

Terrell Independent School District



W. H. Burnett Elementary

Accountability Rating: Not Rated

2026-2027 Campus Improvement Plan

Public Presentation Date:
September 30, 2026

Mission Statement

The mission of Terrell ISD, a diverse 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.

The mission of WHB is to give all students a solid foundation in a secure, nurturing, playful, and respectful environment, and to create young leaders who will reach their full potential through high expectations. We will work collaboratively for all of WHB with positive teamwork, while building relationships with all stakeholders.

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 WHB is to shape young learners into independent leaders by creating meaningful opportunities for children to experience purposeful, planned, and playful learning in thematic play experiences while developing social, emotional, and academic skills consistently so that every small step in learning is a step forward.

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

W.H. Burnett Elementary continues to implement the district counselor's curriculum and model to focus on building relationships with all school stakeholders: students, staff, parents, and community. This model develops self-regulation strategies that can be implemented campus-wide. The campus strives to strengthen communication with parents and the community by utilizing multiple forms of communication including the use of social media, Parent Square, principal newsletters, and weekly teacher newsletters to parents. Head Start staff will continue to make home visits to build relationships and make connections with parents and students, as per compliance with Head Start performance standards. Parent conferences are held at the beginning of the year in order to communicate grade level and campus expectations and goals, including increased attendance rates. The district continues to upgrade safety features and training. Drills are practiced to teach early learners what to do in case of an actual emergency. Students are recognized for their attendance, excellence in academics and citizenship, and special recognitions. The campus has grading period awards assemblies to recognize students for their successes and efforts applied in the classroom.

W.H. Burnett will increase family and community involvement by implementing a variety of activities that focus on the needs of the campus. The campus provides a volunteer orientation program for the school community to provide clarity in the areas of need. Parent communication for all events such as Meet the Teacher, family math/science nights, literacy nights, parent and teacher conferences, book fairs, etc., are sent home to increase parent participation. The Parent Square application is used by all classroom teachers and the campus to increase the effectiveness of parent communication systems. The campus works diligently to ensure that all parents have set up a Parent Portal to gain access to their student's progress. Updated parent information is maintained on TxELS. A parent survey in English and Spanish is utilized to identify specific needs. Facilitation of parent involvement nights will be organized according to feedback from the parental survey. A principal newsletter is sent home quarterly, as well as, teacher newsletters sent weekly. The newsletter/calendar for parents focuses on how parents can assist their children with school activities and provides a school-parent partnership. Our key communicator coordinates to communicate all events at the campus so that social media updates are made, and the campus website is updated with this information. All information sent to parents is available in English and Spanish. W. H. Burnett hosts parent classes to ensure parents are knowledgeable of programs available to students. Through this training, parents can build their knowledge of how to best help their children at home.

Strengths

- Learning environments include thematic connections to real world.
- Communication is consistent in both classroom and campus-level means.
- The campus has increased events and fundraising opportunities for families.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Increased enrollment in our dual language program increasing our number of classes from one class in Head Star 4 to three state funded PK4 and one state funded PK3 with a waiting list for enrollment.	Increase in families moving into our district and English is their second language.

★ = Priority

Student Learning

Summary

To continue to increase student achievement in all areas, W.H. Burnett Elementary will continue to provide ongoing staff development on specific Pre-Kindergarten guidelines during collaborative team meetings. In order for the campus to address using the curriculum with fidelity, classroom teachers must receive training on the Pre-Kindergarten guidelines. Data is analyzed during collaborative team meetings to ensure students are reaching their developmental area goals. Professional development focuses on building the capacity of teachers through the use of the T-TESS rubric dimensions and subject-specific content development through the use of various resources such as, but not limited to, SAVVAS materials. Using research on early childhood learning, classrooms have been transformed into experiential learning spaces where students are immersed in a theme that are aligned with the curriculum and PK guidelines, such as the community helpers. A focus on language and literacy layered with numeracy practice and connections to real-world exposure and experiences is evident through the child-centered intentionally planned lessons and independent practice stations.

