a student is “approaching” grade level expectations and will likely succeed with targeted interventions.
- *Meets* suggests students are on track for the next grade/course but may still require support.
- *Masters* indicates strong readiness for the next grade level.

To improve overall ratings, Long Elementary must increase the percentage of students reaching the **Meets** and **Masters** performance levels.

Identified Areas of Need

Based on state data and campus analysis, areas of need include:

- Growth in all subjects and across all student sub-populations
- Literacy and language acquisition
- Digital fluency
- College and career readiness

The campus remains committed to meeting the **HB1416 goals** established by the Terrell ISD Board of Trustees.

Instructional Programs and Practices

J.W. Long implements **High-Quality Instructional Materials (HQIM)** aligned to state standards and accessible to all teachers. Instruction is supported through:

- Common assessments across grade levels and subject areas
- Multiple online data-disaggregation tools

- A consistent instructional model is used campus-wide

Campus improvement is guided by **Student Achievement Leadership Teams**, while **Professional Learning Communities (PLCs)** provide job-embedded professional development, collaborative planning, and instructional alignment.

Focus on Student Populations

Long Elementary prioritizes support for **economically disadvantaged students, Emerging Bilinguals, Special Education students, and other special populations**. To address these needs:

- Teachers are encouraged to obtain **ESL** and **GT certifications**.
 - A **dual-language bridge model** has been implemented in Kindergarten through 3rd grade to strengthen bilingual language acquisition.
 - Parent training and support opportunities are regularly offered to strengthen family engagement.
-

Student Support Systems

A comprehensive **Multi-Tiered Systems of Support (MTSS)** framework is in place to address academics, behavior, and attendance. This system is enhanced by district-level support from the Director of MTSS and by full- and part-time interventionists assigned across multiple grade levels.

Students are supported in setting and monitoring personal academic goals through **Individual Academic Plans (IAPs)**. While special education students continue to underperform compared to their peers, targeted improvement plans are in place to close achievement gaps.

Professional Development and Capacity Building

J.W. Long is committed to building the capacity of all staff—teachers, leaders, support personnel, and ancillary staff—through high-quality, data-driven professional development. Key areas of focus include:

- Strengthening content knowledge and instructional strategies
- Increasing rigor and depth of instruction
- Effectively using TEKS-based strategies and student data
- Promoting diversity, equity, and inclusion
- Building a culture of trust and respect

Through PLCs and collaborative team meetings, teachers engage in continuous learning designed to raise expectations and outcomes for all students.

Vision and Commitment

Terrell Proud – Tiger Strong. Expect More. Achieve More.

J.W. Long Elementary's goal is that **every student demonstrates measurable growth each year, with no student regressing**. Instructional and programmatic decisions are guided by data, student needs, and targeted supports to ensure mastery of the state's challenging academic standards. Professional accountability is central to ensuring that strategies and learning from professional development are fully implemented to drive improved student achievement.

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.

Strengths

Targeted Intervention and Enrichment

Intervention and accelerated learning opportunities are embedded in the master schedule through a designated daily time block. This structure ensures that students consistently receive targeted instruction aligned to their identified areas of need. In addition, academic enrichment opportunities are provided to extend learning and support higher levels of mastery.

Professional Support for Teachers

To increase instructional effectiveness and student achievement, the campus implements multiple systems of teacher support, including:

- Structured **mentoring and coaching** programs
- **New Teacher Orientation** for onboarding and alignment with district expectations
- **Collaborative Team Meetings** focused on planning and data-driven decision-making
- **Monthly professional development** aligned to campus and district improvement priorities

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen tier one instruction using data driven decision making.
2	Campus did not meet all performance objectives targeted for the 2024-2025 school year. The EB/EL (current & monitored) student group underperforms other student groups. There is a need to address the specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen tier one instruction using data driven decision making.

