

Terrell Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C

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.

Values

T - Treat people right.

I - Inspire Tiger Pride.

G -Get better everyday.

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

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.

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The COVID-19 pandemic created unfinished learning and learning losses for the students of Terrell ISD. The district remains committed to closing this learning gap and remains conscious of the safety needs for students and staff.

Demographics

Demographics Summary

Terrell Independent School District is an accredited, growing District of Innovation serving approximately **5,283** students in the 2024-25 school year. Located in the City of Terrell in Kaufman County, Texas, approximately 25 miles east of Dallas, the district has experienced significant growth with enrollment rising from 4,192 students in 2013-14. Projections indicate continued expansion, with enrollment expected to surpass 6,000 students by 2028. This growth reflects Kaufman County's status as one of the fastest-growing counties in Texas.

Terrell ISD earned an A-Superior Rating from the Texas Education Agency for financial stability, demonstrating strong fiscal management. To proactively address enrollment growth, the district convened a Facilities Committee comprised of community members, parents, teachers, administrators, and business leaders to study facility needs and recommend solutions. In May 2025, Terrell ISD voters approved a **\$273.4 million bond package** endorsed by the citizens' committee. The bond focuses on expanding and updating facilities to accommodate **more than 1,000 additional students expected in coming years, strengthening safety and security measures across all campuses to ensure student and staff well-being, and modernizing learning environments to support high-quality instruction and programs.**

The City of Terrell has a population of 27,204 residents. Community demographics reveal economic challenges that directly impact our student population. Nineteen percent of all households live below the poverty level, and 32% of school children's parents live in rental properties. The median annual income of \$65,428 is below state and national averages, and 18% of families receive food stamp or SNAP benefits, exceeding state and national averages. Additionally, 39% of families are single-parent households. The city's ethnic composition includes 49% white, 31% Hispanic, 17% African American, and 2% two or more races. Regarding educational attainment, 25.1% of adults have less than a high school diploma, 29.4% are high school graduates, 24.6% have some college or an associate's degree, and 20.8% have a bachelor's degree or higher.

Terrell ISD serves a diverse student population with 79.8% economically disadvantaged students. The district's ethnic composition differs from the city's demographics, with Hispanic students comprising 56.4% of enrollment, white students 19.3%, African American students 18.7%, students of two or more races 4.9%, Asian students 0.3%, American Indian students 0.2%, and Hawaiian/Pacific Islander students 0.1%. The student body is 51.2% male and 48.8% female. Among at-risk and special populations, 65.1% of students are classified as at-risk, 1.8% are homeless, 1.8% are migrant, 0.2% are in foster care, and 0.1% are immigrants. Program participation includes 26.4% emergent bilingual students, 12.9% special education students, 5.9% students receiving Section 504 services, 6.6% gifted and talented students, and 5.7% students receiving dyslexia services. Spanish is the most prominent language other than English in Terrell ISD. Students within the district are highly mobile with significant student attrition rates. Given that a large percentage of students live in poverty and experience trauma-induced stresses, social and emotional supports are a priority for the district.

Terrell ISD comprises nine campuses, each serving distinct student populations. Terrell High School has 1,457 students with 75.6% economically disadvantaged. Herman Furlough Middle School has 1,166 students with 76.5% economically disadvantaged. Gilbert Willie Elementary has 671 students with 83.3% economically disadvantaged. J.W. Long Elementary has 681 students with 79.4% economically disadvantaged. Dr. Bruce Wood Elementary has 655 students with 80.6% economically disadvantaged. W.H. Burnett Elementary has 371 students with 88.1% economically disadvantaged. Global Leadership Academy has 219 students with 52.5% economically disadvantaged. Additionally, specialized programs serve unique student needs. The Terrell Alternative Education Center (TAEC) serves critically at-risk students as a dropout recovery center. The Child and Adolescent Center, located at Terrell State Hospital, serves students institutionally committed for severe mental and behavioral issues with 100% at-risk. The Health Science Academy is a pull-out academy serving high school students pursuing medical field careers. All K-12 traditional campuses operate Title I schoolwide programs, and demographics in Career and Technical Education programs and dual credit programs closely resemble district-wide demographics.

Terrell ISD cultivates a college and career going culture through strategic partnerships and program offerings. The district provides an associate degree program free of charge to students in partnership with Trinity Valley Community College (TVCC), along with numerous CTE pathway options aligned with industry needs. Seventy-nine percent of students earn credit for college, career, or military readiness. Terrell is home to Trinity Valley Community College and Southwestern College, facilitating dual course credit opportunities. According to the 2023-2024 Texas Academic Performance Report (TAPR), the district demonstrates notable strengths including a 92.4% four-year graduation rate above the state average and 30.1% of students completing dual course credits in any subject, well above the state average. Areas of concern include district attendance rate below the state average, which remains a focused area of improvement as attendance directly impacts student achievement, and a grades 9-12 dropout rate that increased to 2.2%, above the state average.

Terrell ISD employs 626 staff members with 68% serving in instructional roles. Teacher experience shows 40% with less than 6 years' experience, 23% with 6-10 years' experience, and 37% with more than 10 years' experience. While the number of minority teachers has increased in recent years, teacher ethnicity still does not mirror the student population, a disparity the district continues to address. The district has taken significant strides to reduce teacher turnover rates, implementing highly effective strategies that have dramatically decreased turnover. These efforts include adopting a four-day instructional calendar, which has proven particularly impactful.

