

Terrell Independent School District



Global Leadership Academy

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Public Presentation Date:
September 30, 2026

Mission Statement

The mission of the Global Leadership Academy is to develop college ready leaders through high-quality, personalized, experiential learning with the support of our parent partners.

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.

The Global Leadership Academy will successfully prepare all students with a hope for the future and a readiness for college, career, and personal success.

Value Statement

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

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

The Global Leadership Academy is an elementary campus serving 211 students. The enrollment in GLA has grown from 191 in 2020-2021. The GLA is located in Terrell, Texas which is a part of Kaufman County. At GLA we are comprised of the following demographics: African American- 9%, Hispanic- 46%, White- 39%, Two or More-6%. Other student demographics include: Economically Disadvantaged- 52%, Emergent Bilingual- 11%, Special Education- 7% Section 504- 3% Gifted and Talented- 50%. The Global Leadership Academy average attendance rate is 97.00%, which is above the state average. Student attendance is a focus for our campus.

GLA has 24 staff members. Of these, 20 are professional staff. Professional Learning Communities provide job-embedded, data-driven, classroom focused, and there are collaborative learning opportunities for teachers. GLA provides professional development annually, which includes a combination of teacher driven and district mandated options. The GLA administrative team conducts weekly walkthroughs and feedback sessions to ensure that teachers implement what they learn.

GLA works closely with our Parent Teacher Organization to provide engaging activities for parents and the community. Each school year we have several events for students and families including a Open House, family skate night, teacher appreciation gifts, book fairs, Science and Math nights, etc.

GLA provides professional development for teachers and staff to build content and effective instruction strategies. Our campus utilizes a "house" system in order to bring about unity, community, embrace diversity, and build a culture of trust and respect. GLA will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and high achieving students. We encourage teachers to obtain their ESL certification in order to serve the needs of our ESL population along with GT training or certification. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills are implemented by the school counselor and teachers. A focus is made to provide parent support and training at the campus level.

To address the varied schedules of parents, Title 1 meetings will be held on multiple dates and times.

Strengths

Teacher attendance average above 90%; Student attendance average above 96%
100% teaching in areas of certification
More than 95% of teachers are ESL/GT trained
Data Driven Instruction with Data trackers within Google and All In Learning

Problem Statements Identifying Demographics Needs

Problem Statement		Root Cause
1 ★	Due to teacher turnover 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).

★ = Priority

Student Learning

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		94	A	
Student Achievement		95	A	70%
STAAR Performance	78	95		
College, Career and Military Readiness				
Graduation Rate				
School Progress		94	A	0%
Academic Growth	80	90	A	
Relative Performance (Eco Dis: 51.7%)		94	A	
Closing the Gaps	77	91	A	30%

State accountability for 2025-2026 is rated "A". 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 Masters category indicates that students are likely to succeed in the next grade level. GLA needs to maintain and/or increase the number of students attaining Meets and Masters on state assessments.

GLA implements the state's curriculum along with depth and complexity and Defined Learning, which is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

GLA places emphasis on 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 training/certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

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 impact the individual needs of students both academically and social/emotionally. To provide targeted intervention, full-time and part-time interventionist are assigned at multiple grade levels.

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

GLA 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. GLA 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. Gilbert Willie provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they

learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. 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 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

Projected 93 Achievement

Teacher supports: Mentoring, Coaching, Teacher Leaders, Tiger Academy, New Teacher Orientation, Collaborative Team Meetings

Defined Learning

Campus Wide Clubs

Student Ambassadors

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1	Due to teacher turnover 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).

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School Processes & Programs

Summary

Global Leadership Academy has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective leadership. The National Institute of Excellence in Teaching's TLR System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher learning rubric, calibrates results, and holds staff accountable for increasing student 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 needs for effective instruction, enhanced interventions to close academic gaps, and increased literacy are 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, a Teacher Leader is assigned to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science also provide coaching to our teachers. Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, and utilize the Get Better Faster model to support feedback sessions.