★ = Priority

School Processes & Programs

Summary

JW Long has a targeted focus on the high achievement of students, which is addressed through quality leadership, effective teaching, and engaged learning. A campus administrator ensures that teachers receive regular observations and appropriate feedback to implement effective instruction. Texas Teacher Evaluation and Support System (T-TESS) is utilized as the evaluative tool for effective classroom instruction. The district provides annual training on the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

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 need for effective instruction, enhanced interventions to close academic gaps, and increased literacy is evident. Therefore, intensive, collaborative, and job-embedded professional development is provided to all staff. Focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence, and cultural responsiveness are but a few of the areas professional development will address. Professional Learning Communities (PLCs) lay the framework for collaborative team meetings, job-embedded professional development, collaboration, and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. Additionally, Teacher Leaders are assigned at elementary campuses to provide distributive leadership and additional coaching to teachers. Learning Coordinators in RLA, Math, and Science also provide coaching to our K-5 teachers. Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, and utilize the Get Better Faster and Drive by Data practices.

JW Long actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary math and science. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is well above the state average and is addressed through incentives, training, and support. Incentives are provided to teachers, such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers, retention bonuses, extra duty stipends, and other incentives. The District is participating in the state's Teacher Incentive Allotment, whereby teachers, based on their effectiveness, may earn distinction levels of Recognized, Exemplary, or Master's and receive additional compensation based on those distinctions.

Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments, and to embed essential skills. A Literacy Director supports the campus focus on early literacy acquisition and ensures the implementation of Amplify's balanced literacy program, including guided reading, phonics, writing, vocabulary, and other literacy elements, and reading interventionists have been hired for each K-5 campus to support at-risk students. A Director of MTSS/SEL also supports J.W. Long Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available if the need arises.

J.W. Long monitors high expectations and critical thinking for high student achievement. A scope and sequence geared toward meeting the needs of J.W. Long students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLCs ensure collaboration, proper use of the scope and sequence, and proper instructional delivery. Coordinators promote teaching with the end in mind, i.e., backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards), and CCRS (College Career & Readiness Standards). JW Long provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include, but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development.

J.W. Long provides its employees with standard technology equipment, including laptops, document cameras, projectors, and interactive TVs. Students receive 1:1 technology devices. J.W. Long provides for the continuation of digital programs, including Rosetta Stone English, Reading Plus, StemScopes, Edgenuity, IXL, Sirius, Stephenson Reading, and other programs to support classroom instruction. Classlink serves as a single sign-on for all teacher and student digital programs. The TISD technology

department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, the use of software programs, and the care of devices is ongoing. The district continues to replace equipment with updated technology.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEM opportunities are available to all students K-5 through STEM classes and Robotics programs. Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading, and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, and newcomer interventions are in place. A Bilingual program has been added to grades K-3rd grade and Bilingual Instructional Facilitators support J.W. Long.

Data-driven decision-making drives material and resource selection for classroom teachers, as well as campus initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and trainings are provided by LTRS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, technology upgrades, and hardware upgrades are but a few of the instructional tools utilized. Additionally, Blended Learning (BL), Math Innovation Zone (MIZ), Achieve3000, STMath, Stemscores, Changemakers, SEL, 1:1 Technology, Title I Campus, Stevenson Reading, Espark, Student Incentives, Student Genius, WIN Time, Student Data Folders, Safety Plan, TIP, master schedule, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Mentor Program, New Teacher Orientation, Teacher incentives, SALT, Site Based Decision, Reading Interventionists, and At Risk Counselors are supported.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses, including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency, allowing the Terrell ISD Board of Trustees local control over a number of issues, including, but not limited to, district calendar start/end times. The renewal of the District of Innovation Plan for 2027-2031 was adopted by the TISD Board of Trustees in May 2026, and the 1st Amended District of Innovation was adopted in August 2021 and may be found on the district's website.

Automated digitized systems are needed to ensure continuity of services.

Strengths

Teachers:

- Common planning/collaboration time
- Targeted professional development
- K-2 coaching for teachers
- K-5 Blended Learning common language

Students:

- Built-in interventions during the school day (WIN time and Reading pull-out)
- Student data tracking drives the groups for intervention time
- Rosetta Stone pull-out
- Data folders for goal setting
- Student data celebrations throughout the year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Due to teacher turnover and residual effects of DIO teachers, there is inconsistency among grade-level student culture.	The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).
2★ Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen tier one instruction using data driven decision making.