As a growth-minded district, teacher effectiveness is paramount. Terrell ISD supports continuous improvement through Professional Learning Communities that provide job-embedded, data-driven, classroom-focused collaborative learning opportunities. Individualized instructional coaching is provided as needed, and targeted professional development combines teacher-selected and district-mandated training annually. Regular classroom monitoring by campus administrators ensures implementation fidelity.

Terrell ISD actively engages parents, students, staff, and the community to gain insight, catalyze change, monitor improvements, and develop strategic plans. Mentorship programs include Dads at Doors, where male mentors provide positive connections to start the school day, Boys to Men, where adult males teach behaviors instrumental to the transition to manhood, Pearls for Girls, where adult females mentor female students on the transition to womanhood, Silver Tigers, which connects senior citizens with high school seniors, Grands on the Go, where grandparents support their own grandchildren and others, and community mentors who provide various forms of student assistance. Partnership organizations include the Economic Development Corporation, City of Terrell, Terrell Chamber of Commerce, Terrell Excellence Foundation, local businesses, and Communities in Schools. The ExCEL Center is a multi-purpose facility designed to provide extended learning opportunities and comprehensive physical health resources for the community, parents, and students.

Demographics Strengths

Increased teacher retention.

Recruitment of experienced and minority teachers.

Increase of dual credit course attainment and partnership with institutions of higher education

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A trend of low student attendance.

Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.

Student Learning

Student Learning Summary

Leading with the vision of EXPECT MORE. ACHIEVE MORE, **Terrell ISD has established an instructional goal that 80% of all students reach their growth goal in Mathematics and Reading Language Arts.** This ambitious target drives decision-making across all campuses and programs as the district works to ensure all students master challenging state academic standards.

The Texas Education Agency released STAAR scores for the 2022-23, 2023-24, and 2024-25 school years. STAAR performance levels include Approaches, Meets, Masters, and Did Not Meet Level Performance, with the Approaches, Meets, and Masters levels all considered passing. Students who achieve the Approaches level are likely to succeed in the next grade or course with targeted academic interventions, while those who reach the Meets level have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. Students achieving the Masters level are likely to succeed in the next grade level. Recent performance trends demonstrate that the district scores increased one letter grade and 7 out of 7 campuses increased or maintained their letter grade. Focused efforts are in place to continue on the improvement trajectory and exceed expectations. However, TISD needs to increase the number of students attaining Meets and Masters on state assessments. While progress has been made, the district is committed to moving more students beyond basic proficiency to higher levels of academic performance.

The Texas Academic Performance Report indicates achievement gaps between student populations. Analysis of data reveals that specific special populations need additional support to master challenging state academic standards. The district recognizes these disparities and has implemented targeted interventions to address equity and ensure all students receive the instruction and support necessary to succeed.

Beyond state assessments, multiple indicators demonstrate the positive impact of Terrell ISD's college and career preparation efforts. The Class of 2025 celebrated over 300 graduates, with 67% receiving college scholarships and \$96.2 million in college scholarships offered to the class. Additionally, 70% earned an industry certification and over 3,600 college credit hours were earned through dual credit courses. These outcomes reflect the district's commitment to cultivating a college and career going culture and providing pathways for all students to achieve post-secondary success.

TISD's curriculum is aligned to state standards (TEKS) and is accessible to all teachers, ensuring consistency and rigor across all classrooms. Common assessments across grade-level disciplines are regularly monitored, and multiple online tools for data disaggregation are available to inform instructional decisions. A consistent instructional model is utilized by all educators to ensure high-quality, evidence-based teaching practices. Leading and Learning Teams set campus goals and maintain instructional focus, while Professional Learning Communities through Collaborative Team Meetings provide job-embedded, data-driven, classroom-focused professional development.

Consistent program monitoring for academics, behavior, and attendance is established through a systematic Multi-Tiered Systems of Support (MTSS) process implemented for all students. All students not performing satisfactorily on STAAR exams receive 15-30 hours of tutoring per subject needed. Tiger Time is embedded at elementary campuses for accelerated instruction and supplemental support, and secondary campuses have modified master schedules to provide accelerated instruction, supplemental support, and after-school tutoring opportunities. The TAEC/Phoenix campus is instrumental in the recovery of dropout students and has achieved double-digit graduates, providing critical second-chance opportunities for at-risk youth.

The district places strong emphasis on supporting all student groups and addressing the needs of specific populations. Teachers obtain ESL and GT certification as needed to address student needs and increase achievement. A dual-language model has been added at Pre-K through 3rd grade levels to enrich language acquisition, and programs have been developed at secondary levels to advance English language development. Parent support and training are provided at each campus. Student groups served include economically disadvantaged students comprising 79.8% of enrollment, emergent bilingual students at 26.4%, special education students at 12.9%, gifted and talented students at 6.6%, and other special populations including homeless, migrant, and foster care students.

Social and emotional learning is at the forefront of district priorities. Recognizing that many students experience poverty and trauma-induced stresses, extensive resources have been expended to ensure the emotional safety of students and faculty. Social workers are integrated into support systems, social/emotional curriculum has been implemented, and Changemaker programs have been incorporated into the school day. The district maintains a comprehensive focus on student wellbeing as a foundation for academic success.

