

Terrell Independent School District



Herman Furlough, Jr. Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Public Presentation Date:
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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.

Furlough Middle School's mission is to create an inclusive and engaging environment that empowers all students to seek opportunities that will influence their college or career path.

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.

To establish a safe and civil, high achieving campus.

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,161 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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Our primary goals for this school year is to increase the overall academic performances of students and close achievement gaps between specific student groups.

FMS provides staff development opportunities for teachers and staff to build their capacity, engage students in high-level learning, and increase student achievement for all students.

FMS focuses on the needs of economically disadvantaged students, EB students, Special education students, and other underperforming student populations.

Campus Needs assessment

Increased Math Focus

- Students are struggling with math proficiency as indicated by recent assessments.
- Need for more targeted interventions and resources for math instruction.
- Professional development for teachers to strengthen math teaching strategies.

Reduction in Tardies

- A significant number of students arrive late, disrupting the start of classes.
- Need for effective strategies to reduce tardiness, such as incentive programs or adjusted school routines.

Improved Attendance Rates

- Chronic absenteeism affects academic performance across all grade levels.
- Implementation of attendance-tracking systems and parent engagement on the importance of regular attendance.

Enhanced Parent Involvement

- Low levels of parental participation in school activities and student learning.
- Need for strategies to engage parents, such as workshops, parent-teacher meetings, and communication platforms.

Focus on High-Quality Teaching

- Gaps in teaching quality across subjects due to inconsistent professional development.
- Need for ongoing, high-quality professional development and support for teachers to improve instructional practices.

Bell-to-Bell Instruction

- Loss of instructional time due to inefficient classroom management and transitions.
- Need for strict adherence to bell-to-bell instruction, maximizing every minute of class time for learning.

Demographics

Summary

For the 2025-2026 school year, Furlough Middle School comprises 1,153 students in grades six, seven, and eight. The student body is diverse and reflects the community the school serves. Notable demographic characteristics of our campus include:

African American - 17% Hispanic - 58%, White - 20%, American Indian - 0.09%, Asian - 0.43%, Two or More - 4%, Hawaiian/Pacific Islander - 0.00% Student demographics for programs include: Emergent Bilingual - 30%, Standard or Alternate Bilingual ESL- 28% Special Education - 19%, Gifted and Talented - 7%, Dyslexia - 11%. Economically Disadvantaged - 75%, At Risk - 65%, Homeless - 2%. *Furlough Middle School has 84 teachers, 10 administrative support staff members, 10 educational aides, and 5 administrators.*

Furlough Middle School has a rich tradition of excelling in extra-curricular activities and takes pride in the various enrichment programs in which our students are enrolled.

FMS provides professional development for teachers and staff to build content and effective instruction strategies. Furlough Middle School provides staff development opportunities for teachers and staff to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EB students, and other special student populations. We encourage teachers to obtain their ESL certification to serve our ESL population's needs. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. The school counselor and teachers implement student mentoring programs and social-emotional learning skills. A focus is placed on providing parent support and training at the campus level.

Strengths

Diverse student body College & career awareness opportunities Community in Schools partnership Counselor & Assistant Principal per grade level High School credit opportunities certified teachers Opportunities to include diverse students in Advanced classes Advanced teachers required to be GT certified Measures to ensure that staff represents the student body College Preparatory Academy (6th and 7th only)

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ There is a lack of student engagement in instructional activities.	Need culturally responsive lessons that are relevant to all student groups.
2 ★ Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups.	Need to equitably address specific academic needs of all student groups.

★ = Priority

Student Learning

Summary

STAAR scores include performing levels of Approaches, Meets, Masters, 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 Master's category indicates that students are likely to succeed in the next grade level. FMS needs to increase the number of students attaining Meets and Masters on state assessments.

Student data disaggregation is critical to the academic success of FMS. Since FMS has been identified for targeted supports and improvement based on the 2026 TEA Agency Report, we have taken specific steps to ensure that we grow academically as a campus. Student and campus data are consistently monitored weekly in Professional Learning Communities to identify areas in need of improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials to provide support and differentiated instruction for students (specifically African American, Hispanic, and White student groups, as our data shows academic gaps between those groups). Leadership teams meet regularly to identify campus goals and make changes as necessary. We are implementing strategies to ensure that more diverse students are enrolled in rigorous courses of rigor and that the needs of our EB learners are met.