★ = Priority

Perceptions

Summary

J.W. Long Elementary family and community involvement will be improved through communication using systems such as Remind, social media, campus website, Parent Teacher Organization (PTO) meetings, and family/community nights. In order to initiate volunteer support, we will encourage parents to become volunteers through the district volunteer program. This will allow parents and community members to view our campus volunteer opportunities throughout the year. Top volunteers will be recognized at the end of the year.

Planned opportunities for family and community involvement will be determined using parental and community input from forums such as surveys, Site-Based Decision Making (SBDM) committee, and our annual Title I meeting. Campus opportunities to be hosted include PTO meetings, parent trainings, and family nights focused on literacy, math, and multicultural celebrations.

A variety of interest surveys are solicited, and J.W. Long utilizes the Youth Truth Survey to collect students, families, and staff input and determine specific needs in the areas of engagement, academic challenge, emotional and mental health, and diversity, equity, and inclusion. This provides the campus with the information to gain insight, catalyze change, monitor improvements, and develop strategic plans to address these unique perspectives.

To celebrate our volunteers, we will recognize them through our communication systems such as social media, campus newsletters, and the campus website. Staff will initiate positive, consistent parent contact and keep logs of communications with parents. To communicate opportunities for parent engagement, J.W. Long shares the district's activities and events, such as neighborhood Back to School Bashes throughout the community, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, and campus publications. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. A new parent app is available through the district's enhanced website.

J.W. Long Elementary provides the Community Resource Guide in both English and Spanish and houses "need to know" information regarding the campus on its website.

A mandatory parent conference will be held in the Fall, Spring, and at the end of the year. Community partnerships will be incorporated to help with campus needs.

J.W. Long completes safety drills, views multiple security cameras, attends district safety meetings, completes compliance training, and continues education training. Teacher and student surveys indicate that school is a safe environment.

Strengths

The campus demonstrates several strengths in communication and family engagement:

- All school communication is provided in both English and Spanish to ensure accessibility for families.
- A dedicated J.W. Long Elementary webpage is maintained on the TISD district website.
- Parents have access to timely updates and information through the Parent Portal and Parent Square Messenger platforms.
- A parent newsletter is distributed twice monthly to inform families of campus events, initiatives, and opportunities to partner in the educational process.
- Students are recognized and celebrated throughout the year based on their progress and individual growth goals, reinforcing a culture of achievement and motivation.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen tier one instruction using data driven decision making.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

The need to strengthen tier one instruction using data driven decision making. Edit Associated Areas

2★

Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

The need to strengthen tier one instruction using data driven decision making.

3★

Due to teacher turnover and residual effects of DIO teachers, there is inconsistency among grade-level student culture.

The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

4★

Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

The need to strengthen tier one instruction using data driven decision making.

5★

Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

The need to strengthen tier one instruction using data driven decision making.

★ = 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

A minimum of 25% of 3-5 grade students will perform at the Meets/Mastery level in all subjects on the December benchmark and 50% on the May STAAR assessment.

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

Strategy 1 Targeted Support Strategy

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 student population

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students in need of intervention using universal screeners, formative assessments, and state/district data.	Instructional Coaches Campus Principals	8/2026-4/2027	
2	Provide tiered interventions in small-group or one-on-one settings during and outside the school day.	Instructional Coaches Campus Principals	8/2026-4/2027	
3	Ensure interventions address the needs of all student groups	Instructional Coaches Campus Principals	8/2026-4/2027	

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

Formative Reviews

November

February

June

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: Campus Principals
Instructional Coaches
Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish clear Tier 1, Tier 2, and Tier 3 intervention structures for both academics and behavior.	Campus Principals Instructional Coaches	09/2026-05/2027	
2	Deliver small-group and individualized instructional support during intervention/enrichment periods.	Campus Principals Instructional Coaches	09/2026-05/2027	
3	Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness.	Campus Principals Instructional Coaches	09/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November

February

June

Strategy 3

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: Aligned instruction
Increased student engagement
Implementation of daily good first instruction
Overall increase in student achievement

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct curriculum audits and walkthroughs to ensure instructional delivery matches the written curriculum.	Campus Principals Instructional Coaches	8/2026-4/2027	
2	Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards.	Campus Principals Instructional Coaches	8/2026-4/2027	

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

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Strategy 4

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.