W.H. Burnett Elementary's campus goal is communicated to all stakeholders. Goals are implemented and monitored during collaborative team meetings in order to build the instructional capacity of all classroom staff. Students are assessed using CLI's progress monitoring tool at the beginning, middle, and end of the year. Student progress is verified and communicated during parent conferences at a minimum of two times per year using a report card and the CLI student report.

A systematic MTSS process continues with consistency and fidelity to monitor student academics, behavior, and attendance. Teachers and staff facilitate student awareness of academic and behavioral expectations, and teachers work to track student data and progress using daily/weekly checklists. Data collected is utilized for parent conferences, ARDs, 504, and SST meetings as well. Student data is analyzed and addressed to adjust instruction to meet the needs of all learners.

Strengths

- 100% of teachers utilize the PLC process in order to better understand the scope and sequence of PKG & vertical alignments.
- Common Formative Assessments are implemented in 100% of classrooms to assess student growth.
- Scheduling changes allow for better chunking of whole group and small group interactions.
- The number of bilingual classrooms at WHB has increased from one Head Start 4 class by adding two PK4 dual language sections and adding an additional dual language PK3 unit.
- Teachers utilize checklists and anecdotal notes to keep track of running data for student progress and performance.
- CLI Parent Observation tool implemented at BOY in 100% of classrooms.
- Teachers have developed rubrics to better assess student understanding and mastery of skills.
- WHB establishes a strong literacy foundation for students who are moving up to Kindergarten as reported by the elementary campuses and the end of year CLI data.

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1 ★	Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities).	Need to strengthen Tier 1 instruction using data-driven decision-making.
	2 ★	Lack vertical planning opportunities with primary grades. The district calendar of required professional development sessions is full and elementary master schedules across campuses do not align for common planning sessions within the day.

★ = Priority

School Processes & Programs

Summary

W.H. Burnett Elementary serves three- and four-year-old students through state-funded pre-kindergarten and federally-funded Head Start.

W.H. Burnett Elementary continues to target specific needs during staff development activities in order to increase student achievement in all areas. High-quality classroom instruction is connected to highly effective instructional strategies and differentiated practices to meet student needs. RTI (Response to Intervention) interventions are identified during SST meetings and student staffing sessions and are implemented for specific students requiring assistance. Staff development may include, but is not limited to the following: collaborative team meetings, vertical alignment activities, peer coaching sessions, classroom management support, technology integration, Region 10 Early Childhood training, and content area professional development.

In order for teachers to have access to a scope and sequence geared toward the needs of W.H. Burnett students, the state curriculum will be implemented with fidelity, and planning support will be offered during planning PLCs following data PLCs. The campus will continue to provide materials for classroom teachers and students that follow district initiatives (Eduphoria Suite, SAVVAS, technology upgrades, Circle Progress Monitoring, and hardware upgrades). Each Head Start student has a portfolio of work products to be used for parent conferences and to see the progress of development through the school year.

W.H. Burnett Elementary provides opportunities for staff, students, parents, and the community to provide input for improving the school context. These committees include but are not limited to: teacher representation on the District Educational Improvement Council (DEIC), WHB Parent-Teacher Organization (PTO), Campus Site-Based Decision Making Committee (SBDM), Big Rocks Committee, Sunshine Committee, Family & Community Involvement Committee. A weekly staff newsletter/calendar will be provided for the upcoming week so that all staff members are knowledgeable of the expectations and meetings that will be held. The master schedule is developed to support uninterrupted instructional time and includes RTI support to students. The campus has established a framework that addresses consistent support for behavior expectations and character development (Changemakers and RTI).

W.H. Burnett Elementary provides a systematic, ongoing needs assessment for technology resources including hardware and software. Students are trained in the use and care of technological equipment. Teacher programs such as Eduphoria suite are used to maintain student and teacher growth data. Head Start and PK 4 students have the opportunity to have one-to-one iPad access with signed parent acceptance. PK 3 classrooms have access to 5 iPads per classroom. WHB seeks additional funding opportunities to support the PK 3 classrooms with additional devices to ensure that all WHB classrooms have equitable resources.