TISD offers a routine and consistent schedule of quality academic enrichment activities that positively impact the community. The ExCEL Center provides academic and enrichment activities throughout the school year, offering safe out-of-school time programs for all students, especially those in greatest need of academic and family support. Continued opportunities are provided year-round to increase student achievement through various programs and activities. Advanced learning options include advanced level courses, Gifted and Talented programs, dual credit opportunities, Career and Technology pathways, and satellite campuses such as the Health Science Academy to address specific skill sets.

Numerous student groups have been honored with state recognition and accomplishments. The Robotics team advanced to World competition, athletics programs produced 1st place medals at the state level, public speaking teams achieved state-level 1st place honors, and fine arts programs in band, theatre, and visual arts received acclaim. These accomplishments demonstrate that students are thriving beyond academics and developing well-rounded skills that prepare them for future success.

The district is focused on increasing educational rigor and student achievement by building the capacity of all employees. Administrators, teachers, and staff receive ongoing training to build content knowledge and effective instruction strategies, with focus areas including bridging gaps, embracing diversity, and building a culture of trust and respect. Job-embedded, data-driven, classroom-focused professional development through PLCs ensures continuous improvement. Through partnership with TNTP, teachers and leaders develop competencies as they learn TEKS-based strategies, increase rigor and depth of knowledge in the classroom, employ effective instructional strategies, and enhance content knowledge. Measures exist to ensure that teachers and leaders implement learning from professional development experiences in their daily practice.

Based on data analysis, the district has identified critical professional development needs to address equity and student achievement. These priority areas include ensuring all students have access to high-quality instruction regardless of background, supporting the whole child in light of trauma and poverty, maintaining high expectations while providing appropriate support through engaging grade-level appropriate instruction, developing deep understanding of standards to drive instruction through TEKS analysis, meeting diverse learner needs through differentiated instruction, building toward grade-level mastery through scaffolding instruction, making content comprehensible especially for emergent bilingual learners, engaging students in authentic rigorous tasks through project-based learning, implementing strategies to keep students engaged and on track for dropout prevention, and honoring and leveraging student diversity through culturally responsive teaching.

Terrell ISD is financially stable and received the highest rating possible, an A+ Superior Financial FIRST Rating from TEA. This strong financial foundation enables the district to invest strategically in programs, personnel, and resources that directly support student learning and achievement.

Terrell ISD students are demonstrating growth and achievement across multiple indicators. While state assessment performance shows improvement and 7 out of 7 campuses maintained or increased letter grades, the district remains committed to moving more students to Meets and Masters performance levels and closing achievement gaps between student populations. Beyond test scores, students are succeeding in college preparation, career readiness, and competitive achievements at state and world levels. The district's comprehensive approach, combining rigorous academics, social-emotional support, targeted interventions, enrichment opportunities, and strong professional development, positions all students for continued growth and future success. Additional information is available at www.txschool.org.

Student Learning Strengths

Number of drop-out recovery center (TAEC/Phoenix) graduates

Dual credit enrollment and the expansion of CTE programs

Dual language program and a focus on bilingual/ESL instruction in early childhood

Job-embedded professional development opportunities

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): State achievement targets are not reached by all students.

Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments

District Processes & Programs

District Processes & Programs Summary

Terrell ISD is identified as a District of Innovation by the Texas Education Agency, granting the Board of Trustees local control over a number of issues including district calendar start and end times and local certification requirements. The District of Innovation Plan for 2022-2027 was adopted by the TISD Board of Trustees, filed with TEA, and is available on the district's website. This innovative status enables the district to implement creative solutions tailored to the unique needs of our students and community.

One of the most transformative innovations implemented by Terrell ISD is the adoption of a four-day student calendar designed to attract quality educators and keep students engaged and present. This strategic decision has produced measurable positive impacts across multiple areas. Students benefit from more time for jobs, rest, family, homework, and extracurricular activities, while the district has seen improved student attendance and an 18% drop in discipline referrals. For staff, the four-day calendar has resulted in a significant double-digit increase in teacher retention and an increased experience level for instructional staff. Additionally, monthly Friday professional development days provide targeted training on instructional strategies and interventions, ensuring that the calendar innovation serves both student engagement and continuous staff development.

The district's commitment to attracting and retaining quality educators extends well beyond the calendar innovation. Terrell ISD actively recruits highly qualified staff throughout the year by attending colleges and universities, participating in virtual job fairs, and hosting district job fairs. The district offers the second highest paying teacher salaries in Kaufman County, complemented by increased contributions to health care, life insurance coverage, personal days in addition to state days, a sick leave pool, 403(b) matching opportunities, retention bonuses, and access to a fitness center with personal trainers. Targeted recruitment focuses on teachers with composite, Bilingual/ESL, and GT certifications, with stipends provided in shortage and hard-to-fill areas such as Bilingual Education and secondary math and science. Current personnel are required to obtain necessary certifications as needed, and instructional paraprofessionals are highly qualified and certified as appropriate.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The district provides intensive, collaborative, and job-embedded professional development to all staff, focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence, and cultural responsiveness. Professional Learning Communities lay the framework for collaborative team meetings, job-embedded professional development, and cross-training opportunities. Through strategic partnerships with Big Rocks and TNTP (The New Teacher Project), teachers and leaders gain the knowledge, strategies, and implementation techniques needed to ensure an effective educator is in the classroom every day.