The need to increase growth in all subjects and sub-populations is an identified area of need.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		72	C	
Student Achievement		67	D	0%
STAAR Performance	36	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		72	C	70%
Academic Growth	60	69	D	
Relative Performance (Eco Dis: 75.1%)		72	C	
Closing the Gaps	36	71	C	30%

FMS will implement a curriculum that is aligned with the state standards and is accessible to all teachers. Common assessments across grade-level disciplines are regularly monitored, and multiple online tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus, while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

FMS emphasizes supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed to address the needs of students and increase student achievement.

Consistent program monitoring for academics, behavior, attendance, and a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support further supports the impact on the individual needs of students, both academically and socially/emotionally.

Students in special education underperform in comparison to non-special education students and are commonly targeted for improvement. Additionally, African American and EB students underperform when compared to their peers.

Furlough Middle School 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. FMS 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. FMS provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLCs). PLCs 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 acquire content knowledge. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that no students regress. 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 support 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.

FMS recognizes the impact of poor attendance and behavior on student achievement. Therefore, attendance is emphasized daily. Measures are in place to improve our student attendance rates, and an attendance committee monitors weekly attendance reports. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom, and ensure that our staff are consistent in the discipline practices.

Strengths

Eduphoria allows teachers to track data. TELPAS practice sessions for EB students T-TESS Rubric teacher evaluation tool utilized to drive classroom instruction Coaching sessions for teachers based on evaluation and walk-through data to ensure high quality instruction PLC periods for STAAR tested areas

Intervention time built into master schedule

Enrichment opportunities

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There are significant academic gaps between specific student groups (AA, Hisp, White)	There is a need for consistent and researched-based methods of grade level instruction in all classrooms.
2 ★ Overall campus achievement needs to increase in all tested areas from the previous year.	Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas.

★ = Priority

School Processes & Programs

Summary

At FMS, there is a high standard for best instructional practices as well as building social character. As a Title 1 campus, we are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved with student success.

FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs. The use of technology became even more important due to the recent COVID-19 pandemic. Hence, many of our programs hinge on ensuring that students effectively use their 1:1 campus-issued device to support their learning.

Monthly professional learning sessions are scheduled to ensure campus systems are executed and for staff development. FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time. Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent/Teacher Organizations (PTO), campus mentors, Student Leadership Teams, and student/parent/staff surveys.

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.

FMS 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. The National Institute of Excellence in Teaching's Teacher Learning Rubric (TLR) System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance.

Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

FMS actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job fairs, and hosting job fairs. All teachers new to FMS attend New Teacher Orientation. 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, 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 has applied to participate 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. Additionally, a Mentoring Program and Tiger Academy allow new teachers to hone their skills and share their talents with their peers. Bachelor's degree and Master's degree programs are available for employees, and an Aspiring Leaders Cadre is available for teachers exploring administrative roles.

FMS provides its employees with standard technology equipment, including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Students receive 1:1 technology devices. FMS provides for the continuation of digital programs, including Rosetta Stone English, SIRIUS, IXL StemScopes, Edgenuity, Go Math, Prodigy Math, Stephenson Reading, and other programs to support classroom instruction. Classlink serves as a single sign-on for all teacher and

student digital programs.

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 through the Robotics programs and other CTE courses. Emergent Bilingual Students are identified to ensure English acquisition in the areas of listening, speaking, reading, and writing, and newcomer interventions are in place.

Data-driven decision-making drives material and resource selection for classroom teachers and campus initiatives. A wide array of instructional resources and training is provided.

Community in Schools program provides additional support and socio-emotional guidance to students.

Strengths

*Committees to provide input and collaboration**Student organizations**Procedures to ensure students have access to advanced courses**Beginning Teacher Mentor Program**Student Advisory Board*

College Preparatory Academy

*On-Campus Counseling Services**Teacher-developed discipline intervention plans**Character Education Sessions**Monthly Staff, Leadership, and Administrative meetings**Additional PLC period for Core tested areas*

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Core content subjects and electives class sizes are larger than the 25:1 ratio	There is a need for an equitable allocation of teachers to ensure student needs are met.
2 ★ PTO and parental involvement is minimal at the campus	Inability to follow up with PTO memberships and offerings of parent involvement sessions on campus.

★ = Priority

Perceptions

Summary

Furlough Middle Schools goal is to provide an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students.

We are intentional in our focus to provide a campus that is safe, civil, and high achieving campus. We will implement systems to ensure students are safe and are learning at grade level. This includes ensuring that we have locked classroom doors, utilizing security cameras, and monitoring activity in restrooms/hallways and throughout the campus. Compliance and safety training will be completed by all staff members.

Family and community involvement will be improved through communication using systems such as Parent Square, social media, campus website, and family/community nights. 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. 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. The district website also provides the Community Resource Guide in both English and Spanish.

