

Terrell Independent School District

Terrell High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Postsecondary Readiness



Board Approval Date: October 20, 2025
Public Presentation Date: October 20, 2025

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.

The vision of Terrell High School is to equip students with the tools necessary to be prepared for college, trade school, military, and or a career path in which they can compete and be successful with all future endeavours.

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: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Terrell High School Campus Overview and Academic Focus

Terrell High School (THS) serves approximately 1,457 students and reflects a richly diverse student population. The current demographic composition includes African American (19.41%), Hispanic (57.75%), White (18.11%), American Indian (0.21%), Asian (0.69%), and students identifying as Two or More Races (3.77%). Program participation further illustrates this diversity, with 26.82% of students identified as Emergent Bilingual, 12.07% receiving Special Education services, and 5.08% participating in Gifted and Talented programming. Additional demographic indicators show that 75.51% of students are economically disadvantaged, 75.87% are classified as at-risk, and 1.58% experience homelessness.

The socioeconomic context of the campus underscores the need for comprehensive social and emotional support systems to mitigate the impacts of poverty and trauma-related stressors on student learning and well-being. In response to these needs, the district provides targeted interventions and supports, including access to dual-credit college courses at no cost to students. These initiatives aim to expand postsecondary opportunities and reduce barriers faced by students from economically disadvantaged backgrounds.

Commitment to Academic Rigor and Student Growth

THS is committed to increasing educational rigor and promoting student achievement by developing the capacity of all employees, including teachers, administrators, support staff, and ancillary personnel. The district partners with GLA to provide ongoing professional development that builds content expertise, effective instructional strategies, cultural competence, and a campus-wide culture of trust and respect.

Job-embedded, data-driven, and classroom-focused professional development is provided through Professional Learning Communities (PLCs) and collaborative team meetings. PLCs support the professional growth of teachers by facilitating the learning and application of TEKS-based instructional strategies, disaggregating student data, increasing rigor and depth of knowledge in classrooms, and strengthening content knowledge. Guided by the vision “Being TERRELL PROUD – TIGER STRONG”, the campus embraces the instructional goal EXPECT MORE. ACHIEVE MORE., ensuring that all students demonstrate annual academic growth and that no student experiences regression.

Decisions regarding instructional strategies and supports are based on detailed analyses of student performance data and specific population needs. Professional accountability structures are in place to ensure effective implementation of strategies learned through professional development, ensuring equitable outcomes for all learners.

Curriculum, Instructional Resources, and Technology Integration

Terrell High School is committed to meeting the ambitious goals outlined in HB3 and the district’s strategic initiatives. The campus provides teachers and students with comprehensive materials and resources aligned to district initiatives, including Edgenuity, Credit Recovery programs, Eduphoria Suite, and the TEKS Resource System (TRS) framework. A 1:1 technology initiative, including regular hardware upgrades, ensures equitable access to digital learning tools for all students.

Students have access to advanced educational opportunities such as dual-credit courses, Advanced Placement (AP) classes, industry certifications, and an Associate Degree program. THS also offers specialized satellite campuses, such as the Health Science Academy, to support students in developing specific career skills. Common assessments across grade-level disciplines are regularly monitored, and educators utilize multiple online tools to disaggregate data, informing instruction and promoting continuous improvement.

Professional Development and Instructional Practices

Professional Learning Communities, coupled with Collaborative Team Meetings, provide job-embedded, classroom-focused professional development designed to improve instructional quality and equity. Instructional practices emphasize TEKS analysis, differentiated instruction, scaffolding, culturally responsive teaching, and project-based learning. Teachers are equipped with strategies to make content comprehensible, engage students at appropriate grade-level rigor, and implement dropout prevention initiatives.

Accelerated instruction is available through gifted and talented programs, dual-credit courses, AP classes, career and technology pathways, and other targeted opportunities. Instructional leadership, including Leading & Learning Teams, sets campus-wide goals, monitors implementation fidelity, and maintains a focus on high-quality instruction across all classrooms.

Addressing Achievement Gaps and Promoting Equity

The Texas Academic Performance Report indicates persistent achievement gaps among student populations. In response, THS provides targeted supports to ensure that students in special populations have equitable access to the curriculum and are prepared to meet challenging state standards. Professional development equips educators to address both academic and social-emotional needs through evidence-based strategies, including differentiated instruction, scaffolding, culturally responsive practices, and rigorous, engaging, grade-level instruction.

By implementing these comprehensive, data-informed strategies, Terrell High School fosters an inclusive and academically rigorous learning environment that prepares students for postsecondary success while promoting equitable outcomes for all learners.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		80	B	
Student Achievement		77	C	0%
STAAR Performance	38	65		
College, Career and Military Readiness	93	94		
Graduation Rate	91.8	65		
School Progress		83	B	70%
Academic Growth	61	59	F	
Relative Performance (Eco Dis: 75.6%)		83	B	
Closing the Gaps	53	73	C	30%

More Information:

https://rptsvr1.tea.texas.gov/cgi/sas/broker_service=marykay&_debug=0&_program=perf rept.perfmast.sas&ccyy=2025&lev=C&id=129906002&prgopt=reports/acct/summary.sas

Demographics Strengths

Terrell High School (THS) demonstrates a range of strengths that contribute to a dynamic and equitable learning environment. These strengths are reflective of both the student population and the instructional staff, as well as the wide array of programs and support systems in place to promote academic achievement and postsecondary readiness.

Highly Qualified and Increasingly Diversified Staff

THS has a highly qualified teaching and support staff whose diversity is continually increasing to better reflect the student population. Staff members hold certifications in core content areas, bilingual education, ESL, and gifted and talented programs, ensuring that students have access to expert instruction tailored to their unique learning needs. The campus invests in professional development through ongoing training, mentoring programs, and Professional Learning Communities (PLCs) to strengthen instructional capacity, support teacher retention, and ensure consistent implementation of effective teaching strategies.