All teachers new to Terrell ISD participate in an onboarding experience and attend New Teacher Orientation, while flexible exchange days allow teachers and employees to select professional development that meets their individual needs. Per House Bill 3, passed by the 86th Texas Legislature in June 2019, all kindergarten through third grade teachers and principals attend teacher literacy achievement academies to strengthen early literacy instruction. The district utilizes the National Institute of Excellence in Teaching's Teacher Learning Rubric as the evaluative tool for effective classroom instruction, with teachers receiving regular observations and appropriate feedback. The district provides annual training on the teacher evaluation rubric, calibrates results across evaluators, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place as needed to identify specific goals and monitor campus and student group performance.

Development of district curriculum is an ongoing process designed to meet the needs of Terrell ISD students. A scope and sequence geared toward meeting student needs is provided, with curriculum aligned to TEKS (Texas Essential Knowledge and Skills), ELPS (English Language Proficiency Standards), and CCRS (College Career and Readiness Standards). The TEKS Resource Curriculum Framework is available to all teachers. Dedicated curriculum writers ensure alignment of curriculum, instruction, and assessments while embedding essential skills. Common unit assessments aligned to state standards are developed with teacher input to measure student progress, and PLCs ensure collaboration, proper use of the scope and sequence, and proper instructional delivery. Coordinators promote teaching with the end in mind through backward design principles.

The Leading and Learning team, comprised of administrators, curriculum writers, instructional coaches, and directors of special programs, uses data to guide and impact classroom instruction. Data-driven decision making drives choices for materials, resources, and district initiatives, with a focus on early literacy development, digital fluency, college and career readiness, and high student achievement. A wide array of instructional resources and training are provided, including IXL, Haggerty, Fontas and Pinnell Phonics/Classrooms, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Stephenson Reading, Amplify, Carnegie, Sirius, Edgenuity, iCEV, Certiport, Guided Reading materials, Credit Recovery programs, Eduphoria Suite, blended learning resources, and ongoing hardware and technology upgrades.

Terrell ISD is part of the Region 10 Fiber Consortium, which upgraded the district's internet connectivity through E-Rate to 10 gigabytes. Computers are provided in classrooms for student use, and employees are equipped with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems are available as needed. The district provides continuation of digital programs to support classroom instruction, with Classlink serving as a single sign-on for all teacher and student digital programs. The TISD technology department has increased its number of support staff to assist with implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, software programs, and devices is ongoing, and the district continues to replace equipment with updated technology. Digital literacy and citizenship training are provided to ensure students and staff can navigate the digital landscape safely and effectively.

Bilingual/ESL programs have expanded to ensure language acquisition in listening, speaking, reading, and writing. A dual language program is available at W.H. Burnett Elementary, J.W. Long Elementary, and Dr. Bruce Wood Elementary schools under the guidance of a Bilingual Specialist, with Bilingual Instructional Facilitators assigned to K-5 campuses. ELPS are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, newcomer interventions are in place, and translation devices are available for classroom instruction. Administrative support, school psychologists, and counselors are readily available to address social and emotional needs as well as provide specialized services for students with disabilities and those requiring 504 accommodations. GT programs provide accelerated and enriched learning opportunities for identified students, with teachers obtaining GT certification as needed to address student needs and increase student achievement.

STEM opportunities are available to all students K-12, providing hands-on, inquiry-based learning experiences that prepare students for 21st-century careers. TISD continues to expand and enhance CTE program offerings to prepare students for life beyond high school, offering multiple pathways in all five endorsement options. The district regularly reviews its CTE programming and has expanded to include pathways in Law Enforcement and Fashion Design. CTE certifications are available, and industry partnerships through the CTE Advisory Board ensure programs remain relevant to workforce needs. Career, college, and military guidance and counseling are provided to all students. Continued opportunities are provided for students to participate in dual credit courses, with an Associate degree program offered free of charge in partnership with Trinity Valley Community College, as well as Advanced Placement courses and college and career fairs.

The Terrell Alternative Education Center (TAEC/Phoenix Campus) provides services to support students in danger of dropping out of school, recovery of students who have dropped out, and pregnancy-related services. A credit recovery program and Graduation Team are also in place at Terrell High School to recover students at-risk of dropping out. Partnership with Terrell State Hospital staff, doctors, volunteers, and community relations supports students with intensive mental health needs. The Health Science Academy, a pull-out academy serving high school students pursuing careers in the medical field, provides specialized curriculum and hands-on experiences in partnership with healthcare providers.

The district has established a framework through Multi-Tiered Systems of Support (MTSS) that addresses consistent support for academic performance, behavior expectations, and character development. Master schedules are developed to maximize instructional time and support accelerated instruction, with targeted interventions for struggling students. Tiger Time is embedded at elementary campuses for accelerated instruction and supplemental support, while modified master schedules at secondary campuses provide supplemental support and after-school tutoring opportunities. Behavioral support includes a step system code of conduct, Restorative Discipline practices, Positive Behavior Interventions and Support (PBIS), Crisis Prevention Institute training for staff, and classroom management and student engagement training.

Social and emotional support is prioritized throughout the district, with Social Workers integrated into schools, social/emotional curriculum implementation, and Changemaker programs incorporated into the school day. School psychologists and counselors are available to support student wellbeing. Phone pouches are provided to secure cellular devices throughout the day, enabling students to focus on face-to-face engagement with peers and adults while directing their attention to learning. This approach recognizes that social and emotional wellbeing is foundational to academic success, particularly for students experiencing poverty and trauma-induced stresses.