Strengths

- Horizontal alignment of curriculum (Pre-Kindergarten guidelines), resources, and assessment
- Use of assessment (formative and summative) data to drive decision-making
- Supports and resources are used daily to ensure hands-on activities meet developmental needs of students
- Set scope & sequence, themed learning experiences, and social emotional learning supports
- Family input from surveys, observational checklists for student development, and parent-teacher conferences

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Lack vertical planning opportunities with primary grades.	The district calendar of required professional development sessions is full and elementary master schedules across campuses do not align for common planning sessions within the day.
2 ★ The community involvement is low on the various committees including policy council and PTO.	Parents struggle understanding various ways to volunteer on campus.
3 ★ Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities).	Need to strengthen Tier 1 instruction using data-driven decision-making.
4 ★ Increased enrollment in our dual language program increasing our number of classes from one class in Head Star 4 to three state funded PK4 and one state funded PK3 with a waiting list for enrollment.	Increase in families moving into our district and English is their second language.

★ = Priority

Perceptions

Summary

W.H. Burnett Elementary continues to implement the district counselor's curriculum and model to focus on building relationships with all school stakeholders: students, staff, parents, and community. This model develops self-regulation strategies that can be implemented campus-wide. The campus strives to strengthen communication with parents and the community by utilizing multiple forms of communication including the use of social media, Remind, principal newsletters, and weekly teacher newsletters to parents. Head Start staff will continue to make home visits to build relationships and make connections with parents and students, as per compliance with Head Start performance standards. Parent conferences are held at the beginning of the year in order to communicate grade level and campus expectations and goals, including increased attendance rates. The district continues to upgrade safety features and training. Drills are practiced to teach early learners what to do in case of an actual emergency. Students are recognized for their attendance, excellence in academics and citizenship, and special recognitions. The campus has grading period awards assemblies to recognize students for their successes and efforts applied in the classroom.

W.H. Burnett will increase family and community involvement by implementing a variety of activities that focus on the needs of the campus. The campus provides a volunteer orientation program for the school community to provide clarity in the areas of need. Parent communication for all events such as Meet the Teacher, family math/science nights, literacy nights, parent and teacher conferences, book fairs, etc., are sent home to increase parent participation. The Remind application is used by all classroom teachers and the campus to increase the effectiveness of parent communication systems. The campus works diligently to ensure that all parents have set up a Parent Portal to gain access to their student's progress. Updated parent information is maintained on TxES. A parent survey in English and Spanish is utilized to identify specific needs. Facilitation of parent involvement nights will be organized according to feedback from the parental survey. A principal newsletter is sent home quarterly, as well as, teacher newsletters sent weekly. The newsletter/calendar for parents focuses on how parents can assist their children with school activities and provides a school-parent partnership. Our key communicator coordinates to communicate all events at the campus so that social media updates are made, and the campus website is updated with this information. All information sent to parents is available in English and Spanish. W. H. Burnett hosts parent classes to ensure parents are knowledgeable of programs available to students. Through this training, parents can build their knowledge of how to best help their children at home.

Strengths

- Learning environments include thematic connections to real world.
- Communication is consistent in both classroom and campus-level means.
- The campus has increased events and fundraising opportunities for families.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ The community involvement is low on the various committees including policy council and PTO.	Parents struggle understanding various ways to volunteer on campus.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The community involvement is low on the various committees including policy council and PTO.

Parents struggle understanding various ways to volunteer on campus.

2
★

Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities).

Need to strengthen Tier 1 instruction using data-driven decision-making.

3
★

Lack vertical planning opportunities with primary grades.

The district calendar of required professional development sessions is full and elementary master schedules across campuses do not align for common planning sessions within the day.

4
★

Increased enrollment in our dual language program increasing our number of classes from one class in Head Star 4 to three state funded PK4 and one state funded PK3 with a waiting list for enrollment.

