

Terrell Independent School District



Dr. Bruce Wood Elementary

Accountability Rating: F

2026-2027 Campus Improvement Plan

Public Presentation Date:
September 30, 2026

Mission Statement

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

Vision

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

Wood Elementary 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

Wood Elementary, a Terrell ISD campus, is a minority-majority campus with 85 percent of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and the community.

Our Vision: To cultivate a student-centered learning community that is supportive, welcoming, and deeply connected—where everyone feels like family, is embraced with love, and inspired by passionate educators to thrive, grow, and succeed.

Our Mission: Our mission is to build a loving and supportive community where students are at the center, learning is driven by passion, and every individual feels like family.

Wood Elementary is represented by these student demographics: African American - 14%, Hispanic - 61%, White - 17%, Two or More - 6%. Student demographics for programs include Bilingual Education - 38%, Special Education - 13%, Gifted and Talented - 4%, Dyslexia -4%, and Section 504 - 2%. Other student demographics include Economically Disadvantaged - 81%, At Risk - 63%, and Homeless - 3%.

Wood Elementary is committed to supporting teachers and staff through ongoing professional development that strengthens content knowledge and instructional practices. Our campus embraces multicultural awareness, works to bridge gaps, values diversity, and fosters a culture of trust and respect.

We provide targeted staff development opportunities to increase student achievement for all learners, with a particular focus on meeting the needs of economically disadvantaged students, emergent bilingual students, and other special student populations. To ensure we are serving our ESL population effectively, all teachers are required to obtain ESL certification.

Wood Elementary is also dedicated to recruiting and maintaining a diverse staff whose demographics reflect those of our students. In addition, mentoring programs and social-emotional learning are actively supported by our school counselor, Behavior Specialist, and teachers. Finally, we place a strong emphasis on partnering with families by offering parent support and training at the campus level.

To address the varied schedules of parents, Title 1 meetings will be held, September and February

Strengths

- 94% student attendance
- Teacher attendance 93%
- 86% of the teachers teach in areas of certification
- Approximately 80% of teachers are ESL/GT trained. Non-ESL certified teachers complete required ESL TEA training.
- Student Data Tracking
- Teacher Accountability sheets.
- Teacher to Student data talks
- Social-emotional Learning time built into the daily schedule.
- Student recognitions
- Cultural awareness
- Campus ROAR Expectations, Class Dojo, Rewards
- Robotics, UIL teams, Student Council, National Elementary Honor Society, Music Club and Chess Club.
- Strong PTO
- Strong Teacher - Parent communication

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	Lack of clear alignment between the learning objective, activities and assessments
2★ Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	Lack of teacher experience supporting specific sub population groups.

★ = Priority

Student Learning

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		59	F	
Student Achievement		57	F	0%
STAAR Performance	32	57		
College, Career and Military Readiness				
Graduation Rate				
School Progress		63	D	70%
Academic Growth	58	63	D	
Relative Performance (Eco Dis: 81.1%)		58	F	
Closing the Gaps	8	51	F	30%

State accountability for 2025-2026 is rated F with a score of 59/100.

Wood Elementary must continue to improve performance in Domain 1: Student Achievement by increasing the number of students reaching *Approaches*, *Meets*, and *Masters* in 3rd–5th Grade Reading and Math, as well as 5th Grade Science. The campus has been identified by TEA for Comprehensive Support & Improvement, with a focus on improving growth in 4th and 5th Grade Reading and Math. Addressing achievement gaps among student groups—particularly African American, Hispanic, and White students—remains a priority to ensure equity in outcomes.

Wood Elementary is committed to meeting the rigorous goals established by the Board of Trustees. The campus implements a high-quality, TEKS-aligned curriculum that is accessible to all teachers. Instructional planning is supported by common assessments, online data-disaggregation tools, and a consistent instructional model. Collaborative Team Meetings (CTMs) provide teachers with job-embedded professional development to strengthen Tier 1 instruction.

The campus prioritizes the needs of economically disadvantaged students, emergent bilingual students, special education students, and other special populations. Teachers are required to obtain ESL certification and pursue GT certification as needed to support student success. Parent engagement is strengthened through support programs and training opportunities.

Academic, behavioral, and attendance data are consistently monitored through a Multi-Tiered System of Supports (MTSS). A full-time reading interventionist provides targeted support across multiple grade levels. While overall progress has been made, special education students continue to underperform compared to their peers, highlighting the need for targeted interventions and support.

Wood Elementary is dedicated to building the capacity of teachers, leaders, and staff to raise instructional rigor and student achievement. Professional development is ongoing, data-driven, and classroom-focused, equipping staff to close learning gaps, embrace diversity, and cultivate a culture of trust and respect. Instructional decisions are guided by data analysis to ensure that all students demonstrate yearly growth without regression.