The ExCEL Center (Excellence Center for Enhanced Learning) provides quality opportunities for youth to enhance their education, athletic skills, character, and lives. Year-round academic enrichment activities and safe out-of-school time programs are available for all students, especially those in greatest need of academic and family support. An after-school program in partnership with Communities in Schools serves elementary grades. The ExCEL Center also offers adult education courses including ESL, cooking, GED, and financial literacy, along with fitness center access for senior citizens and district employees. This multi-purpose facility serves as a hub for extended learning and physical health for the entire community.

Programs and services with significant links to student performance include coordinated school health services, social services, fine arts programs, athletics programs, and career and technology programs. Transportation for after-hours activities ensures all students can participate in tutorials and athletics regardless of family circumstances. A variety of student organizations and activities are available, including Kiwanis K-Kids, Builders, and Key Club, as well as fine arts opportunities in band, theatre, and visual arts, athletics, robotics, public speaking and debate, and numerous clubs and enrichment opportunities.

Campus safety and security are district priorities. Safety plans and drills are in place at all campuses, with police officers stationed at all campuses and a Crisis Command Center providing immediate access to all district cameras for police and local emergency agencies. Multiple security cameras are monitored across the district, and upgraded locks and security features have been installed. Gold Star Transportation safety protocols are maintained. District safety meetings, compliance training, and continuing education training ensure staff are prepared to respond to emergencies. Bark for Schools, a student and school safety product that detects potential problems across Google Workspace, Microsoft 365, and Chrome, provides an additional layer of protection for students. Principals maintain systems to ensure smooth campus operations, including duty rosters, supervision schedules, and facility improvements to provide safe and secure environments. Automated digitized systems ensure continuity of services to students, staff, and community.

Multiple avenues exist for stakeholders to share input for improving TISD. District-level committees include the District Educational Improvement Council (DEIC), Superintendent's Advisory Council, Facility Improvement Committee, CTE Advisory Board, TISD Ambassadors, and Head Start Advisory Council. Campus-level committees include Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organizations, department meetings, Professional Learning Communities, and faculty meetings. Teachers and staff have open access to campus administration and district leadership through the Leading and Learning department, and staff members are encouraged to take ownership and provide leadership by participating in campus and district committees. Surveys are conducted to better understand the needs and desires of the community, informing planning for the future success of students and schools. This systematic feedback collection ensures stakeholder voice shapes district decisions and priorities.

Terrell ISD's programs and processes are built on a foundation of continuous improvement, with regular monitoring, evaluation, and adjustment based on student performance data, stakeholder feedback, and best practices. The district remains committed to refining and enhancing all aspects of operations to ensure every student receives a high-quality education that prepares them for success in college, career, and life.

District Processes & Programs Strengths

District of Innovation status provides flexibility

4-day Instructional Calendar

Phone pouches at secondary campuses

Technology in classrooms

Bilingual paraprofessionals and the addition of Dual Language at Pre-K to 3rd grade

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional strategies do not consistently incorporate student interests or real-world applications.

Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

Perceptions

Perceptions Summary

Terrell ISD demonstrates strong academic outcomes and college and career readiness preparation. In 2025, **67% of graduates received scholarships totaling \$96.2 million**, and **203 students** earned an **industry-based certificate**. Students participating in dual credit earned over 3,600 college credit hours, reflecting the district's commitment to providing advanced learning opportunities.

The district maintains the highest financial rating possible, demonstrating responsible fiscal management and accountability to taxpayers. This strong financial foundation enables strategic investment in programs, facilities, and resources that directly benefit students.

Terrell ISD prioritizes open, consistent communication with stakeholders through multiple channels. The superintendent's weekly communication, "Wednesdays with Warnock," provides regular updates on campus programs and important topics. Digital platforms include Parent Portal, Remind messenger, Facebook, and X, formerly Twitter. Multilingual support is available through Spanish language translators at all campus activities, the "Say Hi" phone app for instant translation, and bilingual resources including the Community Resource Guide. Parent engagement events include campus nights such as Read-a-Thon, Math Night, and Title I Parent Night, as well as Open Houses, Parent-Teacher conferences, and neighborhood Back to School Bashes.

The district actively cultivates partnerships that enhance student experiences and community connections. Business partnerships include profit-sharing evenings, TISD Excellence Foundation grants, CTE program support, and Teacher of the Year sponsorships. Educational partnerships include TVCC dual credit courses and Health Science Academy collaboration. Community organizations partnering with the district include Kiwanis with its K-Kids, Builders, and Key Club programs, the Economic Development Board, Chamber of Commerce, City of Terrell, and Communities in Schools. Community mentor programs provide meaningful connections through Dads at Doors, where male mentors greet students at school entrances, Boys to Men, where adult males teach behaviors instrumental to manhood, Pearls for Girls, where adult females mentor female students on the transition to womanhood, Silver Seniors, which connects senior citizens with high school seniors, and Grands on the Go, where grandparents support students beyond their own grandchildren.

Multiple avenues exist for parents, students, and community members to provide input and participate in district governance. These include the District Educational Improvement Council, Superintendent's Advisory Council, Campus Site-Based Committees, Parent Engagement Committees, Head Start Advisory Council, CTE Advisory Board, TISD Ambassadors, and campus volunteer programs and PALS.