Challenges of low attendance, high discipline, and failure rates are being addressed. Attendance (and its impact on student achievement) is emphasized daily, and we will put measures in place to improve our student attendance rates. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom, and ensure that our staff are consistent in discipline practices. Failure intervention plans are required for teachers with high student failure rates every six weeks.

Strengths

Community in Schools program provides additional support and socio-emotional guidance to students

Daily Professional Learning Communities for all tested areas.

TISD Excellence Foundation offers Grant Opportunities

Campus Leadership Team members meet regularly to address concerns and provide suggestions.

Weekly recognition of teachers and Support staff helps boost morale throughout the campus.

Student/Parent & Staff Surveys Based on survey data:

- Staff identified academic challenge, belonging, peer collaboration, and positive working relationships among teachers and administrators as strengths.
- Students identified a sense of belonging and peer collaboration strengths.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student attendance numbers have decreased from previous year	Perception that missing school has little consequence
2 ★ There is an increase in negative student behavior.	Inconsistent implementation of campus-wide behavior expectations and systems
3 ★ Lack of parent involvement/participation	Need to jumpstart our PTO program.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a lack of student engagement in instructional activities.

Need culturally responsive lessons that are relevant to all student groups.

2
★

Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups.

Need to equitably address specific academic needs of all student groups.

3
★

There are significant academic gaps between specific student groups (AA, Hisp, White)

There is a need for consistent and researched-based methods of grade level instruction in all classrooms.

4
★

Overall campus achievement needs to increase in all tested areas from the previous year.

Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas.

5
★

Core content subjects and electives class sizes are larger than the 25:1 ratio

There is a need for an equitable allocation of teachers to ensure student needs are met.

6
★

PTO and parental involvement is minimal at the campus

Inability to follow up with PTO memberships and offerings of parent involvement sessions on campus.

7
★

Student attendance numbers have decreased from previous year

Perception that missing school has little consequence

8
★

There is an increase in negative student behavior.

Inconsistent implementation of campus-wide behavior expectations and systems

9
★

Lack of parent involvement/participation

Need to jumpstart our PTO program.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 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 Targeted Support Strategy

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, Growth, Gaps, CCMR, etc.]

Staff Responsible for Monitoring: Campus administration

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	9/2026-5/2027	
2	Provide tiered interventions in small-group or one-on-one settings during and outside the school day.	Instructional Coaches Campus Principals	9/2026-5/2027	
3	Ensure interventions address the needs of all student groups	Instructional Coaches Campus Principals	9/2026-5/2027	

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 Targeted Support Strategy

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 Administration, instructional coaches

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 Counselor	09/2026-05/2027	
2	Deliver small-group and individualized instructional support during intervention/enrichment periods.	Campus Principals Instructional Coaches Counselor	09/2026-05/2027	
3	Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness.	Campus Principals Instructional Coaches Counselor	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 Targeted Support Strategy

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 walkthroughs to ensure instructional delivery matches the written curriculum.	Campus Principals Instructional Coaches	9/2026-4/2027	
2	Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards.	Campus Principals Instructional Coaches	9/2026-4/2027	

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

Formative Reviews

November

February

June

Strategy 4 **Targeted Support Strategy** **Results Driven Accountability**

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	9/2026-4/2027	
2	Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff).	Instructional Coaches Campus Principals	9/2026-4/2027	

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 5

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/or 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	

TEA Priorities: Improve low-performing schools

Formative Reviews

November

February

June

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

November

February

June

Strategy 7 Targeted Support Strategy

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

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 8

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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Strategy 9 Targeted Support Strategy

Teachers will identify students who are off-track from achieving their academic goals and provide targeted support in math and reading through technology-based programs to enhance learning and accelerate progress.

Strategy's Expected Result/Impact: Earlier identification of students who are not on track to meet reading and mathematics goals.

Increased student growth and achievement in targeted reading and mathematics skills.

Reduced learning gaps through individualized, standards-aligned practice and intervention.

Increased student engagement and ownership through differentiated technology-based learning.