Increase in families moving into our district and English is their second language.

★ = 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 demonstrate 80% of students meeting their goal in reading and math.

Performance Objective 1 High Priority

Improve coaching and feedback to teachers to positively impact student learning to ensure a well-rounded education.

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

Strategy 1

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 (CLI Engage, Report Cards, Progress Monitoring)

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

June

Strategy 2 Results Driven Accountability

INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT

Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

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

Changes in student behavior to increase student learning.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Build a foundation of reading and math

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Strategy 3

CURRICULUM

Maintain a viable curriculum aligned to state standards.

Strategy's Expected Result/Impact: Alignment of the the written, taught, and tested curriculum

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4 Results Driven Accountability

PROFESSIONAL DEVELOPMENT & COACHING

Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff using Region 10, campus leadership, and district leadership throughout the school year as identified using the NIET appraisal system.

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

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 5 Results Driven Accountability

RESEARCH-BASED BEST PRACTICES

Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.

Strategy's Expected Result/Impact: Targeted instruction and student learning by conducting walkthroughs and NIET observations, teachers participating in the Region 10 co-hort, and by attending the Now and Forever Conference.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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 by distributing IEP Accommodation to teachers servicing the students.

Staff Responsible for Monitoring: Campus Principal

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 **High Priority**

Increase student achievement with real world connections using theme time that aligns with the Pre-K guidelines.

Evaluation Data Source: Campus map of theme rooms with rotation schedule to allow exposure in explore play for students.

Strategy 1

The campus will increase the number of playhouses in the theme rooms to increase the explore play engagement for students that are aligned with the prek-guidelines and campus curriculum.

Strategy's Expected Result/Impact: Allow students to make real world connections that are both within their community and beyond to increase background knowledge for learning.

Staff Responsible for Monitoring: Campus principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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

Increase student attendance by celebrating classes that achieve 100% attendance.

Strategy 1

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

Strategy's Expected Result/Impact: Students in correct classes based on specific needs, connections with families, and opportunities for parent trainings.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 2

Increase social-emotional supports through the use of restorative aide, guidance, and individual counseling sessions.

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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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 with health screeners and guidance lessons

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

The campus will incorporate calming corners in each of the learning areas with strategies and tools for students to learn how to self-regulate and communicate correctly about their feelings.

Strategy's Expected Result/Impact: Students will practice calming strategies when dysregulated or upset, resolve the behavior, communicate their needs, and return to learning within designated timeframes.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3

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

Performance Objective 1

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

Evaluation Data Source: Employee Roster
Turnover Rate

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Principal and Human Resources Department

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: New employees are able to start in a timely manner in the assigned position.

Staff Responsible for Monitoring: Campus Principal and Human Resources

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 4

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

Strategy's Expected Result/Impact: Local Board control over district calendar and other Board approved topics such as the Grow Your Own Program.

Staff Responsible for Monitoring: Campus Principal and Human Resources

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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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.

Strategy's Expected Result/Impact: Follow and balanced budget while supplying the campus, teachers, student and community with various needs.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

CAPITAL IMPROVEMENTS
Develop a long-term facilities plan to address future growth and facility improvement needs.

Strategy 1

BUILDING & PROPERTY MAINTENANCE:
Prioritize items at critical failure and utilize alternate resources to address most critical needs identified in the facility assessment.

Strategy's Expected Result/Impact: Staff members are given opportunities to join district panels to voice concerns and help strategically plan for facility needs.

Staff Responsible for Monitoring: Campus Principal & District Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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.

Strategy's Expected Result/Impact: Teachers and students learn how to implement social/emotional learning strategies in various learning environments, and practice safety school drills throughout the school year.

Staff Responsible for Monitoring: Campus Principal and District Counseling Services

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

EMERGENCY OPERATIONS:

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

Strategy's Expected Result/Impact: Campus Principal & SRO

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 4

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

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Goal 5

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

Performance Objective 1

COMMUNICATION MEDIUMS -

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

Strategy 1

COMMUNICATION MEDIUMS:

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

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