The ExCEL Center serves as a community hub offering year-round academic enrichment activities, safe out-of-school time programs, adult education courses including ESL, cooking, GED, and financial literacy, a community fitness center for senior citizens and district employees, and multi-purpose space for extended learning and physical wellness. The district recognizes that several schools will exceed capacity in coming years while facilities continue to age and require maintenance. A May 2025 bond election has been scheduled to address these infrastructure needs, with enhanced community communication efforts to ensure stakeholder input shapes future planning.

Safety is a district priority, evidenced by comprehensive measures throughout all campuses. Police officers are stationed at all campuses, and a Crisis Command Center provides police and emergency agencies immediate access to all district cameras. Regular safety drills and compliance training occur throughout the year, and advanced security features include cameras, upgraded locks, and Gold Star Transportation protocols. Bark for Schools software monitors Google Workspace, Microsoft 365, and Chrome for student safety concerns. Staff training includes Crisis Prevention Institute techniques, Restorative Discipline, and Positive Behavior Interventions and Support (PBIS), along with a step system code of conduct with classroom management and student engagement training.

The district has identified several areas for improvement. Student attendance remains a focus, as the 2023-2024 attendance rate of 92% is below the state average. The district has established a 96% attendance goal and actively monitors progress, recognizing that attendance directly impacts student achievement. Parent engagement presents another challenge, as students report that parents are not fully engaged and do not attend school functions to the desired extent despite numerous opportunities for involvement. The district continues exploring strategies to increase meaningful family participation. Teacher retention, while improved dramatically since implementing a four-day instructional calendar, remains consistently higher than the state average. The district supports new teachers through annual orientation, mentor teacher assignments for first and second-year teachers, and peer coaching through Teacher Leadership programs.

With **79.81%** of students receiving free or reduced lunch, Terrell ISD serves a predominantly economically disadvantaged population. The district commits to providing equitable access to high-quality instruction, academic challenge, and support services to ensure high expectations are met for all students regardless of socioeconomic background.

Perceptions Strengths

Financial stability of the district and responsible stewardship of funds

ExCEL Enrichment Opportunities

Safe schools with police presence on each campus

Numerous engagement opportunities for community and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Instructional strategies do not consistently incorporate student interests or real-world applications.

Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

Priority Problem Statements

Problem Statement 1: A trend of low student attendance.

Root Cause 1: Students do not always see a clear connection between classroom attendance, learning, and their future success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: State achievement targets are not reached by all students.

Root Cause 2: CIA: Effective Tier I and Tier II Instruction aligned to assessments

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional strategies do not consistently incorporate student interests or real-world applications.

Root Cause 3: Instructional materials and strategies do not reflect students' lived experiences or future career goals

Problem Statement 3 Areas: District Processes & Programs - 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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 20, 2025