GLA actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. All teachers new to GLA 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. 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 supports. 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 distinctions levels of Recognized, Exemplary, or Masters 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 embed essential skills. A Literacy Director supports the campus focus on early literacy acquisition and ensure the implementation of a balanced literacy program including guided reading, phonics, writing, vocabulary, and other literacy elements and reading interventionist have been hired for each K-5 campus to support at-risk students. Per House Bill 3 (HB 3), all K-3 teachers and principals must attend Reading Academies. A Director of MSST/SEL also supports GLA Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available.

We provide opportunities for all stakeholders to provide input for improving GLA. Committees such as: District Educational Improvement Council (DEIC), Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organization (PTO) allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees. The Teacher Leaders, Mentoring Program, and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Academy is available for teachers exploring administrative roles.

At Global Leadership Academy we monitor high expectations and critical thinking for high student achievement. Development of a district curriculum is an ever-going process with a scope and sequence geared toward meeting the needs of all students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure 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). The district 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) and Collaborative Teams, vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Additionally, at GLA, teachers are provided at least 1 Friday per month for full day of PD and planning while students are off campus.

GLA 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.

At GLA we provide 1:1 technology for all of our students. Defined Learning implementation K-5 allows GLA students true project based learning and leadership experiences. K-1 students are provided Ipads, while our 2-5 graders receive Chromebooks. They utilize programs such as Google Suite, Defined Learning, IXL, iReady, Seesaw, and many more. GLA provides for the continuation of digital programs including Defined Learning, StemScopes, Lowman, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. 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, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

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 such as Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, technology upgrades, hardware upgrades, are but a few of the instructional tools utilized. Additionally, Title I Campus, Student Incentives, Student Genius, Tiger Time, Student Data Folders, Safety Plan, TIP, master schedule, Teach Like A Champion, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Tiger Academy, Mentor Program, New Teacher Orientation, Teacher incentives, SALT, and Site Based Decision.

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. 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, newcomer interventions are in place.

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. Students participate in enrichment activities associated with STEM and online programs. For parents who need support with students on Fridays, they attend ILDs provided by the district. We usually have around 8-10 students in attendance.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to district calendar start/end times and local certification. Safety plans and safety drills in place at all campuses.

Coaching and retaining our teachers with the following: Teach Like A Champion, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, ROAR, Mentor Program, New Teacher Orientation, Teacher incentives, Site Based Decision, and Adoption of 4 day calendar.

Growing Students: Defined Learning, SEL, 1:1 Technology, Title I Campus, Student Incentives, Goal setting built into schedule daily.

Campus: PTO, Safety Plan, and House system that includes house meetings, house leaders, community based service projects.

Strengths

Teachers:

- Common planning/collaboration time
- Targeted professional development
- Campus culture tracker using Get Better Faster
- K-5 Blended Learning common language

Students:

- Built in interventions during the school day
- House System
- Data folders for goal setting
- Campus Wide Clubs
- Defined Learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Due to teacher turnover 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).

★ = Priority

Perceptions

Summary

Many great things are happening at GLA! We offer campus wide clubs, student panels (Ambassadors), robotics, k-kids and a "house" system as options to our student to create a sense of belonging on our campus. As part of our house meetings house leaders are elected by their peers in an effort to create leadership opportunities for our students. We have junior leaders which provides younger students leadership opportunities. Key communicators have been elected as well to assist house leaders as needed. For parent engagement, the opportunities are abundant, including our yearly Open House, Brag Night, monthly PTO meetings, and SBDM team meetings. Parents volunteer frequently to help teachers with classroom needs and clubs.

GLA places priority on safety. We complete safety drills, view multiple security cameras, have an armed guard, attend district safety meetings, complete compliance training and continuing education training.

To address any behavior issues that may arise, GLA has implemented a step system code of conduct, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A ROAR Packet was established to act on reports of threats or bullying, also known as prohibited conduct.

GLA staff participate in Site Based Decision Making meetings at least twice per year, House Committee Meetings, Leadership Team Meetings in an effort to prepare engaging opportunities for the students on our campus.

To communicate opportunities for parent engagement, GLA advertises district activities and events such as neighborhood Back to School Bashes, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, flyers/ brochures, campus newsletters, campus publications and Remind. 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.

