

Terrell Independent School District



Gilbert Willie Sr. Elementary

Accountability Rating: D

2026-2027 Campus Improvement Plan

Public Presentation Date:
September 30, 2026

Mission Statement

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

Our mission at Gilbert Willie Elementary is to love, care, and serve our students, staff, and community.

Vision

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

Our vision at GWE is to inspire all students to be the best they can be academically and socially.

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

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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

Gilbert Willie Elementary, a Terrell ISD campus, is a minority majority campus with a high rate of economically disadvantaged students, comprised of 623 students from kindergarten to fifth grade. Our enrollment is fairly consistent with previous years. The attendance rate is that of about 93%. The campus has 61 staff members that serve our students and families, with 76% of teachers certified and considered highly qualified and a 80% teacher retention rate this past school year. The expectation is for all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Gilbert Willie Elementary is a very diverse population of students with specific supports to serve the needs of each student. Our population demographics are: African American - 23%, Hispanic - 54%, White - 17%, Two or More - 5%. Student demographics for programs include: Emergent Bilingual - 23%, Special Education - 22%, Gifted and Talented - 4%, Dyslexia - 9%. Other student demographics include: Economically Disadvantaged - 84%, At Risk - 58%, Homeless - 3%.

Gilbert Willie Elementary provides professional development for all staff and weekly content team meetings for teachers to build content and effective instruction strategies. Gilbert Willie Elementary provides 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, EB students, and other special student populations. Teachers are expected to obtain their ESL certification in order to serve the needs of our EB population. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Social-emotional learning skills are implemented by the teachers each day; lessons are provided by the campus counselor. In addition, the counselor provides guidance lessons to classrooms and meets the social & emotional needs of individual students, along with our campus restorative coach. Throughout the school year, there are opportunities for parents to be involved in their child's education.

Strengths

Willie has a diverse student population and honors culture and heritage.

Willie's teacher retention rate was 80%.

Willie families are supportive of the campus and activities.

Professional development is specific and targeted to the needs of the campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR.	The need to strengthen tier two instruction using data driven decision making.
2★	Campus did not meet the attendance goal.	Staff needs to ensure students and families understand the importance of being at school, meeting attendance requirements.

★ = Priority

Student Learning

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		67	D	
Student Achievement		59	F	0%
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		68	D	70%
Academic Growth	61	68	D	
Relative Performance (Eco Dis: 83.4%)		62	D	
Closing the Gaps	18	63	D	30%

According to the Texas Education Agency, the Gilbert Willie Sr. accountability rating for the 2025-2026 school year is a D. We have a number of evidences, beyond a state test, that demonstrate the positive impact of Terrell ISD.

Terrell ISD is financially stable and received the highest rating possible in that area - an A+ Superior financial FIRST Rating.

TISD implemented new curriculum in RLA (Amplify), Math (Eureka), Science (McGraw-Hill), and Social Studies (Studies Weekly & Lowman); we therefore expected a 'dip' in our scores. However, that was not the case. Our curriculum is considered HQIM (high quality instructional materials), aligned to the state standards, rigorous, 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. A PLC (Professional Learning Community) protocol has been implemented on the campus. The campus leadership team ensures that this time is protected, purposeful, and productive. PLCs also provide an opportunity for collaboration as well as job-embedded, classroom-focused professional development.

The district places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, Gifted & Talented, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Efforts are made to provide parent support and training at each campus. A dual-language model has been added at the Pre-K through 3rd grade levels to enrich language acquisition and programs have been added to develop English language at the secondary levels.

Consistent program monitoring for academics, behavior, and attendance is established through a systemic Multi-

Tiered Systems of Support (MTSS) process that is implemented for all students. All students not performing satisfactorily on STAAR exams receive 30 hours of tutoring per subject needed. 30 minutes a day are set aside for intervention. During this time teachers pull small groups while the remainder of the students work on IXL or intervention activities aligned to the curriculum. Social and emotional learning is at the forefront and numerous resources have been expended to ensure the emotional safety of our students and faculty. Social Workers, social/emotional curriculum and Changemaker programs have been incorporated into the school day. Teachers at Gilbert Willie Sr. are provided with daily SEL slides; these are created on campus by our counselor.