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: Provide and monitor the effective use of instructional PROGRAMS and INTERVENTIONS to improve the academic performance of all students personalized learning/DIGITAL PROGRAMS, and provide SUPPLIES, MATERIALS, and RESOURCES to support and reinforce teaching and learning in ALL subject areas to ALL STUDENT GROUPS including neglected/delinquent youth, At-Risk ,GT, Special Ed, Homeless, English Learners, dyslexia, Sec.504, Migrant, etc.) to ensure a WELL-ROUNDED-EDUCATION. Strategy's Expected Result/Impact: Increase the percentage of all students scoring at the Meets' and Masters' level Close the achievement gaps for our AA student population Quarterly checks of usage and student performance data [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.] Staff Responsible for Monitoring: Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Alison Rison, Executive Director of Curriculum & Instruction Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: MTA materials 12,000, Library Services Co-op \$3,000 - LOCAL - \$15,000, Lead4Ward/ Accountability Forum - 199 General Fund - 255 - \$2,540, ASCENDER - 199 General Fund - \$100,000, Edgenuity - 199 General Fund - \$71,250, Frontline - 199 General Fund - \$25,000, Textbooks, Open Sources, Student Technology - 199 General Fund - 410 - \$300,000, TEKS Bank 3,200 Eduphoria 35,000 Academic Outdoor 2,000 Early Childhood Pkg. 4,500Lead4Ward Add On 1,000, OnData Suite 6,500 Student System 66,292 R10 Administrative Package \$22,500 R10 Fine Arts & LOTE Package \$2,500 R10 Gifted & Talented Package \$3,500 R10 Advanced Studies Co-op \$2,500 - 199 General Fund - \$122,000, STEM/Robotics Games & Resources - 289 TITLE IV - 289 - \$4,000, BIG ROCK - 211 ESSA Title I, Part A - 255 - \$37,806.18, BIG ROCK - Outside Funding Source - ESF GRANT - \$100,000, TNTP - 255 ESSA Title II, Part A TPTR - 263 - \$49,000, Cellocked - Additional/Replacements/Unlock Mechanisms - 199 General Fund - \$36,000, Payroll - Instructional Coaches - 211 ESSA Title I, Part A - 211 - \$814,654.07, Payroll - Special Programs - 255 ESSA Title II, Part A TPTR - 255 - \$132,497.32, Curriculum Coordinators - 199 General Fund: SCE - SCE - \$350,000, Region 10 PNP - 211 ESSA Title I, Part A - 211 - \$3,000, Region 10 PNP - 289 TITLE IV - 289 - \$750, Region 10 SSA - 255 ESSA Title II, Part A TPTR - 255 - \$13,000, Region 10 SSA - 263 ESSA Title III, LEP - 263 - \$6,400	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: Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Dr. Tracie Pritchett, Director of Special Programs Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Branching Minds Software - 199 General Fund - \$49,900	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: Alison Rison, Executive Director of Curriculum & Instruction Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Leading & Learning Coordinator Coaches - Previously Noted - 211 ESSA Title I, Part A, Leading & Learning Instructional Coaches - Previously Noted - \$824,150, Leading & Learning Curriculum Coordinators- Previously Noted - 199 General Fund - 199 - \$350,000	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: Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Alison Rison, Executive Director of Curriculum & Instruction Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives Dr. Adam Toy, Executive Director of Student Services Dr. Angela Wright, District Testing Coordinator Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Principal Coaching (Cyndi Boyd) - 255 ESSA Title II, Part A TPTR - 255 - \$10,500, NIET Training - 199 General Fund - \$15,000, N2Learning - Principal Institute - 255 ESSA Title II, Part A TPTR - 255 - \$1,000, TNTP - 263 ESSA Title III, LEP - 263 - \$35,519, Thompson Principal's Institute - 255 ESSA Title II, Part A TPTR - 255 - \$10,000, Administrative Coaching (Cyndi Boyd) - 199 General Fund - 199 - \$5,000, Big Rocks - Previously Noted \$ - 211 ESSA Title I, Part A - 211 - \$85,000	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: Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Alison Rison, Executive Director of Curriculum & Instruction Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Summer School Programs - 199 General Fund - \$40,000	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: Charde Dockery, Executive Director of Schools Amanda Guthrie, Director of Fine Arts Marvin Sedberry, Athletic Director AJ Knight, ExCEL Director Deborah Smith, Director of CTE Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: After School Care - Outside Funding Source - GRANT - \$1,500,000, ExCEL Opportunities - Outside Funding Source - \$250,000, ExCEL Payroll - 199 General Fund - \$175,000, Summer Instructional Program (Edgenuity) - 199 General Fund - 270 - \$4,750, STEM Instruction - Payroll - 211 ESSA Title I, Part A - 211 - \$258,069.13, Desktops - 211 ESSA Title I, Part A - 211 - \$28,577, CCMR Insights - 244 Carl D. Perkins (CTE) - 244 - \$9,300, Interactive Panels - 244 Carl D. Perkins (CTE) - 244 - \$2,755, Certiport Platform, HSA Certs - 244 Carl D. Perkins (CTE) - 244 - \$15,387, STEM Activities and Related Services - 199 General Fund - 199 - \$21,000, Robotics Activities and Related Services - 199 General Fund - 199 - \$9,914.75, CTE/CCMR Activities and Related Services - 199 General Fund - 199 - \$35,973.68, TVCC Dual Credit Programs - 199 General Fund - 199 - \$130,000, Advanced Academic Activities and Related Services - 199 General Fund - 199 - \$10,000		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: Charde Dockery , Executive Director of Schools Dr. Adam Toy, Executive Director of Student Services Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Student Services Payroll - 199 General Fund - \$130,000, Edgenuity - Previously Noted - 199 General Fund: SCE, ASCENDER - Previously Noted - 199 General Fund, Payroll - Credit Recovery - 199 General Fund: SCE - SCE - \$82,000, Payroll TAEC - 199 General Fund: SCE - SCE - \$602,000, Instructional Materials - TAEC - 199 General Fund: SCE - SCE - \$20,000		Formative			Summative
		Nov	Feb	June	

Strategy 8 Details	Reviews			
Strategy 8: TARGETED IMPROVEMENT PLANS Monitor and support all Targeted Improvement Plans to ensure frameworks for effective schools and high student outcomes. Strategy's Expected Result/Impact: Close achievement gaps Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Big Rock - Previously Noted \$ - Outside Funding Source - ESF Grant, Big Rock - 211 ESSA Title I, Part A - 211 - \$37,806.18, Big Rock - 255 ESSA Title II, Part A TPTR - 255 - \$14,224.82	Formative			Summative
	Nov	Feb	June	
Strategy 9 Details	Reviews			
Strategy 9: 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: Laura Espinoza Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Migrant Grant Funds - Outside Funding Source - Migrant - \$1,000	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.
Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

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

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: Jammie Hayes, Executive Director of Student Services Mindy Burris, Director of Student Services Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Region 10 O&M Services - 199 General Fund - 199 - \$30,000, Region 10 Visual Impairment Services - 199 General Fund - 199 - \$70,000, Region 10 Support Services - 199 General Fund - 199 - \$5,000	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: Jammie Hayes, Executive Director of Student Services Mindi Burris, Director of Student Services Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

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: Alison Rison, Executive Director of Curriculum & Instruction Jeanette Mireles, Dual Language Specialist Laura Espinoza, Bilingual Student Achievement Specialist Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Frontline - 199 General Fund - 199 - \$13,000	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: Alison Rison, Executive Director of Curriculum & Instruction Jeanette Mireles, Dual Language Specialist Laura Espinoza, Bilingual Student Achievement Specialist Results Driven Accountability Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Payroll - 263 ESSA Title III, LEP - 263 - \$90,500, Dual Language/ESL Instructional Materials - 263 ESSA Title III, LEP - 263 - \$5,200, TNTP - Previously Noted - 263 ESSA Title III, LEP - 263 - \$35,519	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

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: Stan Heisel, Executive Director of Technology Greg Garrow, Director of Technology Funding Sources: Region 10 Technology Services Package - 199 General Fund - 199 - \$9,000	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: Stan Heisel, Executive Director of Technology Greg Garrow, Director of Technology Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

Perceptions

Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
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Goal 2: SCHOOL CULTURE: Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 1: Increase student attendance and decrease student referrals and student behaviors warranting suspension or alternate settings .