Diversity of Student Population

THS serves a richly diverse student body, encompassing multiple racial, ethnic, and socioeconomic backgrounds. This diversity fosters a culturally rich learning environment that encourages cross-cultural understanding, empathy, and collaboration among students. The campus actively leverages this diversity to promote inclusivity and prepare students for a globalized society.

Variety of Programs Offered to All Students

The campus provides a broad spectrum of programs designed to meet the academic, social, and career-focused needs of all students. Programs include career and technical education pathways, accelerated courses, dual credit options, AP courses, and enrichment opportunities for students in special populations such as Emergent Bilinguals and those in Gifted and Talented programs. These diverse programs ensure that every student has access to meaningful learning experiences that align with their interests and career aspirations.

Training and Support Programs for Teachers

THS invests strategically in training and support systems for educators. These programs include mentorship for new teachers, ongoing professional development in instructional strategies, classroom management, cultural responsiveness, and the use of data to drive instruction. Collaborative structures such as PLCs and campus-based coaching sessions ensure that teachers continuously refine their practice to meet the evolving needs of students.

College and Career Readiness Opportunities Through CTE

The Career and Technical Education (CTE) program at THS provides students with real-world, career-focused experiences and industry-recognized certifications. These programs enhance students' employability skills and prepare them for postsecondary education or immediate entry into the workforce. Multiple pathways allow students to explore areas of interest while earning certifications that demonstrate mastery and readiness.

Dual Credit Opportunities for All Qualified Students

THS ensures equitable access to dual credit courses for all students who meet the academic qualifications. By participating in these courses, students gain early exposure to college-level coursework, reduce future postsecondary costs, and accelerate their path to degree completion.

Associate Degree Programs for All Qualified Students

The campus further strengthens postsecondary readiness by offering Associate Degree programs to students who meet the requirements. This initiative allows students to graduate high school with both a diploma and a college degree, significantly enhancing their career and academic prospects.

Increased Performance in Closing Achievement Gaps

Through targeted interventions, data-driven instruction, and a focus on equity, THS has made measurable progress in closing achievement gaps across student populations. By monitoring performance data, implementing differentiated instruction, and providing additional academic supports, the campus ensures that all students, including those from historically underserved populations, are positioned for success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absenteeism and low student engagement negatively impact academic performance.

Root Cause: Attendance challenges are influenced by a combination of factors, including socioeconomic barriers, health-related issues, lack of consistent parental involvement, and limited student motivation or connection to school.

Problem Statement 2 (Prioritized): Persistent achievement gaps exist between student subgroups, particularly among African American males and economically disadvantaged students.

Root Cause: Achievement disparities result from inequitable access to rigorous coursework, insufficient targeted interventions, inconsistent implementation of differentiated instruction, and historical systemic inequities.

Student Learning

Student Learning Summary

Terrell High School 2024–2025 Academic Year Report

Terrell High School (THS) earned an overall accountability rating of **80 (B)** for the 2024–2025 school year, reflecting the campus’s ongoing commitment to student achievement, college and career readiness, and continuous improvement. This rating demonstrates that THS is effectively implementing high-impact instructional practices and evidence-based strategies to support the diverse needs of its students.

Pathways and Endorsement Planning

In alignment with state requirements and college/career readiness initiatives, all students select an endorsement plan tailored to their interests and aspirations. This approach ensures that each student follows a clearly defined pathway toward graduation and postsecondary opportunities. Students meet with staff at least once per semester to review their academic progress, identify potential areas of growth, and adjust their plans as needed. This structured advising system promotes early intervention and supports individualized success.

Extended Learning and Academic Supports

THS offers multiple layers of academic support designed to increase student achievement. Students are provided weekly opportunities to meet after school with teachers for enrichment, remediation, or targeted intervention. Attendance and areas of support are documented through a Google Form check-in system, allowing staff to monitor participation and identify trends in student needs. In addition, summer school is available for students requiring credit recovery or acceleration in End-of-Course (EOC) instruction, reinforcing the school’s commitment to academic recovery and extended learning opportunities.

Instructional Technology and Blended Learning

Core content classes are equipped with Chromebook carts, ensuring equitable access to digital learning tools for all students. Teachers design blended and personalized learning opportunities during Professional Learning Community (PLC) sessions and data meetings. Staff also utilize library Chromebooks to enhance instruction, while classroom technology—such as smart boards and projectors—supports active student engagement and mastery of skills and concepts.

Professional Learning Communities and Data-Driven Instruction

THS prioritizes collaborative planning and data-driven instruction. Teachers engage in ongoing PLC sessions to align Texas Essential Knowledge and Skills (TEKS), learning objectives (LOs), and demonstrations of learning (DOLs). Data meetings are used to analyze assessment outcomes and plan reteach sessions as part of spiral reviews. Lesson plans undergo review before implementation to ensure alignment with standards and objectives. Daily DOL charts track student mastery, enabling immediate reteaching when objectives are not met. Real-time instructional feedback is provided to teachers to strengthen classroom practice and ensure continuous improvement.

Freshman Transition and Student Engagement

To facilitate a smooth transition into high school, incoming ninth-grade students are invited to attend Freshman Camp during the summer. This program acclimates students to high school expectations, campus culture, and available resources. Additionally, all students participate in monthly class meetings where they receive updates and guidance on endorsement plans, pathways, dual credit, attendance, grades, and college and career readiness. These meetings are designed to foster student agency, encourage dialogue on grade-level topics, and prepare students for future educational and career endeavors.