TISD offers a routine and consistent schedule of quality academic enrichment activities that impact our community in the most positive way. The ExCEL Center provides academic and enrichment activities throughout the school year. By utilizing the ExCEL Center and other facilities, TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. Continued opportunities are provided year round for all students to increase student achievement. The district offers accelerated instruction through advanced level courses, gifted & talented programs, dual credit opportunities, career & technology pathways, and other opportunities. Additionally, TISD provides student options of services by establishing satellite campuses, such as the Health Science Academy, to address specific skill sets.

The district 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. The district 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. The district provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLCs) with collaborative team meetings. In partnership with Big Rocks and TNTP, teachers and leaders development as they learn TEKS-based strategies, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and increase content knowledge. Measures exist to ensure that teachers and leaders implement the learning from professional learning experiences. NUMEROUS student groups have been honored with state recognition and accomplishments including state awards. Robotics advanced to World competition, Athletics and public speaking produced 1st place metals at the state level, fine arts in band, theatre, and arts received acclamation.

Leading with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students grow one band/half band on their IXL (K-2) or STAAR (3-5). 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.

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.

Strengths

Overall Approaches level STAAR Reading, Math, and Science improved from the previous school year.

Job-embedded professional development is provided to staff during Friday PD as well as weekly PLCs.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Domain 1 - Student Achievement targets are not reached by all students.	Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.

★ = Priority

School Processes & Programs

Summary

The district adopted a 4 day student calendar for 2025-2026 school year to attract quality educators and keep students engaged and present. To this end, the district has seen a positive impact on attendance and a significant double-digit increase in teacher retention. The level of experience for our instructional staff has increased as well. Additionally, there has been a significant drop in discipline referrals. The 4-day instructional calendar provides students more time for jobs, rest, family, homework and extracurricular activities. An additional day for targeted professional development focusing on instructional strategies and interventions to impact performance levels is available monthly on Fridays throughout the school year. Terrell ISD is also proud to provide competitive salaries to our staff, ranking in the top in Kaufman County.

The district actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, hosting job fairs, and word of mouth by returning staff members. 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 our Life Skills staff. Current personnel are required to obtain necessary certifications as needed. The District provides incentives 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, retention bonuses, access to the fitness center and other incentives.

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. Through these processes, teachers and leaders learn the knowledge, strategies, and implementation needed to ensure an effective educator is in the classroom everyday.

All teachers new to Terrell ISD have an onboarding experience and attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Instructional Coaches are in place to ensure teachers are implementing curriculum with fidelity. They also ensure the alignment of our curriculum with our assessments. Campus administrators work in conjunction with the coaches to ensure this implementation by attending PLCs as well as conducting weekly instructional walks with feedback to teachers. Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third

grade teachers and principals attend a teacher literacy achievement academy called the HB3 Reading Academies. Along with administrative support in place to address social and emotional needs, school psychologists and counselors are also readily available.

Terrell ISD has a targeted focus on the high achievement of students which is addressed through quality leadership, high-quality and effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective instruction. The TTESS rubric 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. Targeted Improvement Plans and Strategic Support Plans are in place, as needed, to identify specific goals and monitor campus and student group performance.

The district provides opportunities for all stakeholders to share input for improving TISD. Committees such as: District Educational Improvement Council (DEIC), Campus Leaderships Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organizations (PTO), Head Start Advisory Council, TISD Ambassadors, Superintendent's Advisory Council, Facility Improvement Committee, and CTE Advisory Board 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.

TISD monitors high expectations and critical thinking for high student achievement by conducting monthly walks on campus. With the adoption of new curriculum, students are receiving aligned, rigorous instruction in classrooms. A scope and sequence geared toward meeting the needs of Terrell ISD students is provided. 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. Instructional Coaches promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS and ELPS (English Language Proficiency Standards). Additionally, the TEKS Resource Curriculum Framework is available to all teachers.

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), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development.

Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Computers are provided in classrooms for students use and provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Terrell ISD provides for the continuation of digital programs Sirius for Tier 1 and IXL for Tier 2 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. Digital literacy and citizenship training are provided.

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-12. College, Career and Military guidance and counseling is provided to all students. TISD continues to expand and enhance our CTE program offerings to help prepare students for life beyond high school. We offer students multiple pathways in all five endorsement options. The district regularly reviews its CTE Programming and has expanded to include pathways in Marketing & Sales, Exercise & Wellness, and Ag Mechanics this year. Continued opportunities are provided for students to participate and obtain dual credit, Advanced Placement (AP) courses, Career Technical Education (CTE) certifications, and the Associate's degree program. STEM classes are available K-12.

Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading and writing. A dual language program is available at WH Burnett and Wood Elementary schools under the guidance of a Bilingual Coordinator. 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, and translation devices are available for classroom instruction. Each elementary campus has Bilingual Instructional Aide to serve the needs of our bilingual students.

The Leading & Learning team of administrators, curriculum writers, instructional coaches, and various directors of special programs, use data to guide and impact classroom instruction. Data driven decision making drives the choices for materials and resources for classroom teachers, as well as district initiatives. Resources for early literacy development, digital fluency, college & career readiness, and high student achievement are provided.

The district has established a framework that addresses consistent support for academic performance, behavior expectations, and character development. 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. Facility improvements provide a safe and secure environment for students, staff, and parents across the district. Additionally, a Friday Care program is in place for students in elementary grades.

A partnership exists with Terrell State Hospital staff, doctors, staff volunteers, and community relations. Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. A credit recovery program and Graduation Team are also in place at Terrell High School to recover students at-risk of dropping out. Additional satellite campuses are established to meet the unique needs of students.

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. The District of Innovation Plan for 2022-2027 was adopted by the TISD Board of Trustees, filed with the Texas Education Agency, and may be found on the district's website.

Safety plans and safety drills in place at all campuses. Many automated digitized systems have been added to ensure continuity of services to our students, staff, and community. In an effort to hear from our stakeholders, surveys are conducted to better understand the needs and desires of our community as we plan for the future success of our students and schools. To secure students social and emotional well-being, Gilbert Willie Sr. 3rd-5th grade classrooms have 'Phone Home' boxes in order to secure students' personal cellular devices throughout the day so students may focus on face-to-face engagement with their peers, adults and focus their attentions on learning.

Strengths

4-day Instructional Calendar

Phone Home (secure lock boxes) for cellphones are utilized in 3rd-5th grade to minimize classroom disruptions

Technology in classrooms (K-1 iPads, 2-5 Chromebooks)

Amplify, Bluebonnet, McGraw-Hill, and Lowman are new curriculum being implemented in all classrooms

Most teachers are scoring at a Proficient or higher average on the T-TESS appraisal rubric

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ There is a need to strengthening alignment between curriculum, instruction, and assessment.	Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment. In addition, we need to provide more opportunities for students in writing SCR & ECR, grammar, fluency, and spiraling the curriculum.

★ = Priority

Perceptions

Summary

Many great things are happening in Terrell ISD! At Gilbert Willie, community partners engage with our students through programs such as STAAR Pep Rally, Grands on the Go, Arts & Science Academy, and after school clubs. In addition, families of Gilbert Willie are encouraged to attend our elementary programs, Academic Night, parent conferences, Title 1/Open House, and Brag Night. Terrell ISD also hosts various parent and community engagement programs such as: Veterans' Day Program, Alumni Breakfasts, Senior Citizen Appreciation Luncheon, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program, College & Career Fairs, Volunteer luncheons, and community health clinics and services provided at school, in which our families are encouraged to attend. Parents are routinely welcomed at our campuses and many opportunities for involvement are provided. This year students at Gilbert Willie are invited to participate in clubs such as: Honor Choir, Robotics, K-Kids, Patriot Club, Spelling Bee, Academic UIL, ROAR Reporters, Safety Patrol, Hype Squad, Student Council, and Superintendent Advisory Council. Along with the district, Gilbert Willie strives to make the public aware of all the positive experiences our students and staff enjoy daily.

Terrell ISD seeks ways to engage parents, students, staff, and the community to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives. Community mentors provide assistance to our students, Silver Seniors connects our senior-citizens with our senior-students, Dads at Doors provide a male influence and positive connections to start the school day, Grands on the Go engage our grandparents to support not only their own grandchildren but others as well, Boys to Men connects adult males with our student male population teaching them behaviors instrumental in the transition to manhood. The EDC, City of Terrell, Terrell Chamber of Commerce, Terrell Excellence Foundation, and many local business partner with Terrell ISD and regularly collaborate for the betterment of our students. In partnership with Communities in Schools, an after-school care program exists for elementary grades. The ExCEL Center is designed to provide a multi-purpose area for the community, parents, and students to engage in extended learning opportunities and well-rounded physical health.