Strategy's Expected Result/Impact: Increased teacher performance
Overall increase in student achievement

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching.	Instructional Coaches Campus Principals	8/2026-4/2027	
2	Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching.	Instructional Coaches Campus Principals	8/2026-4/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Strategy 5 Results Driven Accountability

Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to fine arts, sciences 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: Increased student participation

Increased student engagement and attendance

Improved academic achievement and development of creativity, leadership, collaboration, communication, and critical-thinking skills

Staff Responsible for Monitoring: Campus Principals

Instructional Coaches

Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campuses will offer students access to enrichment programs	Campus Principals	09/2026-05/2027	
2	Ensure every student participates in music, art, theater/dance, and STEM opportunities within the instructional day	Campus Principals Instructional Coaches Teachers	09/2026-05/2027	
3	Campus teams will review participation data, communicate opportunities to families, and provide targeted supports to ensure equitable access	Campus Principals Instructional Coaches Teachers	09/2026-05/2027	

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Strategy 6 ☒ Targeted Support Strategy ☒ 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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular implementation checks and evidence reviews using walkthroughs, PLC records, coaching logs, and student performance data to assess progress and identify gaps.	Campus Principals	9/2026-5/2027	
2	Provide targeted leadership coaching and follow-up to address implementation barriers, strengthen campus practices, and document adjustments and next steps.	Campus Principals	9/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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Strategy 7

MIGRANT:

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

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

Staff Responsible for Monitoring: Campus Principal

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.	Campus Principals Instructional Coaches	08/2026-05/2027	
2	Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery.	Campus Principals Instructional Coaches	08/2026-05/2027	

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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: Increase in Student Achievement

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor student progress through frequent data checks and adjust interventions accordingly.	Campus Principals	08/2026-05/2027	

TEA Priorities: Build a foundation of reading and math

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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.

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: Increased English-language proficiency in listening, speaking, reading, and writing.
Reduced achievement gaps between emergent bilingual students and their non-emergent bilingual peers.
Timely, targeted interventions for students who are not making expected linguistic or academic progress.

Staff Responsible for Monitoring: Campus Principal
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor linguistic and academic progress: Teachers, campus administrators, and bilingual/ESL staff will review TELPAS, classroom, district-assessment, and progress-monitoring data to identify student needs, adjust linguistic accommodations, and provide targeted small-group instruction and interventions.	Campus Principals Instructional Coaches	09/2026-05/2027	
2	Provide coaching and collaborative support: Campus leaders and instructional coaches will provide professional learning, lesson-modeling, planning support, classroom observations, and feedback to strengthen instruction and ensure consistent implementation of appropriate linguistic supports.	Campus Principals Instructional Coaches	09/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Strategy 2

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

Strategy's Expected Result/Impact: Increased English-language proficiency in the TELPAS domains of listening, speaking, reading, and writing.
 Increased percentage of students meeting or exceeding their individual TELPAS progress measure
 Reduced achievement gaps between emergent bilingual students and their non-emergent bilingual peers.

Staff Responsible for Monitoring: Campus Principal
 Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide integrated language instruction: Teachers will incorporate daily opportunities for students to listen, speak, read, and write using content and language objectives, academic vocabulary, structured conversations, sentence stems, visual supports, modeling, digital support, and appropriately scaffolded tasks.	Campus Principals Instructional Coaches	09/2026-05/2027	
2	Strengthen teacher capacity: Campus leaders and instructional coaches will provide professional learning, collaborative planning, lesson modeling, observations, and feedback focused on sheltered instruction, linguistic accommodations, TELPAS proficiency-level descriptors, and consistent implementation of language-development practices.	Campus Principals Instructional Coaches	09/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 4

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure campus-level staff receive training on cybersecurity best practices	Campus Principal	08/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collaborate with district technology staff to monitor and evaluate	Campus Principal	08/2026-05/2027	

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Strategy 3

STUDENT TECHNOLOGY USAGE:

Teachers will provide students daily opportunities for students to use technology for instruction.