Commitment to Continuous Improvement

THS’s success is rooted in its proactive approach to student learning and development. By integrating endorsement planning, extended learning opportunities, technology-rich instruction, data-driven decision-making, and robust student support systems, the school continues to advance its mission of preparing all students for postsecondary success. This ongoing commitment positions THS as a model of effective practice and responsive leadership in meeting the needs of a diverse student population.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
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Student Achievement		77	C	0%
STAAR Performance	38	65		
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Graduation Rate	91.8	65		
School Progress		83	B	70%
Academic Growth	61	59	F	
Relative Performance (Eco Dis: 75.6%)		83	B	
Closing the Gaps	53	73	C	30%

Student Learning Strengths

Terrell High School provides targeted intervention and accelerated learning opportunities to ensure that all students can meet rigorous academic standards and achieve mastery of grade-level objectives. In addition, the campus offers academic enrichment programs that extend learning beyond the core curriculum, allowing students to explore advanced content, develop critical thinking skills, and engage in experiential learning activities.

The campus also provides dual credit enrollment opportunities, enabling students to earn college-level credits while completing high school requirements. These programs support postsecondary readiness and promote early exposure to higher education expectations.

Terrell High School emphasizes job-embedded professional development through Professional Learning Communities (PLCs), which provide collaborative, data-driven, and classroom-focused learning experiences for educators. Teachers receive structured support through mentoring, coaching, participation in the Tiger Academy, New Teacher Orientation, and collaborative team meetings, all of which strengthen instructional practices and promote professional growth.

To support English Learners (ELLs), THS implements Rosetta Stone language acquisition programs as well as TELPAS practice sessions, ensuring that students develop proficiency in listening, speaking, reading, and writing while meeting state language proficiency standards.

Finally, the campus utilizes the NIET Rubric teacher evaluation system as a framework to guide instructional practices, provide meaningful feedback, and enhance classroom instruction, ensuring that student learning is consistently aligned with high-quality teaching standards.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
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STAAR Performance	38	65		

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Closing the Gaps	53	73	C	30%

More detailed information: https://rptsvr1.tea.texas.gov/cgi/sas/broker_service=marykay&_debug=0&_program=perf rept.perfmast.sas&ccyy=2025&lev=C&id=129906002&prgopt=reports/acct/summary.sas

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students.

Root Cause: Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.

Problem Statement 2 (Prioritized): Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels.

Root Cause: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 3 (Prioritized): Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas.

Root Cause: Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

Problem Statement 4 (Prioritized): Lack of student engagement and connection to campus.

Root Cause: Ineffective instruction and supports including lack of culturally responsive lessons that are relevant to all student groups.

Problem Statement 5 (Prioritized): Low student attendance rates

Root Cause: Lack of student engagement and teacher/student /parent relationships.

Problem Statement 6: Some ELL students struggle to achieve grade-level proficiency in reading, writing, listening, and speaking.

Root Cause: Literacy gaps may be caused by insufficient individualized language support, limited integration of English Language Proficiency Standards (ELPS) into daily instruction, and inconsistent progress monitoring.

Problem Statement 7: Trauma, stress, and other social-emotional challenges can negatively impact academic performance and engagement.

Root Cause: Insufficient integration of social-emotional learning (SEL) supports into the curriculum and limited access to counseling services can hinder students' ability to fully engage in learning.

School Processes & Programs

School Processes & Programs Summary

Terrell High School: Leadership, Instruction, and Student Achievement – 2024 Overview

Terrell High School (THS) maintains a targeted focus on high student achievement through effective leadership, high-quality teaching, and engaged learning experiences. Teachers receive regular classroom observations paired with constructive feedback to enhance instructional effectiveness and leadership capacity. The National Institute for Excellence in Teaching's Teacher and Leader Evaluation System (TLE) serves as the primary evaluative framework for effective classroom instruction. Annual training on the evaluation rubric, calibration of results, and accountability measures ensure that all staff are committed to increasing student performance. Targeted Improvement Plans (TIPs) and Strategic Support Plans are systematically implemented to set specific goals and monitor progress for both campus-wide initiatives and student subgroups.

Professional Development and Teacher Support

Central to THS's professional development efforts is the recruitment, retention, and growth of highly effective teachers and leaders, recognizing the direct impact on student performance and growth. The campus emphasizes intensive, collaborative, and job-embedded professional development that addresses identified needs, including effective classroom instruction, data-driven decision making, literacy development, language acquisition, social-emotional learning, and cultural responsiveness. Professional Learning Communities (PLCs) provide the framework for collaborative team meetings, cross-training opportunities, and job-embedded learning. Beginning teachers receive individualized support through peer mentorship throughout the school year, complemented by the monthly Tiger Academy, which addresses the unique needs of educators new to the profession. Additionally, Learning Coordinators in ELAR, Math, Science, and Social Studies provide targeted coaching to ensure content mastery and effective instructional strategies.

Recruitment, Certification, and Retention Strategies

THS actively recruits highly qualified educators through college visits, virtual job fairs, and campus-hosted recruitment events. All new teachers participate in New Teacher Orientation to ensure a strong entry into the campus community. Instructional paraprofessionals hold appropriate qualifications and certifications, while recruitment efforts prioritize staff with Bilingual/ESL, Gifted & Talented, and content-specific certifications in areas of high demand, such as Math and Science. Stipends and incentives are offered for positions in shortage or hard-to-fill areas. Ongoing professional learning ensures current personnel maintain required certifications. Teacher retention is a key focus, with competitive salaries, benefits, retention bonuses, extra-duty stipends, wellness initiatives, and other incentives supporting workforce stability. Additionally, the district participates in the Teacher Incentive Allotment program, allowing educators to earn recognition and compensation based on effectiveness levels of Recognized, Exemplary, or Masters.

Curriculum, Instruction, and Assessment

THS implements a rigorous, standards-aligned curriculum that integrates TEKS, ELPS, and College and Career Readiness Standards (CCRS). Common unit assessments, collaboratively developed with teacher input, measure student progress and inform instructional adjustments. PLCs and campus leadership teams ensure alignment with scope and sequence, instructional delivery fidelity, and backward design strategies. Professional development focuses on evidence-based instructional practices, differentiated instruction, scaffolding, culturally responsive pedagogy, project-based learning, and data-informed interventions. Vertical alignment, campus leadership meetings, site visits, and content-area professional development provide additional opportunities to strengthen teacher capacity and improve student outcomes.