Communication and transparency are important to Terrell ISD. The district works 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 utilize multiple forms of communication 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, Parent Square messenger program, Facebook, hosting campus nights (Academic Night, Title 1 Night, Brag Night, etc.), and holding adult education classes. The superintendent provides weekly "Wednesdays with Warnock" to highlight campus programs and provide topic specific communication to parents. The district encourages the use of Spanish language translators for all campus activities. The district

provides "Sayhi", a free phone application that interprets two language conversations instantly and "Epic", an electronic library with a wide variety of books in English and Spanish, including read aloud books, and Spanish to English headset translators.

Terrell ISD seeks ways to engage parents, students, staff, and the community. The Terrell ISD Excellence Center for Enhanced Learning (ExCEL) Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. TISD offers a routine and consistent schedule of quality academic enrichment activities to impact our community. TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. To this end, the EXCEL Center is utilized to support year round student engaging academic and enrichment activities. ExCEL hosts adult education courses including, ESL, citizenship, CPR, cooking, GED, and financial literacy. Additionally, senior citizens and district employees have access to a fitness center to promote balanced and healthy lifestyles.

Participation in District Educational Improvement Council, Superintendent's Advisory Council, DOI Committees, Parent Engagement Committees, campus volunteers, PALS program, Head Start Advisory Council, campus site-based committees, TISD Ambassadors, and many others allow students, parents and community/business leaders voice in Terrell ISD. To communicate opportunities for parent engagement, the district advertises district activities and events such as neighborhood Back to School Bashes throughout the community, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, flyers/brochures, campus newsletters, district publications. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. Volunteer opportunities are emphasized district-wide. The district provides the Community Resource Guide in both English and Spanish. The Terrell ISD website houses need to know information regarding the district and updated parent information is maintained on the District database ASCENDER.

Several of our schools will exceed capacity in the next couple of years while continuing to age and require critical maintenance attention. We want to ensure Terrell ISD is prepared and equipped with efficient and safe facilities and adequate resources needed to meet the needs of every child under our care. The May 2025 bond election is scheduled and will require the YES vote of citizens to pass. Therefore, the district will enhance its communication efforts to better understand the needs and desires of the community so we can effectively plan for the future success of our students and schools.

The District promotes partnerships with the community. Businesses support the district in a number of ways including: (1) hosting profit sharing evenings (2) providing grant opportunities for campuses, teachers, and students through the TISD Excellence Foundation, (3) TVCC partners with the district for dual credit courses and the Health Science Academy, (4) Business supports of CTE and Teacher of the Year programs, (5) Kiwanis K-Kids provide an incentive program, (6) Economic Development Board, (7) Chamber of Commerce, (8) City of Terrell, (9) Share Center, (10) Community in Schools, and many other partnerships.

The district places priority on safety. All campuses have a police officer and complete safety drills, view multiple security cameras, attend district safety meetings, complete compliance training and continuing education training. The district created a Crisis Command Center for the police department to have immediate access to all district cameras

as well as local emergency agencies. The district continues to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). To address behavior issues, the district implemented a step system code of conduct, trained teachers in classroom management and student engagement practices, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and ROAR. The ROAR Packet was established to act on reports of threats or bullying. A pattern of African American males and students in special education represent a higher number of disciplinary actions than other populations exist. In addition to the aforementioned support, the district has purchased Bark for Schools is a student and school safety product that detects potential problems across Google Workspace, Microsoft 365, and Chrome to help protect students.

For the 2023-2024 school year attendance dropped to 94%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact on student achievement. Attendance rates are a priority to the district and a goal of 96% is in place and monitored.

The teacher turnover rate in Terrell ISD is consistently higher than state average but has seen a dramatic decrease since the implementation of a four-day instructional calendar. To support inexperienced teachers and lower teacher turnover rates, the district hosts an annual New Teacher Orientation and a monthly Tiger Academy. All first and second year teachers are assigned a mentor teacher to provide regular and consistent support. Teacher Leadership participates in peer coaching and shares in distributive leadership at the elementary campuses.

87% of our students receive free breakfast and lunch.

An After-School Care program is provided for many students.