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

Staff Responsible for Monitoring: Principal
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students will utilize online keyboarding programs to increase students' keyboarding skills.	Principal Instructional Coaches	08/2026-05/2027	
2	Students will type weekly SCR's or ECR's.	Principal Instructional Coaches	08/2026-05/2027	

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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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 High Priority

By June 2027, the campus will increase its average daily attendance by at least 1 percentage point over the 2025-26 campus baseline, achieve or maintain an annual attendance rate of at least 93%, and reduce chronic absenteeism overall and within every student group, demonstrating progress toward the district's goal of 95% average daily attendance by 2030.

Evaluation Data Source: Campus and district attendance reports
Average daily attendance by grade level and student group
Chronic absenteeism reports

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: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor discipline data regularly, disaggregated by subgroup, to identify trends and address disproportionate practices.	Campus Principals Counselor	09/2026-05/2027	
2	Recognize and celebrate improved attendance at the classroom and student level.	Campus Principals Counselor	09/2026-05/2027	

TEA Priorities: Improve low-performing schools

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Strategy 2

The campus will monitor attendance by grade level, classroom, student group, and individual student and use established tiered attendance triggers to provide timely outreach, identify

barriers, and implement targeted interventions for students demonstrating attendance concerns.

Strategy's Expected Result/Impact: Increased campus average daily attendance.
Reduced chronic absenteeism overall and within each student group.
Earlier identification of students developing patterns of absenteeism.
Timely and consistent family outreach and attendance interventions.
Improved student engagement, academic achievement, and connection to school.

Staff Responsible for Monitoring: Campus Principals
Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data: The campus attendance team will review attendance data weekly by grade, classroom, student group, and individual student to identify patterns, disparities, and students meeting established intervention triggers.	Campus Principals Counselors	9/2026-5/2027	
2	Implement tiered interventions: Campus staff will assign supports based on student need, including universal attendance communication and recognition at Tier 1; student check-ins, family conferences, mentoring, and individual goals at Tier 2; and individualized attendance plans, home visits, multidisciplinary reviews, and district or community referrals at Tier 3.	Campus Principals Counselors	9/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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Strategy 3

The campus will provide individualized attendance supports, student and family mentoring, coordinated school and community services for students experiencing repeated absences or barriers that interfere with regular attendance.

Strategy's Expected Result/Impact: Reduced repeated absences and chronic absenteeism.
Increased average daily attendance and instructional time.
Improved student and family engagement with the school.
Earlier identification and resolution of barriers related to transportation, health, housing, mental health, family responsibilities, or academic concerns.
Increased student achievement, well-being, and connection to school.

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify barriers and develop plans: Campus staff will conduct student and family conferences to identify barriers to regular attendance and develop individualized attendance-success plans with goals, supports, responsible staff, and follow-up dates.	Campus Principals		
2	Provide coordinated support: The campus will connect students and families with appropriate academic, counseling, health, transportation, social-service, district, and community resources based on identified needs.	Campus Principals		
3	Conduct outreach and monitor progress: Designated staff will complete documented outreach when appropriate, monitor student attendance at least every two weeks, and adjust or intensify interventions when improvement is not demonstrated.	Campus Principals		

TEA Priorities: Improve low-performing schools

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Strategy 4

The campus will use School Choice Academy, and other program-demand data, as applicable, to support student recruitment, enrollment, placement, waitlist management, capacity planning, and retention communication in coordination with district departments.

Strategy's Expected Result/Impact: Increased student and family awareness of available educational programs.
Improved alignment between student demand, staffing, scheduling, facilities, and instructional resources.
Increased enrollment and retention in specialized campus programs.