GLA hosts parent and community engagement programs such as: Project based learning "expert" visitors to support project planning, monthly PTO meetings, K-Kids, yearly service projects utilized by "house" groups, College and Career weeks, and campus wide clubs.

The ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. We offer a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. The Excellence Center for Enhanced Learning (ExCEL) Center is utilized to support year-round student engaging academic and enrichment activities. ExCEL also hosts adult education courses such as ESL, citizenship, CPR, cooking, GED, and financial literacy.

Communication and transparency are important to GLA. We work to provide avenues for parents and stakeholders to share new ideas and create activities that promote wide-spread student and family participation/engagement. To promote parental engagement and partnership, the district strives to maximize communication through multiple outlets, including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, hosting various types of open houses, and Brag Night. GLA provides the Community Resource Guide in both English and Spanish and houses "need to know" information regarding the campus on its website. The district superintendent provides weekly 'What's Up with Warnock' to highlight campus programs and provide topic specific communication to parents. GLA implements the house system, Depth and Complexity Framework, and Defined Learning to promote community and family on our campus.

Strengths

TEA "A" Rated campus 23-24, 24-25, 25-26

2023 School Transforming Learning recognition

Honor Roll students house points and parties

Ambassadors receive shirts that can be worn on the day of their choice each week

SEL time built in master schedule

Parental Involvement rates are high on our campus, parents are willing participants in their child's education

PTO support student and teacher needs as often as they are able

Weekly Campus Clubs on Thursdays

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Due to teacher turnover 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).

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Due to teacher turnover 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).

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority

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

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

Strategy 1 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 Principal

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

Formative Reviews

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 Principal, Counselor, Teachers

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 Principal, Teachers, Leadership Team

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

Formative Reviews

November

February

June

Strategy 4 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 5

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 6

MIGRANT:

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Performance Objective 2 High Priority

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

Evaluation Data Source: Results Driven Accountability Data
IEPs

Student Performance including behaviors

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Strategy 2

SPECIAL EDUCATION:

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November

February

June

Performance Objective 3 High Priority

EMERGENT BILINGUAL -

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

Evaluation Data Source: TELPAS, OLPT, EL Progress Measures

Strategy 1 Results Driven Accountability

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

Strategy's Expected Result/Impact: English Language Acquisition

Staff Responsible for Monitoring: Campus Principal

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Strategy 2 Results Driven Accountability

EMERGENT BILINGUAL -

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

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

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 4

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

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

Strategy 1

NETWORK SAFETY:

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

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

Staff Responsible for Monitoring: Campus Principal

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Strategy 2

CLASSROOM TECHNOLOGY:

Ensure classroom computers and other technology instructional needs are operational.

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

Staff Responsible for Monitoring: Campus Principal

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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

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.

Staff Responsible for Monitoring: Campus Principal

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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 Principal
Counselors

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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 Principal

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Performance Objective 2

Increase social-emotional supports

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

Strategy 1

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

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

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

Staff Responsible for Monitoring: Campus Principal, Counselor

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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

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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 Principal

Counselors

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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, Campus Leadership Team

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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, Campus Leadership Team

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Strategy 3

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

average.

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 4

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

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

Staff Responsible for Monitoring: Campus Principal

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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

Formative Reviews

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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 Principal

Formative Reviews

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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 Principal

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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 Principal

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Goal 4

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

Performance Objective 1

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

Strategy 1

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

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2

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

Strategy 1

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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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

Formative Reviews

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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 Principal

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Performance Objective 3

COMPLIANCE

District will maintain compliance with all state and federal guidelines.

Strategy 1

Monitor state, federal and special programs to ensure compliance.

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team

Formative Reviews

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Goal 5

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

Performance Objective 1

COMMUNICATION MEDIUMS -

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

Strategy 1

COMMUNICATION MEDIUMS:

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

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

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team

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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

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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

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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

Formative Reviews

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Strategy 4

VOLUNTEERS & PARTNERSHIPS:

TISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Julianna Sheeran	STEM Teacher		0.55