The Texas Academic Performance Report continues to reflect achievement gaps across student populations. Professional development is critical to address these disparities by equipping teachers with strategies such as TEKS analysis, differentiated instruction, scaffolding, making content comprehensible, and culturally responsive teaching. This approach ensures strong, engaging instruction that addresses both academic and social-emotional needs, with the ultimate goal of equity and success for every student.

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^

All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	55%	45%	56%	63%	-	60%	*	62%	53%
At Meets GL Standard or Above	29%	17%	30%	38%	-	60%	*	26%	27%
At Masters GL Standard	11%	6%	12%	14%	-	40%	*	10%	10%
Number of Tests									
At Approaches GL Standard or Above	428	56	252	81	-	**	*	36	357
At Meets GL Standard or Above	222	21	135	48	-	**	*	15	181
At Masters GL Standard	87	7	54	18	-	**	*	6	71
Total Tests	772	124	454	128	-	**	*	58	677
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	63%	57%	62%	70%	-	*	*	69%	61%
At Meets GL Standard or Above	34%	18%	34%	47%	-	*	*	31%	31%
At Masters GL Standard	12%	6%	12%	16%	-	*	*	8%	11%
Number of Tests									
At Approaches GL Standard or Above	209	29	120	40	-	*	*	18	176
At Meets GL Standard or Above	111	9	65	27	-	*	*	8	89
At Masters GL Standard	39	3	24	9	-	*	*	2	32
Total Tests	331	51	194	57	-	*	*	26	290
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	54%	39%	55%	60%	-	*	*	59%	51%
At Meets GL Standard or Above	30%	20%	31%	35%	-	*	*	26%	29%
At Masters GL Standard	13%	6%	13%	16%	-	*	*	15%	12%
Number of Tests									
At Approaches GL Standard or Above	178	20	107	34	-	*	*	16	147
At Meets GL Standard or Above	99	10	61	20	-	*	*	7	83
At Masters GL Standard	43	3	26	9	-	*	*	4	35
Total Tests	332	51	194	57	-	*	*	27	291
Science									
Percent of Tests									
At Approaches GL Standard or Above	38%	32%	38%	50%	-	*	*	40%	35%
At Meets GL Standard or Above	11%	9%	14%	7%	-	*	*	0%	9%
At Masters GL Standard	5%	5%	6%	0%	-	*	*	0%	4%
Number of Tests									
At Approaches GL Standard or Above	41	7	25	7	-	*	*	2	34
At Meets GL Standard or Above	12	2	9	1	-	*	*	0	9
At Masters GL Standard	5	1	4	0	-	*	*	0	4
Total Tests	109	22	66	14	-	*	*	5	96

Strengths

- Built in interventions, acceleration and enrichment in every block to ensure students receive support in each content, Math and Reading, daily.
- Student data tracking.
- Full Time Reading Interventionist
- Teachers track student growth.
- Student recognitions (Awards/Performance)
- Culture of growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).	The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.
2★	High percentage of student absenteeism.	School systems and accountability

★ = Priority

School Processes & Programs

Summary

Wood Elementary has a targeted focus on student growth and high achievement of students which is addressed through high quality Tier 1 instruction, effective teaching, engaged learning and data driven instruction. Both campus administrators ensure that teachers receive regular observations and appropriate feedback to implement effective instruction. 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 evaluation rubric, calibrates results, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The need for effective Tier 1 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 addressed. Collaborative Team Meetings lay the framework for , 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. Learning Coordinators in RLA, Math, and Science also provide coaching to our K-5 teachers.

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 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.

Wood Elementary actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is below the state average and is addressed through incentives, training, and supports.

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.

The Director of Curriculum and Instruction supports the campus focus on Tier 1 Instruction and important elements and Reading and Math. Per House Bill 3 (HB 3), all K-3 teachers and principals must attend Reading Academies by the 2023-2024 school year if they have not already done so. New teachers in K-3 who have not attended Reading Academies are attending this year. School psychologists and counselors are also readily available.

Wood Elementary monitors high expectations and critical thinking for high student achievement. A scope and sequence geared toward meeting the needs of students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. CTMs ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). Wood Elementary 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: (CTM), , campus leadership meetings, campus site visits, and content area professional development.

Wood Elementary provides its employees with standard technology equipment including laptops, document cameras, and projectors. Students receive 1:1 technology devices. 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.