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Coordinate recruitment and placement: The campus will collaborate with district departments to conduct recruitment activities, verify applicant information, support placement decisions, maintain accurate waitlists, and communicate enrollment requirements and timelines.	Campus Principals	9/2026-5/2027	
2	Communicate and support retention: Campus staff will provide timely communication to prospective and enrolled families, conduct follow-up with students who have not confirmed or are considering withdrawal, and use family feedback to strengthen program experiences and retention.	Campus Principals	9/2026-5/2027	

TEA Priorities: Improve low-performing schools

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Deliver guidance lessons aligned to the ASCA (American School Counselor Association) model to address academic, career, and social/emotional domains.	Campus Principal Counselor	08/2026-05/2027	
2	Ensure access to specialized staff including school counselors, social workers, licensed psychologists, behavior specialists, and mental health providers.	Campus Principal Counselor	08/2065-05/2027	

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services	Campus Principal	08/2026-05/2027	

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Performance Objective 3

By June 2027, reduce campuswide 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: Campus discipline reports
 Classroom-removal data
 Office discipline referrals
 In-school and out-of-school suspension data
 Disciplinary alternative education placement data

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: Reduced office referrals, classroom removals, suspensions, and alternative placements.
 Increased use of preventive, restorative, and instructional responses to student behavior.
 Earlier identification of students requiring behavioral, social-emotional, or mental-health support.
 Improved student behavior, self-management, conflict-resolution skills, and engagement.

Staff Responsible for Monitoring: Campus Principals
 Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement campuswide expectations and preventive supports: Campus staff will explicitly teach, model, reinforce, and regularly revisit common behavioral expectations, conflict-resolution skills, restorative practices, and social-emotional competencies across all campus settings.	Campus Principals Counselors	9/2026-5/2027	
2	Provide tiered interventions: The campus MTSS team will review behavior, attendance, academic, and social-emotional data to identify students needing targeted or intensive supports and develop individualized intervention plans that may include check-in/check-out, mentoring, counseling, behavior plans, social services, and community referrals.	Campus Principals Counselors	9/2026-5/2027	
3	Monitor implementation and outcomes: Campus leaders will review discipline data at least monthly by grade, student group, infraction, location, and consequence; monitor the use and effectiveness of interventions; and provide staff coaching or adjust supports when improvement is not demonstrated.	Campus Principals Counselors	9/2026-5/2027	

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Actively participate in local job fairs to promote the campus and district.	Campus Principals	08/2026-05/2027	
2	Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.	Campus Principals Instructional Coaches	08/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

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

Staff Responsible for Monitoring: Campus Principal

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.	Campus Principal	08/2026-05/2027	

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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

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Performance Objective 2

By the start of the 2027-28 school year, reduce the number of high-quality teachers and staff who leave the campus by approximately 2% compared with the prior-year baseline, using stay data, exit data,

working-condition feedback, and differentiated retention strategies.

Evaluation Data Source: Campus staff-retention and turnover rates
Staff climate and engagement surveys
Stay-interview and staff-feedback data
Professional-learning and mentoring records
Staff-recognition documentation

Strategy 1

Continue attending 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: Timely placement of certified and highly qualified personnel in all classrooms and specialized assignments.
Reduced campus vacancies and reliance on substitute or uncertified personnel.
Improved staff stability, instructional continuity, and student achievement.

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus administrators will participate in district job fairs and educator-preparation partnerships and will conduct targeted outreach to recruit candidates for identified hard-to-fill positions.	Campus Principal	8/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

The campus will implement staff-retention practices that promote professional growth, employee recognition, supportive leadership, staff well-being, and positive working conditions while effectively communicating available district benefits and District of Innovation opportunities.

Strategy's Expected Result/Impact: Increased retention of effective teachers and staff.
Improved staff morale, engagement, and sense of belonging.
Increased participation in professional learning and leadership opportunities.
Reduced campus vacancies and disruptions to student instruction.