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students and skill gaps: Teachers will review classroom, DOL, Power DOL, common-assessment, benchmark, and universal-screening data to identify students who are off track and determine specific reading and mathematics skills requiring intervention.	Campus Principals	9/2026-5/2027	
2	Assign targeted technology-based support: Teachers will assign standards-aligned lessons, practice, and learning pathways within district-approved technology programs based on each student's identified needs. Technology-based instruction will supplement--not replace--teacher-led instruction and intervention.	Campus Principals	9/2026-5/2027	
3	Monitor progress and adjust support: Teachers and campus instructional teams will review program usage, lesson completion, skill mastery, and assessment data at least every two to three weeks to adjust assignments, small-group instruction, intervention intensity, and student goals.	Campus Principals	9/2026-5/2027	

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

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Performance Objective 2

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 administration,
SpEd department chair

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 administrati on, SpEd department chair	9/2026-5 /2027	
2	Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery.	Campus administrati on, SpEd department chair	9/2026-5 /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: Improved academic, behavioral, functional, and social-emotional outcomes for students receiving specialized services.
Increased collaboration among general education teachers, special education staff, dyslexia personnel, administrators, families, and related-service providers.

Staff Responsible for Monitoring: Campus administration,
SpEd department chair

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 administrati on, SpEd department chair	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.

Evaluation Data Source: TELPAS, OLPT, EL Progress Measures

Strategy 1 Targeted Support Strategy 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 Principals

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	09/2026-05/2027	
2	Provide coaching and collaborative support: Campus leaders 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	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 Administration

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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 Librarian
Campus Principals

Actions for Implementation

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

TEA Priorities: Build a foundation of reading and math

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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 Administration
Counselors

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 Administration Counselors	09/2026-05/2027	
2	Recognize and celebrate improved attendance at the classroom and student level.	Campus Administration Counselors	09/2026-05/2027	

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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 Administration
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 Administration 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 Administration Counselors	9/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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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 Administration

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 Administration	9/2026-5/2027	
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 Administration	9/2026-5/2027	
3	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 Administration	9/2026-5/2027	

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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 Administration

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 Administration	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 Administration	9/2026-5/2027	

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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 administration
Campus counselors

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 administration Campus counselors	08/2026-05/2027	
2	Deliver guidance lessons aligned to the ASCA (American School Counselor Association) model to address academic, career, and social/emotional domains.	Campus administration Campus counselors	08/2026-05/2027	

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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 Principals

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 Principals	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 Principals

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	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.

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

Staff Responsible for Monitoring: Campus administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide meaningful professional development and career growth opportunities aligned to teacher and staff needs.	Campus Principals	8/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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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 administration

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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 Principals

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 Principals	8/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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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	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	8/2026-5/2027	
3	The campus will implement consistent staff-recognition and appreciation practices	Campus Principals	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

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	9/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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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.

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, PEIMS Clerk-Shawna Peterson

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, PEIMS Clerk-Shawna Peterson	08/2026-05/2027	
2	Participate in district-led PEIMS trainings and updates.	Campus Principal, PEIMS Clerk-Shawna Peterson	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

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, Associate Principal-Mr. Belyayev

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, Associate Principal-Mr. Belyayev	08/2026-05/2027	
2	Conduct regular campus safety drills in compliance with state requirements and evaluate effectiveness through debrief sessions.	Campus Principal, Associate Principal-Mr. Belyayev	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 Targeted Support Strategy

Monitor state, federal and special programs to ensure compliance.

Staff Responsible for Monitoring: Campus Principals

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 Principals	08/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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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, REMIND 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 Principals

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

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 Principals	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 Principals

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 Principals	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 Principals

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 Principals	08/2026-6/2027	

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Strategy 4

VOLUNTEERS & PARTNERSHIPS:
Terrell ISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principals

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 Principals	08/2026-05/2027	

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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.

Strategy's Expected Result/Impact: Increased student and family understanding of high school graduation requirements, endorsements, and distinguished achievement options.
 Improved alignment between students' interests, course selections, endorsements, and future college or career goals.
 Increased awareness of advanced academics, CTE programs, dual credit, industry-based certifications, financial aid, and scholarship opportunities.
 Improved student readiness for a successful transition from middle school to high school.

Staff Responsible for Monitoring: Campus Principal, Nancy Aviles- 8th grade counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide college and career exploration: Counselors and teachers will provide grade-appropriate lessons, interest inventories, career-exploration activities, college awareness, military pathway information, and exposure to high-demand careers, including education careers such as Teach for Texas.	Campus Principal, Nancy Aviles- 8th grade counselor	8/2026-5/2027	
2	Engage families in transition planning: The campus will provide parent information sessions, transition events, multilingual resources, and individual conferences to help families understand course selection, endorsements, college and career readiness expectations, future financial-aid opportunities, and available high school programs.	Campus Principal, Nancy Aviles- 8th grade counselor	8/2026-5/2027	

TEA Priorities: Connect high school to career and college

Formative Reviews

November

February

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
John Bradford	Mathematics/Science Coach		1