Technology Integration and Digital Learning Resources

THS provides standard technology resources, including laptops, document cameras, projectors, Red Cats, and Classroom Performance Systems (CPS). Students benefit from technology access, and digital programs, including Rosetta Stone English, Sirius, IXL, Infinite Algebra, STEMS copes, Edgenuity, Go Math, and Stephenson Reading, support classroom instruction. ClassLink serves as a single sign-on platform for all teacher and student digital resources, ensuring seamless access and continuity of learning.

Comprehensive Student Support Services

THS coordinates a wide range of programs and services to support academic and non-academic growth, including school health services, counseling, social services, fine arts, athletics, and Career & Technical Education (CTE). The campus has expanded its CTE offerings to prepare students for postsecondary success, with multiple endorsement pathways, dual-credit opportunities, Advanced Placement courses, industry certifications, and an Associate Degree program. Bilingual/ESL programs are strengthened to support language acquisition in listening, speaking, reading, and writing, incorporating ELPS standards, newcomer interventions, Read 180's System 44, and classroom translation devices.

Master schedules are designed to maximize instructional time and facilitate accelerated instruction. Campus leadership ensures efficient daily operations, including safety drills, duty rosters, counseling, extracurricular programming, enrichment opportunities, and transportation for after-school activities. Facility improvements maintain a safe, secure environment for students, staff, and families. Alternative Education services, credit recovery programs, and satellite campuses address the needs of students at risk of dropping out or requiring specialized academic support.

Family and Community Engagement

THS actively engages all stakeholders through multiple committees, including Campus Leadership Teams, Site-Based Decision Making Committees, and CTE Advisory Boards. These committees ensure that teachers, parents, support staff, and students have meaningful input into campus decisions and initiatives. Communication with families is maintained through Remind, social media platforms, the THS website, marquee announcements, and direct parent surveys in English and Spanish. Volunteer opportunities, parent education sessions, and school-community partnerships promote active engagement and shared responsibility for student success.

Innovation, Safety, and Continuous Improvement

As a Texas District of Innovation, Terrell ISD maintains local control over select operational and instructional decisions, including flexible calendar planning. THS prioritizes safety and security through drills, compliance training, security camera monitoring, and participation in district safety committees. These measures, combined with ongoing instructional monitoring, professional development, and community engagement, ensure that Terrell High School provides a rigorous, safe, and supportive learning environment for all students.

School Processes & Programs Strengths

Terrell High School implements a comprehensive 8-period school day structure, intentionally designed to optimize the master schedule and allocate resources effectively in support of student learning and management. This structure allows for increased flexibility in course offerings, targeted intervention periods, and enrichment opportunities, while ensuring that students have access to core content and elective pathways that align with college, career, and military readiness goals.

Technology Integration is embedded throughout the instructional program, with every student provided a personal device for use in classrooms. This access facilitates blended and personalized learning, supports digital literacy, and enables students to engage with interactive content, online assessments, and instructional software across all subject areas.

The campus provides extensive dual credit opportunities and Associate Degree programs, with embedded dual credit instructors ensuring that students receive rigorous, college-level instruction while completing high school requirements. These programs reduce postsecondary costs, accelerate academic pathways, and prepare students for higher education success.

Career and Technical Education (CTE) programs, including Industry Certification pathways in Agricultural, Manufacturing, and Robotics programs, provide students with practical, industry-aligned skills. These programs offer hands-on learning, certifications, and career readiness experiences that directly link classroom instruction to workforce competencies.

Terrell High School also prioritizes credit recovery and intervention programs to ensure that all students have opportunities to master essential standards and maintain progress toward graduation. The Tiger 9 weekly tutorial program, held on Wednesdays, provides targeted, after-school intervention across all content areas, allowing students to receive additional academic support tailored to their specific needs. Extended-day transportation is provided to ensure equitable access to these programs for all students.

The school emphasizes data-driven instruction and collaborative professional growth through Professional Learning Communities (PLCs) and scheduled collaboration time for teachers. These structures enable teachers to analyze student data, align instructional strategies with TEKS objectives, plan interventions, and share effective practices, resulting in consistent and high-quality instruction across the campus.

In support of English Learner (EL) achievement, all teachers receive specialized training in EL strategies and English Language Proficiency Standards (ELPS), ensuring that instruction is accessible and responsive to the diverse linguistic needs of the student population. Additional supports include ELA and Math College Prep courses designed to prepare students for TSI assessments and enhance readiness for college, career, and military pathways.

Student behavior, safety, and campus climate are reinforced through the integration of Restorative Discipline best practices and HB 1416 strategies, which focus on reducing exclusionary discipline while promoting accountability, conflict resolution, and positive student-staff relationships. Daily routines, including the consistent wearing of ID badges (achieving approximately 95% compliance), security procedures, and structured monitoring, contribute to a safe, orderly, and supportive learning environment.

Collectively, these processes demonstrate THS's commitment to equity, rigorous instruction, student success, and school safety, ensuring that every student has the tools, time, and support necessary to achieve academically, socially, and emotionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation.

Root Cause: Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.

Problem Statement 2 (Prioritized): PTO and parental involvement is minimal at the campus

Root Cause: Lack of PTO, memberships, and offerings of parent involvement sessions on campus.

Problem Statement 3 (Prioritized): Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels.

Root Cause: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 4: Teachers do not always consistently use data from assessments, PLCs, and collaborative meetings to inform instruction and address student needs.

Root Cause: Limited time for collaboration, inconsistent PLC facilitation, gaps in professional development on data analysis, and insufficient follow-up on instructional adjustments contribute to this challenge.

Problem Statement 5: Student participation in enrichment, after-school, and extended learning programs is lower than expected, reducing the impact of these programs on academic growth.