Our district was nationally-recognized and awarded the Empowered Seal district for our exemplary commitment to whole child education.

And, we have the highest financial rating possible.

TISD will focus on providing quality instruction and academic challenge while ensuring high expectations for all students.

Strengths

Financial stability of the district and responsible stewardship of funds

Safe schools with police presence on each campus

Numerous engagement opportunities for students, community and parents

Community members that partner with the campus

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Parents attend the campus functions with their families but are not stepping up to help or lead.	Clear communication as to the purpose of PTO and how they can help the school as well as how to get a PTO organized on campus.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR.

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

2★

Campus did not meet the attendance goal.

Staff needs to ensure students and families understand the importance of being at school, meeting attendance requirements.

3★

Domain 1 - Student Achievement targets are not reached by all students.

Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.

4★

There is a need to strengthening alignment between curriculum, instruction, and assessment.

Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment. In addition, we need to provide more opportunities for students in writing SCR & ECR, grammar, fluency, and spiraling the curriculum.

5★

Parents attend the campus functions with their families but are not stepping up to help or lead.

Clear communication as to the purpose of PTO and how they can help the school as well as how to get a PTO organized on campus.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority

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

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

Strategy 1 Targeted Support Strategy

Provide and monitor the effective use of instructional programs and interventions to improve the academic performance of all students personalized learning/digital programs, and provide supplies, materials and resources to support and reinforce teaching and learning in all subject areas to all student groups including neglected/delinquent youth, At-Risk ,GT, Special Ed, Homeless, English Learners, dyslexia, Sec.504, Migrant, etc.) to ensure a WELL-ROUNDED-EDUCATION.

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

Close the achievement gaps for our AA student population

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

Staff Responsible for Monitoring: Campus Principal
Instructional Coaches

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	9/2026-4/2027	
2	Provide tiered interventions in small-group or one-on-one settings during and outside the school day.	Instructional Coaches Campus Principals	9/2026-4/2027	
3	Ensure interventions address the needs of all student groups	Instructional Coaches Campus Principals	9/2026-4/2027	

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

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Strategy 2

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

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

Changes in student behavior to increase student learning.

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches
Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish clear Tier 1, Tier 2, and Tier 3 intervention structures for both academics and behavior.	Campus Principals Instructional Coaches 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

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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	

Funding Sources: 410 IMA Funds,

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

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Strategy 4 **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

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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 STEM opportunities within the instructional day	Campus Principals Instructional Coaches Teachers	08/2026-05/2027	
3	Campus teams will review participation data, communicate opportunities to families, and provide targeted supports to ensure equitable access	Campus Principals Instructional Coaches Teachers	08/2026-05/2027	

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

MIGRANT:

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

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

Staff Responsible for Monitoring: Campus Principal

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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 Principals
Instructional Coaches

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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Performance Objective 2 **High Priority**

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

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

Strategy 1 **Results Driven Accountability**

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.	Campus Principals Instructional Coaches	09/2026-05/2027	
2	Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery.	Campus Principals Instructional Coaches	08/2026-05/20267	

Funding Sources: IReady 410 IMA Funds,

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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 Principal

Actions for Implementation

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

TEA Priorities: Build a foundation of reading and math

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Performance Objective 3 High Priority

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

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 Principal
Instructional Coaches

Actions for Implementation

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

Funding Sources: IReady 410 IMA Funds,

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

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Strategy 2 **Targeted Support Strategy** **Results Driven Accountability**

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

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

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches

Actions for Implementation

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

Funding Sources: IReady 410 IMA Funds,

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Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Incorporate digital platforms	Campus Principal Instructional Coaches	09/2026-05/2027	
2	Integrate scaffolds, resources, and enrichment activities	Campus Principal Instructional Coaches	09/2026-05/2027	

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, 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; observation tracking

Strategy 1

NETWORK SAFETY:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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

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Strategy 2

CLASSROOM TECHNOLOGY:

Ensure classroom computers and other technology instructional needs are operational.