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

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 training are provided such as Amplify, Eduphoria, McGraw Hill , Reading Academy, blended learning, technology upgrades, hardware upgrades, are but a few of the instructional tools utilized. Additionally, SEL, 1:1 Technology, Title I Campus, MTA, Read by Design, Espark, Student Incentives, Safety Plan, CIP, master schedule, ,, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Mentor Program, New Teacher Orientation, Teacher incentives, ROAR Team, Site Based Decision, Reading Interventionist, and At Risk Counselors are supported.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principal maintains 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.

Strengths

- Teachers:
 - Common planning/collaboration time
 - Targeted professional development
 - Campus culture and Rigor
 - K-5 coaching
- Students:

- Built in interventions during the school day (Reading pull-out)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Uncertainty of the growth of students while on utilizing technology program due to insufficient data.	The program does not provide clear data for students for teachers to track see the growth.

★ = Priority

Perceptions

Summary

Great things are happening at Wood Elementary! 85% of our students receive free meals. Parent engagement opportunities are abundant. Planned opportunities for family and community involvement is determined using parental and community input from surveys, the Site Based Decision Making (SBDM) committee, and our annual Title I meetings. Campus opportunities include PTO meetings, parent training, and family nights focused on literacy, math, and multicultural celebrations. Our PTO is actively engaged and continuously seeks opportunities to support our students and staff.

Wood Elementary completes monthly safety drills, views multiple security cameras, attends district safety meetings, and completes compliance training and continuing education training.

Wood Elementary's attendance rate continues its recovery. For the 2025-2026 school year attendance stayed at 94%.

A variety of surveys are solicited during the year from staff and parents and WES utilizes it to collect students, families, and staff input and determine specific needs in the areas of engagement, academic challenge, emotional and mental health, and diversity, equity, and inclusion. This provides the campus with the information to gain insight, catalyze change, monitor improvements, and develop strategic plans to address these unique perspectives. Participation in campus site-based committees and PTO also provides parents and community/business leaders a voice at Wood Elementary. Facilitation of parent involvement nights are organized according to feedback from the parental survey. Wood Elementary utilizes a Spanish language translator for campus activities and parent communication throughout the year.

Communication and transparency are important to Wood Elementary. The campus works to provide avenues for parents and stakeholders to share new ideas and create activities that promote widespread student and family participation/engagement. Staff initiates positive, consistent parent contact and maintain communication logs with parents and the community. To communicate opportunities for parent engagement, Wood Elementary utilizes multiple forms of communication including social media. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. A parent app is available through the district's enhanced website. Parent Portal, Parent Square messenger program, and Facebook are also utilized to communicate with the community and parents. Additionally, campus staff members make home visits to connect with parents and students. A Community Resource Guide in both English and Spanish and other "need to know" information is housed on the campus website.

In order to retain teachers, Wood Elementary implements district-provided support and are assigned a mentor teacher to provide regular and consistent support. We have a variety of fun events that helps create a strong culture where teachers want to stay.

Finally, Wood Elementary is considered one of the happiest, most inviting campuses in Terrell ISD. This is according to face-to-face conversations with parents, substitute teachers and other visitors. We create an environment where staff and students want to be on campus. Theme days, music and fun activities are some of the things that set us apart from other campuses and makes it a welcoming environment for all. Our students and teachers are loved, supported, and cared for.

The campus maintains the following core values and beliefs:

Expect More; Achieve More

Rise Above the Challenge, **O**wn Your Actions, **A**lways Work Together, **R**espect Self and Others

Strengths

- Communication from the school sent in English and Spanish
- WES page on TISD website and Social Media pages
- Parent app
- Parent portal/Remind messenger.
- R.O.A.R (Rise Above the Challenge, Own Your Actions, Always Work Together, Respect SEL and Others)
- Annual Title 1 Meeting and Family Engagement Plan & Compact
- Parent-Teacher-Student Conferences
- Family Engagements Nights (Literacy, Math, Science, Fall Festival, Spring Festival, Parent Luncheon)
- Snow Cone Days, Snack Cart, Wood Store, Rocktober, 12 Days of Holiday Cheer, 10 Days of Love

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Percent of parent involvement in students' academics.	Lack of opportunities to educate parents with today's education expectations.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

Lack of clear alignment between the learning objective, activities and assessments

2
★

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

The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

3
★

Uncertainty of the growth of students while on utilizing technology program due to insufficient data.

The program does not provide clear data for students for teachers to track see the growth.

4
★

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

Lack of teacher experience supporting specific sub population groups.

5
★

High percentage of student absenteeism.

School systems and accountability

6
★

Percent of parent involvement in students' academics.

Lack of opportunities to educate parents with today's education expectations.



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
- ☒ 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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR 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

- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

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
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ 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
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity 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
- ☒ Action research results



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

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

Formative Reviews

November

February

June

Strategy 2 Results Driven Accountability

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

Strategy's Expected Result/Impact: Targeted instructional supports for students in need of assistance.
Changes in student behavior to increase student learning.