Root Cause: Barriers include limited student motivation, competing responsibilities outside school, and insufficient promotion of program benefits or incentives for participation.

Problem Statement 6: Processes for evaluating the effectiveness of programs such as CTE, dual credit, and accelerated interventions are not fully formalized or consistently applied.

Root Cause: Lack of systematic program evaluation tools, limited staff capacity to analyze program impact, and inconsistent feedback loops prevent data-informed program adjustments.

Perceptions

Perceptions Summary

Terrell High School: Engagement, Achievement, and School Culture

Terrell High School (THS) is a vibrant learning community where numerous initiatives converge to promote academic success, student engagement, and community collaboration. The district has partnered with Autozone Inc. and Madix Cooperation to establish a network of Ambassadors, whose purpose is to celebrate district and campus successes, amplify achievements, and strengthen community connections. Approximately 81% of THS students receive free breakfast and lunch, ensuring equitable access to essential nutritional resources that support academic performance and overall well-being.

Parent and Community Engagement

THS prioritizes meaningful engagement with parents, families, and community stakeholders. Opportunities for involvement are abundant, and there is a renewed focus on maximizing participation to strengthen partnerships that support student success. Graduation rates remain high, with 96.1% of students earning a high school diploma, and many students graduating with additional postsecondary credentials, such as **Associate Degrees** or **Industry-Based Certifications**. THS celebrates student accomplishments across academics, athletics, and extracurricular programs, including the Robotics team's advancement to state competition and notable achievements across various athletic programs.

To better understand stakeholder perspectives, THS administers the **survey** to students, families, and staff in both English and Spanish. The survey assesses areas such as campus engagement, academic challenge, social-emotional health, and diversity, equity, and inclusion. Data from these surveys provides actionable insights that inform strategic planning, guide interventions, and monitor improvements across academic, social, and cultural domains.

The campus hosts a variety of **parent and community engagement programs**, including pep rallies, job fairs, CTE showcases, Veterans' Day programs, alumni breakfasts, Hall of Fame inductions, Hispanic Heritage and Black History programs, and college and career fairs. Additionally, students and families are engaged through extracurricular activities, clubs, and sports. Despite these efforts, survey results indicate that parental engagement in school events does not consistently meet expectations, highlighting the need for innovative strategies to increase participation and strengthen the home-school connection.

School Safety and Behavior Management

Safety remains a core priority at THS. The campus regularly conducts safety drills, monitors multiple security cameras, participates in district safety meetings, and ensures staff complete compliance and continuing education training. The campus implements a comprehensive **behavior management system**, including a tiered code of conduct, **Crisis Prevention Institute (CPI) training** for staff, **Restorative Practices**, and **Positive Behavioral Interventions and Supports (PBIS)**. The system provides structured protocols to address threats, bullying, or other behavioral concerns. Analysis of disciplinary data has identified that African American male students are disproportionately represented in disciplinary actions, prompting ongoing review and targeted interventions to ensure equity and consistency in disciplinary practices.

Student Attendance and Engagement

Student attendance has been significantly impacted by COVID-19, with disruptions due to illness and quarantine affecting both students and staff. Although efforts are underway to return to pre-pandemic norms, attendance continues to be a key area of concern, as chronic absenteeism directly correlates with academic achievement. Low attendance rates are sometimes perceived as student apathy; however, multiple contributing factors—including health, transportation, and social-emotional challenges—are considered when addressing these trends.

Teacher Retention and Professional Growth

Teacher turnover at THS remains above the state average. To support retention, the campus implements a robust mentoring system in which new teachers are paired with experienced mentor teachers throughout the school year. Mentorship provides individualized, continuous support to ensure effective instructional practices, professional growth, and integration into the campus culture. THS also provides ongoing **professional development**, including training in the NIET TLE rubric, content-specific instruction, classroom management, and data-driven strategies to increase student achievement. Professional development is delivered through multiple channels, including PLCs, coaching from curriculum coordinators, and workshops facilitated by NIET or other external providers. Cross-training and leadership opportunities allow staff to take ownership of initiatives, build capacity, and strengthen the

collaborative professional culture.

College, Career, and Military Readiness

THS is deeply committed to preparing students for postsecondary success. College, career, and military readiness are embedded across academic programming, extracurricular opportunities, and student support services. This commitment includes access to dual-credit courses, AP courses, industry certifications, and career pathways that align with workforce and postsecondary expectations.

Campus Climate and Perception of Safety

Student and teacher surveys consistently indicate that THS is perceived as a safe and supportive learning environment. The combination of rigorous safety protocols, evidence-based behavior management systems, and proactive social-emotional supports contributes to a climate in which students and staff can thrive academically and personally.

Conclusion

Through intentional engagement with parents, community stakeholders, and staff, coupled with a strong focus on safety, equity, and professional growth, Terrell High School fosters a school culture that celebrates achievement, encourages stakeholder participation, and continuously improves systems to support high-quality teaching and learning.

Perceptions Strengths

Terrell High School demonstrates a strong positive perception among students, staff, and the broader community, supported by a wide range of engagement opportunities and programs. The campus provides numerous opportunities for student engagement, including participation in clubs, extracurricular activities, service projects, and leadership initiatives. These experiences foster a sense of belonging, school pride, and ownership in the learning process.

Students are supported in academic and career pathways, including dual credit courses, associate degree programs, and industry certifications embedded within the school day curriculum. These programs enhance college and career readiness, empower students to make informed postsecondary decisions, and contribute to a culture of achievement and high expectations.

The campus implements Tiger 9 weekly tutorials on Wednesdays, offering structured time for students to select academic support, participate in enrichment, volunteer in school or community service projects, and engage in activities that promote school spirit. These opportunities encourage student agency, personal growth, and connection to the campus community.

Through Communities in Schools (CIS) and other wraparound support initiatives, students have access to mentoring, counseling, and resource coordination that address academic, social, and emotional needs. These support systems strengthen the perception that the campus is a safe, nurturing, and supportive learning environment.