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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

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Strategy 3

STUDENT TECHNOLOGY USAGE:

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

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

Staff Responsible for Monitoring: Principal & Instructional Coaches

Actions for Implementation

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

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

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Goal 2

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

Performance Objective 1 High Priority

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

TEA Priorities: Improve low-performing schools

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Strategy 2

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

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

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

Staff Responsible for Monitoring: Campus Principals
Counselors

Actions for Implementation

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

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

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Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify barriers and develop plans: Campus staff will conduct student and family conferences to identify barriers to regular attendance and develop individualized attendance-success plans with goals, supports, responsible staff, and follow-up dates.	Campus Principals	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 Principals	9/2026-5/2027	
3	Conduct outreach and monitor progress: Designated staff will complete documented outreach when appropriate, monitor student attendance at least every two weeks, and adjust or intensify interventions when improvement is not demonstrated.	Campus Principals	9/2026-5/2027	

TEA Priorities: Improve low-performing schools

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Strategy 4

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

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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 Principals

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 Principals Counselor	08/2026-05/2027	
2	Ensure access to specialized staff including school counselors, social workers, licensed psychologists, behavior specialists, and mental health providers.	Campus Principals Counselor	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 Principal

Actions for Implementation

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

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Performance Objective 3

By June 2027, we will have a clear system for accountability and management of complex student behavior (behavior disrupting instruction).

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 campus.

Evaluation Data Source: Employee Roster
Turnover Rate

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Actively participate in local job fairs to promote the campus and district.	Campus Principals	08/2025-05/2026	
2	Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.	Campus Principals Instructional Coaches	08/2025-05/2026	

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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

Actions for Implementation

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

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Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide meaningful professional development and career growth opportunities aligned to teacher and staff needs.	Campus Principal	08/2026-05/2027	

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Strategy 4

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

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

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Timely placement of certified and highly qualified personnel in all classrooms and specialized assignments.
Reduced campus vacancies and reliance on substitute or uncertified personnel.
Improved staff stability, instructional continuity, and student achievement.

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches

Actions for Implementation

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

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

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

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Performance Objective 3

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

Evaluation Data Source: TIA implementation calendar;
Completion and accuracy checks;
Eligible-teacher communication;
Observation and student-growth data;
Designation submissions and outcomes;
Retention of designated teachers.

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

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Goal 4

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

Performance Objective 1

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

Evaluation Data Source: Expenditure report

Strategy 1

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures.	Campus Principal	09/2026-05/2027	
2	Participate in district-led PEIMS trainings and updates.	Campus Principal	09/2026-05/2027	

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Performance Objective 2

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

Strategy 1

TRAINING & EMERGENCY RESPONSE PLANS

Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety.

This will include training campus administrators to handle their unique campus emergency response plans, account for student mental health and emotional issues , and use anti-bullying training and protocols.

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all staff complete annual safety and security training, including intruder and active shooter drills, lockdown procedures, and evacuation protocols.	Campus Principal	09/2026-05/2027	
2	Conduct regular campus safety drills in compliance with state requirements and evaluate effectiveness through debrief sessions.	Campus Principal	09/2026-05/2027	

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Strategy 2

EMERGENCY OPERATIONS:

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

Staff Responsible for Monitoring: Campus Principal

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Strategy 3

RESOURCES:

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

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

Staff Responsible for Monitoring: Campus Principals

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Performance Objective 3

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

Strategy 1

Monitor state, federal and special programs to ensure compliance.

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor the implementation of state, federal, and special programs (Title I, II, III, IV, SPED, 504, Dyslexia, CTE, etc.) to verify alignment with federal and state requirements.	Campus Principal	09/2026-05/2027	

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Goal 5

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

Performance Objective 1

COMMUNICATION MEDIUMS -

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

Strategy 1

COMMUNICATION MEDIUMS:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

Title I: 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates.	Campus Principal	09/2026-09/2027	

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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 (Open House, Brag Night, Fine Arts programs, etc.) .

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use Parent Square messages, e-newsletters, and targeted mailers to share timely updates with families.	Campus Principal	09/2026-05/2027	

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Strategy 3

PARENT & FAMILY ENGAGEMENT POLICY:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide families with the written Parent and Family Engagement Policy annually at the beginning of the school year.	Campus Principal	08/2026-6/2027	

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Strategy 4

VOLUNTEERS & PARTNERSHIPS:

TISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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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.

Staff Responsible for Monitoring: Campus Principal

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ashley Traver	Math/Science Instructional Coach		1
Edna Bell	RLA Instructional Coach		1
Shannon Singletary	STEM Teacher		1