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches
Counselor

Actions for Implementation

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

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct curriculum walkthroughs to ensure instructional delivery matches the written curriculum.	Campus Principals Instructional Coaches	9/2026-4/2027	
2	Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards.	Campus Principals Instructional Coaches	9/2026-4/2027	

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4 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

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

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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: 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, or theater 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 Results Driven Accountability

TARGETED IMPROVEMENT PLANS

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

Strategy's Expected Result/Impact: Close achievement gaps

Staff Responsible for Monitoring: Campus Principal

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Strategy 7

MIGRANT:

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

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

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2 **High Priority**

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

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

Strategy 1 **Results Driven Accountability**

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.	Campus Principals Instructional Coaches	08/2025-05/2026	
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	08/2025-05/2026	

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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	

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Performance Objective 3 **High Priority**

EMERGENT BILINGUAL -

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

Evaluation Data Source: TELPAS, OLPT, EL Progress Measures

Strategy 1 **Results Driven Accountability**

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

Strategy's Expected Result/Impact: 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	Incorporate personalized digital platforms	Campus Principals Instructional Coaches	09/2026-05/2027	

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

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Strategy 2

EMERGENT BILINGUAL -
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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Incorporate personalized digital platforms	Campus Principals Instructional Coaches	09/2026-05/2027	
2	Integrate scaffolds, resources, and enrichment activities	Campus Principals 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: Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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

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Strategy 2

CLASSROOM TECHNOLOGY:
Ensure classroom computers and other technology instructional needs are operational.

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

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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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	08/2026-05/2027	
2	Collaborate with counselors, interventionists, and special program staff (SPED, 504, Dyslexia, EL) to provide appropriate supports for identified students.	Campus Principals	08/2026-05/2027	
3	Partner with teachers, attendance clerks, and family engagement staff to communicate attendance expectations to families.	Campus Principals Counselor	08/2026-05/2027	
4	Recognize and celebrate improved attendance at the classroom and student level.	Campus Principals Counselor	08/2026-05/2027	

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 Principal

Actions for Implementation

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

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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 Principal	08/2026-05/2027	

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Performance Objective 3

By June 2027, reduce campuswide disciplinary removals from the classroom by at least 2% from the 2025-26 baseline, while monitoring disproportionality and strengthening preventive, restorative, and tiered behavioral supports.

Evaluation Data Source: Campus discipline reports
 Classroom-removal data
 Office discipline referrals
 In-school and out-of-school suspension data
 Disciplinary alternative education placement data

Strategy 1

Implement MTSS, PBIS, restorative practices, conflict resolution, counseling, social services, and trauma-informed supports to address behavior before exclusionary discipline is used.

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

Staff Responsible for Monitoring: Campus Principals
 Counselors

Actions for Implementation

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

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Goal 3

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

Performance Objective 1

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

Evaluation Data Source: Employee Roster
Turnover Rate

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

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

Staff Responsible for Monitoring: Campus Principal

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 Principals	8/2026-5/2027	

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 4

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

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

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 2

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principals
Instructional Coaches

Actions for Implementation

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

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

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

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Performance Objective 3

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

TEA Priorities: Recruit, support, retain teachers and principals

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Goal 4

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

Performance Objective 1

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

Strategy 1

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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Performance Objective 2

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

Strategy 1

TRAINING & EMERGENCY RESPONSE PLANS

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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Strategy 2

EMERGENCY OPERATIONS:

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

Staff Responsible for Monitoring: Campus Principal

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Strategy 3

RESOURCES:

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

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

Staff Responsible for Monitoring: Campus Principals

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Performance Objective 3

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

Strategy 1

Monitor state, federal and special programs to ensure compliance.

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

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

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

Strategy 1

COMMUNICATION MEDIUMS:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

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Performance Objective 2

COMMUNITY & FAMILY ENGAGEMENT

Evaluation Data Source: Number of active partners; new and renewed partnership agreements; campuses and priorities served; in-kind and financial contributions; partnership outcomes

Strategy 1

OUTREACH:

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

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

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

Formative Reviews

November

February

June

Strategy 2

ACCESS:

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

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

Staff Responsible for Monitoring: Campus Principal

Actions for Implementation

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

Formative Reviews

November

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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	

Formative Reviews

November

February

June

Strategy 4

VOLUNTEERS & PARTNERSHIPS:

Terrell ISD will increase the number of volunteers and community partnerships .

Staff Responsible for Monitoring: Campus Principals

Actions for Implementation

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

Formative Reviews

November

February

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Hannah Garcia	Instructional Coach		1
Marla Laudan	STEM Teacher		1
Tanisha Davenport	Insructional Coach		1