Teacher and administrator collaboration contributes to a positive school culture. Professional relationships between staff members and administration are characterized by trust, shared responsibility, and mutual respect. Leadership structures, such as weekly administrative meetings and bi-weekly department head meetings, provide consistent opportunities to discuss campus needs, celebrate accomplishments, and develop strategies to address emerging challenges.

Additionally, TISD Excellence Foundation Grant opportunities empower teachers and staff to implement innovative programs, enhance instructional resources, and expand student learning opportunities. The availability of these grants reflects the district's commitment to valuing educator initiative and promoting continuous improvement.

Other components contributing to positive perception include:

- Parent and Community Engagement Programs, such as Pep Rallies, College & Career Fairs, CTE Showcases, and Alumni events, which strengthen partnerships and reinforce community trust in the school.
- Recognition and Celebration Initiatives, including PBIS acknowledgments, student awards, and teacher recognition, which promote a culture of appreciation and achievement.

- Transparent Communication Channels, including newsletters, social media updates, the THS website, and parent surveys, ensure that stakeholders are informed and have opportunities to provide feedback.
- Safe and Structured Environment, maintained through consistent security protocols, Restorative Practices, and positive behavior interventions, which reinforce perceptions of safety, fairness, and order.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite multiple engagement opportunities, parent and community participation in school events, meetings, and programs is not consistently high.

Root Cause: Barriers may include conflicting work schedules, lack of transportation, limited awareness of events, and insufficient communication strategies tailored to families' needs.

Problem Statement 2 (Prioritized): Some students may demonstrate low motivation or limited participation in extracurricular, enrichment, or academic support programs.

Root Cause: Contributing factors include absenteeism, competing responsibilities outside school, lack of incentives or recognition for participation, and insufficient student voice in program design.

Problem Statement 3: While recognition programs exist, not all staff may feel consistently celebrated or acknowledged for contributions, potentially impacting morale and perception of value.

Root Cause: Inconsistencies in implementation of recognition programs, high workload, and limited communication regarding acknowledgment opportunities may reduce visibility and appreciation of staff efforts.

Problem Statement 4: Some stakeholders may question the effectiveness or impact of tutorials, Tiger 9, and intervention programs.

Root Cause: Lack of visible data, limited reporting on outcomes, and insufficient communication about program goals and results may affect perceptions of program value.

Priority Problem Statements

Problem Statement 1: Chronic absenteeism and low student engagement negatively impact academic performance.

Root Cause 1: Attendance challenges are influenced by a combination of factors, including socioeconomic barriers, health-related issues, lack of consistent parental involvement, and limited student motivation or connection to school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Persistent achievement gaps exist between student subgroups, particularly among African American males and economically disadvantaged students.

Root Cause 2: Achievement disparities result from inequitable access to rigorous coursework, insufficient targeted interventions, inconsistent implementation of differentiated instruction, and historical systemic inequities.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students.

Root Cause 3: Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels.

Root Cause 4: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas.

Root Cause 5: Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack of student engagement and connection to campus.

Root Cause 6: Ineffective instruction and supports including lack of culturally responsive lessons that are relevant to all student groups.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Low student attendance rates

Root Cause 7: Lack of student engagement and teacher/student /parent relationships.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation.

Root Cause 8: Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: PTO and parental involvement is minimal at the campus

Root Cause 9: Lack of PTO, memberships, and offerings of parent involvement sessions on campus.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels.

Root Cause 10: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Despite multiple engagement opportunities, parent and community participation in school events, meetings, and programs is not consistently high.

Root Cause 11: Barriers may include conflicting work schedules, lack of transportation, limited awareness of events, and insufficient communication strategies tailored to families' needs.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Some students may demonstrate low motivation or limited participation in extracurricular, enrichment, or academic support programs.

Root Cause 12: Contributing factors include absenteeism, competing responsibilities outside school, lack of incentives or recognition for participation, and insufficient student voice in program design.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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
- RDA 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 1: Improve SUPPORTS to positively impact student learning to ensure a well-rounded education.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: To ensure that 80% of all students reach their individual academic growth goals in Mathematics and in Reading/Language Arts by providing and monitoring the effective use of instructional programs and interventions--including personalized learning/digital platforms and targeted interventions such as IXL--and by supplying the materials, supplies, and resources needed to reinforce high-quality teaching and learning in all subject areas for all student groups (neglected/delinquent, At-Risk, GT, Special Education, Homeless, English Learners, Dyslexia, Section 504, Migrant, etc.), ensuring a well-rounded education for every student. Strategy's Expected Result/Impact: Increase the percentage of all students scoring at the Meets' and Masters' level Close the achievement gaps for our AA student population Quarterly checks of usage and student performance data [STAAR, TELPAS, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.] Staff Responsible for Monitoring: Campus ADMIN/ Instructional Coach Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 3 Funding Sources: ENGLISH INSTRUCTIONAL COACH POSITION - 211 ESSA Title I, Part A - 211.13.6119.00.002.6.30.000 - \$93,842	Formative			Summative
	Nov	Feb	June	

Strategy 2 Details	Reviews			
Strategy 2: 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 Admin Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1	Formative			Summative
	Nov	Feb	June	
Strategy 3 Details	Reviews			
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 Admin Title I: 2.51, 2.52, 2.53, 2.533 Problem Statements: Demographics 2 - Student Learning 1, 3 Funding Sources: IXL - 211 ESSA Title I, Part A - 211.11.6394.00.002.6.30.000 - \$29,181, McGraw Hill, Carnegie Learning - 410 IMA Funds - \$85,533.82	Formative			Summative
	Nov	Feb	June	
Strategy 4 Details	Reviews			
Strategy 4: PROFESSIONAL DEVELOPMENT & COACHING Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff. Strategy's Expected Result/Impact: Increased teacher and student performance Staff Responsible for Monitoring: Campus Principal Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	June	