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor staff experience: Campus administrators will gather staff feedback through surveys, check-ins, stay interviews, and leadership-team discussions to identify concerns	Campus Principals Instructional Coaches	8/2026-5/2027	
2	Campus leaders will provide relevant professional learning, coaching, mentoring, collaborative planning, and teacher-leadership opportunities based on staff needs and campus priorities.	Campus Principals Instructional Coaches	8/2026-5/2027	
3	The campus will implement consistent staff-recognition and appreciation practices	Campus Principals Instructional Coaches	8/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 3

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 instructional effectiveness and staff performance.
Development of a strong pipeline of teacher and campus leaders.
Increased employee engagement, professional growth, and retention.
Greater staff capacity to lead PLCs, mentor colleagues, facilitate professional learning, and support campus initiatives.
Improved instructional consistency, campus operations, and student outcomes.

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide job-embedded coaching: Campus administrators and instructional coaches will use observation data, student-performance data, and employee goals to provide differentiated coaching, modeling, feedback, co-planning, and follow-up support.	Campus Principals Instructional Coaches	9/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

During 2026-27, implement all approved TIA system components with fidelity by completing required data collection, quality controls, teacher communication, and designation submissions 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

The campus will implement and monitor the district's Teacher Incentive Allotment (TIA) calendar to ensure eligible teachers understand student-growth measures, observation requirements, data-collection procedures, quality controls, and submission deadlines.

Strategy's Expected Result/Impact: Timely and accurate completion of campus TIA requirements. Increased teacher understanding of TIA eligibility, performance expectations, student-growth measures, and designation processes.
Improved accuracy, completeness, and reliability of campus TIA data.
Timely submission of required observation and student-growth data.

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Communicate requirements and timelines: Campus administrators will review the district TIA calendar with eligible teachers and appraisers, clarify responsibilities, and communicate observation windows, student-growth measures, documentation requirements, and submission deadlines.	Campus Principals	9/2026-5/2027	
2	Verify and submit data: Campus administrators and designated data owners will review TIA documentation for accuracy and completeness, address discrepancies, and submit required information according to district timelines.	Campus Principals	9/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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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.

Evaluation Data Source: Expenditure report

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures.	Campus Principal	08/2026-05/2027	
2	Participate in district-led PEIMS trainings and updates.	Campus Principal	08/2026-05/2027	

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all staff complete annual safety and security training, including intruder and active shooter drills, lockdown procedures, and evacuation protocols.	Campus Principal	08/2026-05/2027	
2	Conduct regular campus safety drills in compliance with state requirements and evaluate effectiveness through debrief sessions.	Campus Principal	08/2026-05/2027	

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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: Campus Principal

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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

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor the implementation of state, federal, and special programs (Title I, II, III, IV, SPED, 504, Dyslexia, CTE, etc.) to verify alignment with federal and state requirements.	Campus Principal	08/2026-05/2027	

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Goal 5

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

Performance Objective 1

COMMUNICATION MEDIUMS -

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

Strategy 1

COMMUNICATION MEDIUMS:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure campus information is updated regularly on the district and campus websites, parent portals, and social media accounts.	Campus Principals	08/2026-05/2027	
2	Provide communication in families' home languages and in multiple formats (digital, print, in-person) to reach all stakeholders.	Campus Principals	08/2026-05/2027	

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Performance Objective 2

COMMUNITY & FAMILY ENGAGEMENT: By June 2027, increase the number of active, documented district and campus partners

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: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates.	Campus Principal	08/2026-05/2027	

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Strategy 2

ACCESS:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use Parent Square messages, e-newsletters, and targeted mailers to share timely updates with families.	Campus Principal	08/2026-05/2027	

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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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide families with the written Parent and Family Engagement Policy annually at the beginning of the school year.	Campus Principal	08/2026-10/2027	

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Strategy 4

VOLUNTEERS & PARTNERSHIPS:

TISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates	Campus Principal	08/2026-6/2027	

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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

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amber Moody	Math/Science Instructional Coach		1
Hailey Roberts	STEM Teacher		1
Julie West	RLA Instructional Coach		1