Strategy 5 Details	Reviews			
Strategy 5: 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 Staff Responsible for Monitoring: Campus Admin/ Instructional Coach Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	June	
Strategy 6 Details	Reviews			
Strategy 6: Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to FINE ARTS, and preparation for COLLEGE, CAREER, OR MILITARY POST-SECONDARY READINESS, ADVANCED ACADEMICS, ensuring academic ENRICHMENT and EXTRA-CURRICULAR support and COLLEGE EXPOSURE opportunities for students such as summer camps, out-of-school time programs, school clubs, sports, and at-home extension activities.. Strategy's Expected Result/Impact: Student involvement and enrichment Staff Responsible for Monitoring: Campus Admin Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 Funding Sources: Global Asset- Desktops for Robotics - 211 ESSA Title I, Part A - 211.11.6399.00.002.6.24.000 - \$28,577, Buses for Industry Experiences, Certification Fees, Pathway Materials - 244 Carl D. Perkins (CTE) - \$70,064	Formative			Summative
	Nov	Feb	June	
Strategy 7 Details	Reviews			
Strategy 7: DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUATION Analyze data and implement enhanced drop out prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate AND/OR provide an alternative choice high schools to meet the needs of at-risk students. Strategy's Expected Result/Impact: Recover drop outs. Prevent potential dropouts. Staff Responsible for Monitoring: Campus Admin Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	June	

Strategy 8 Details	Reviews			
Strategy 8: MIGRANT: Establish Migrant Priority for Service (PFS) Action Plan in cooperation with Educational Service Center, Region 10. Strategy's Expected Result/Impact: Targeted focus on highly at risk population Staff Responsible for Monitoring: Campus Admin Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	June	
Strategy 9 Details	Reviews			
Strategy 9: Teachers will analyze student progression in English I, English II, and Algebra I STAAR assessments, using data to compare previous scores with current performance. Based on this analysis, they will develop targeted intervention plans to support academic growth. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Administration Instructional Coaches Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism and low student engagement negatively impact academic performance. Root Cause: Attendance challenges are influenced by a combination of factors, including socioeconomic barriers, health-related issues, lack of consistent parental involvement, and limited student motivation or connection to school.
Problem Statement 2: Persistent achievement gaps exist between student subgroups, particularly among African American males and economically disadvantaged students. Root Cause: Achievement disparities result from inequitable access to rigorous coursework, insufficient targeted interventions, inconsistent implementation of differentiated instruction, and historical systemic inequities.
Student Learning
Problem Statement 1: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students. Root Cause: Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.
Problem Statement 2: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. Root Cause: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).
Problem Statement 3: Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas. Root Cause: Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

Student Learning

Problem Statement 4: Lack of student engagement and connection to campus. **Root Cause:** Ineffective instruction and supports including lack of culturally responsive lessons that are relevant to all student groups.

Problem Statement 5: Low student attendance rates **Root Cause:** Lack of student engagement and teacher/student /parent relationships.

School Processes & Programs

Problem Statement 1: Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation. **Root Cause:** Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.

Problem Statement 3: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 2: Ensure SPECIAL EDUCATION services are effectively provided to each student needed and ensure all processes and procedures are effectively monitored.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: 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 Admin Results Driven Accountability Problem Statements: Student Learning 1, 2, 3 - Perceptions 2	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: SPECIAL EDUCATION: Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations. Staff Responsible for Monitoring: Campus Principal Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students. **Root Cause:** Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.

Problem Statement 2: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 3: Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas. **Root Cause:** Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

School Processes & Programs

Problem Statement 1: Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation. **Root Cause:** Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.

Perceptions

Problem Statement 2: Some students may demonstrate low motivation or limited participation in extracurricular, enrichment, or academic support programs. **Root Cause:** Contributing factors include absenteeism, competing responsibilities outside school, lack of incentives or recognition for participation, and insufficient student voice in program design.

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 3: EMERGENT BILINGUAL -
EB students will increase their proficiency levels in the TELPAS domains of listening, speaking, reading and writing.

High Priority
Evaluation Data Sources: TELPAS, OLPT, EL Progress Measures

Strategy 1 Details	Reviews			
Strategy 1: Students will achieve ENGLISH LANGUAGE PROFICIENCY through meaningful learning experiences, language rich instruction, and interventions to improve academic performance and close achievement gaps. Strategy's Expected Result/Impact: English Language Acquisition Staff Responsible for Monitoring: Campus Principal TEA Priorities: Build a foundation of reading and math - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1, 2, 3 Funding Sources: IXL - 211 ESSA Title I, Part A - \$28,680.50	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
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 Results Driven Accountability Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 3 Funding Sources: IXL - 211 ESSA Title I, Part A - \$28,680.50	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Persistent achievement gaps exist between student subgroups, particularly among African American males and economically disadvantaged students. **Root Cause:** Achievement disparities result from inequitable access to rigorous coursework, insufficient targeted interventions, inconsistent implementation of differentiated instruction, and historical systemic inequities.

Student Learning

Problem Statement 1: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students. **Root Cause:** Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.

Problem Statement 2: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 3: Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas. **Root Cause:** Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

Problem Statement 4: Lack of student engagement and connection to campus. **Root Cause:** Ineffective instruction and supports including lack of culturally responsive lessons that are relevant to all student groups.

School Processes & Programs

Problem Statement 3: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 4: Readily and strategically infuse TECHNOLOGY in teaching and learning to improve outcomes for all students.

Evaluation Data Sources: Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Strategy 1 Details	Reviews			
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 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
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 Title I: 2.51, 2.52, 2.53 Problem Statements: Student Learning 1, 3, 4 Funding Sources: All In Learning - 289 TITLE IV - 2289.11.6399.00.002.6.24.000 - \$950, SchoolLink - 289 TITLE IV - 289.11.6291.00.002.630.000 - \$16,117	Formative			Summative
	Nov	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students. Root Cause: Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.

Student Learning

Problem Statement 3: Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas. **Root Cause:** Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

Problem Statement 4: Lack of student engagement and connection to campus. **Root Cause:** Ineffective instruction and supports including lack of culturally responsive lessons that are relevant to all student groups.

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 and decrease student referrals and student behaviors warranting suspension or alternate settings .

Strategy 1 Details	Reviews			
Strategy 1: Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS. Strategy's Expected Result/Impact: Decrease in disciplinary settings by 35% Staff Responsible for Monitoring: Campus Principal Problem Statements: School Processes & Programs 1, 2, 3	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation. Root Cause: Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.
Problem Statement 2: PTO and parental involvement is minimal at the campus Root Cause: Lack of PTO, memberships, and offerings of parent involvement sessions on campus.
Problem Statement 3: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. Root Cause: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Goal 2: SCHOOL CULTURE: Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 2: Increase social-emotional supports

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

Strategy 1 Details	Reviews			
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 Admin Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
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 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Chronic absenteeism and low student engagement negatively impact academic performance. **Root Cause:** Attendance challenges are influenced by a combination of factors, including socioeconomic barriers, health-related issues, lack of consistent parental involvement, and limited student motivation or connection to school.

Problem Statement 2: Persistent achievement gaps exist between student subgroups, particularly among African American males and economically disadvantaged students. **Root Cause:** Achievement disparities result from inequitable access to rigorous coursework, insufficient targeted interventions, inconsistent implementation of differentiated instruction, and historical systemic inequities.

Student Learning

Problem Statement 1: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students. **Root Cause:** Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.

Problem Statement 2: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 3: Some students do not consistently meet grade-level Texas Essential Knowledge and Skills (TEKS) objectives across core content areas. **Root Cause:** Variability in instructional effectiveness, lack of timely formative assessments, and insufficient scaffolding and remediation contribute to inconsistent mastery of grade-level standards.

School Processes & Programs

Problem Statement 1: Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation. **Root Cause:** Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.

Problem Statement 3: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

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 Sources: Employee Roster
Turnover Rate

Strategy 1 Details	Reviews			
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 Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 2 Funding Sources: Coach Cyndi Boyd- Principal and Associate Principal - 255 ESSA Title II, Part A TPTR - 255.23.6291.00.002.6.24.000 - \$2,000, THS Leadership Training - 255 ESSA Title II, Part A TPTR - 255.23.6411.00.002.24.000 - \$500, N2 Learning- AP Training Dr. Thompson - 255 ESSA Title II, Part A TPTR - 255.23.6411.00.002.24.000 - \$1,000	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: ONBOARDING PROGRAM: Provide meaningful orientation and specialized supports and resources for new employees. Strategy's Expected Result/Impact: Campus will retain 95% of all student from current year. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	June	

Strategy 3 Details	Reviews			
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 Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	June	
Strategy 4 Details	Reviews			
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 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Persistent performance disparities exist between student subgroups, particularly among African American, Hispanic, and economically disadvantaged students. Root Cause: Achievement gaps are influenced by inequitable access to rigorous coursework, insufficient differentiation in instruction, inconsistent implementation of targeted interventions, and systemic barriers that affect historically underserved populations.
Problem Statement 2: Due to teacher turnover, there is inconsistency among student groups by ethnicity, special programs, and grade levels. Root Cause: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).
School Processes & Programs
Problem Statement 1: Not all students are able to fully access advanced programs such as dual credit, AP courses, or CTE pathways, limiting opportunities for postsecondary preparation. Root Cause: Barriers include insufficient academic preparation, limited awareness of program options, scheduling conflicts, and gaps in targeted outreach to historically underserved or underrepresented student populations.

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 Details	Reviews			
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	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Strategy 1 Details	Reviews			
Strategy 1: BUILDING & PROPERTY MAINTENANCE: Prioritize items at critical failure and utilize alternate resources to address most critical needs identified in the facility assessment. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

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 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 Details	Reviews			
Strategy 1: TRAINING & EMERGENCY RESPONSE PLANS Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety. This will include training campus administrators to handle their unique campus emergency response plans, account for student mental health and emotional issues , and use anti-bullying training and protocols. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS: District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor state, federal and special programs to ensure compliance. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Details	Reviews			
Strategy 1: COMMUNICATION MEDIUMS: District will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed. Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: Campus Principal Title I: 2.51, 2.53, 2.533 Problem Statements: School Processes & Programs 2 Funding Sources: REMIND - 211 ESSA Title I, Part A - \$1,916	Formative			Summative
	Nov	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: PTO and parental involvement is minimal at the campus Root Cause: Lack of PTO, memberships, and offerings of parent involvement sessions on campus.

Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT

Strategy 1 Details	Reviews			
Strategy 1: OUTREACH: Provide district-wide outreach program for parents to help build connections and capacity Strategy's Expected Result/Impact: EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education. Staff Responsible for Monitoring: Campus Principal Problem Statements: School Processes & Programs 2 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916	Formative			Summative
	Nov	Feb	June	
Strategy 2 Details	Reviews			
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 Problem Statements: School Processes & Programs 2 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916	Formative			Summative
	Nov	Feb	June	

Strategy 3 Details	Reviews			
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 Problem Statements: School Processes & Programs 2 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916	Formative			Summative
	Nov	Feb	June	
Strategy 4 Details	Reviews			
Strategy 4: VOLUNTEERS & PARTNERSHIPS: TISD will increase the number of volunteers and community partnerships . Staff Responsible for Monitoring: Campus Principal Problem Statements: School Processes & Programs 2 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916	Formative			Summative
	Nov	Feb	June	
Strategy 5 Details	Reviews			
Strategy 5: EDUCATE PARENTS and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards. Staff Responsible for Monitoring: Campus Principal Problem Statements: School Processes & Programs 2 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: PTO and parental involvement is minimal at the campus Root Cause: Lack of PTO, memberships, and offerings of parent involvement sessions on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tanequa Jones	RLA Instructional Coach		1