High Priority

Evaluation Data Sources: Attendance
Discipline Data

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: Increase attendance Increase academic growth and achievement Staff Responsible for Monitoring: Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Dr. Adam Toy, Executive Director of Student Services Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Restorative Discipline - 199 General Fund: SCE - SCE, Family Mentoring - 199 General Fund, Go Center - 199 General Fund		Formative			Summative
		Nov	Feb	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.
Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

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

High Priority

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: Dr. Melissa Nichols, Executive Director of Human Resources Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives Jocelyn Torres, Director of Mental Health and Counseling Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Region 10 Counselor Initiative Package - 199 General Fund - 199 - \$4,500	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: Tonya Tillman, Deputy Superintendent Dianna Tidwell, Director of Nutrition Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.
Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

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: Melissa Nichols, Executive Director of Human Resources Mathew Warnock, Director of Recruitment & Retention Problem Statements: Student Learning 1 Funding Sources: Recruitment Fees & Travel - 255 ESSA Title II, Part A TPTR - 255 - \$5,000, Class size Reduction - 199 General Fund - SCE - \$216,000, Human Resource Package - Region 10 - 199 General Fund - 199 - \$3,100	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: Higher staff retention Staff Responsible for Monitoring: Gabriel Munoz, Chief of Staff Dr. Melissa Nichols, Executive Director of Human Resources Mathew Warnock, Director of Recruitment/Retention Problem Statements: Student Learning 1	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: Charde Dockery , Executive Director of Schools Dr. Melissa Nichols, Executive Director of Human Resources Mathew Warnock, Director of Recruitment & Retention Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Innovative District Calendar (4 1/2 day), 403(b) Matching, Faculty Gym	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: Georgeanne Warnock, Superintendent Julie Fisher, Executive Director of Academic Supports Tiffanie Goudy, Director of Strategic Initiatives	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

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: Dr. Tonya Tillman, Deputy Superintendent of Business & Operations Dr. Tracie Washington, Deputy Superintendent of Leading & Learning Jo Thornton, PEIMS Coordinator Problem Statements: Demographics 1 Funding Sources: Region 10 PEIMS Package - 199 General Fund - 199 - \$4,400	Formative			Summative
	Nov	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.

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: Dr. Georgeanne Warnock, Superintendent Tonya Tillman, Deputy Superintendent of Business & Operations Chris Lay, Executive Director of Facilities & Operations Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments

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: Tonya Tillman, Deputy Superintendent of Business & Operations Gabriel Munoz, Chief of Staff Dr. Adam Toy, Executive Director of Student Services Problem Statements: Demographics 1 - Student Learning 1	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: Tonya Tillman, Deputy Superintendent of Business & Operations Gabriel Munoz, Chief of Staff Dr. Adam Toy, Executive Director of Student Services	Formative			Summative
	Nov	Feb	June	
Strategy 3 Details	Reviews			
Strategy 3: RESOURCES: Provide sufficient resources to ensure student health, safety, and well-being. Strategy's Expected Result/Impact: Safe & Healthy School Staff Responsible for Monitoring: Campus Principals Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Supplies & Materials - 289 TITLE IV - \$7,189.39	Formative			Summative
	Nov	Feb	June	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: A trend of low student attendance. **Root Cause:** Students do not always see a clear connection between classroom attendance, learning, and their future success.

Student Learning

Problem Statement 1: State achievement targets are not reached by all students. **Root Cause:** CIA: Effective Tier I and Tier II Instruction aligned to assessments

District Processes & Programs

Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. **Root Cause:** Instructional materials and strategies do not reflect students' lived experiences or future career goals

Perceptions

Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. **Root Cause:** Instructional materials and strategies do not reflect students' lived experiences or future career goals

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: Tonya Tillman, Deputy Superintendent of Business & Operations Dr. Tracie Washington, Deputy Superintendent of Leading & Learning Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Plan4Learning - 199 General Fund - 199 - \$10,000, Region 10 State Comp Ed Package - 199 General Fund - 199 - \$5,000	Formative			Summative
	Nov	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.
Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments

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: Dr. Nicole Mansell, Chief of Communication Dwight Malone, Director of Family & Community Services Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.
Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments

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: Dr. Nicole Mansell, Chief of Communication Dwight Malone, Director of Family & Community Services Problem Statements: Demographics 1 - Student Learning 1	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: Dr. Nicole Mansell, Chief of Communication Dwight Malone, Director of Family & Community Services Problem Statements: Demographics 1 - Student Learning 1	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: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1	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: Dr. Nicole Mansell, Chief of Communication Dwight Malone, Director of Family & Community Services Problem Statements: Demographics 1 - Student Learning 1	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: Dr. Tiffanie Goudy, Executive Director of Strategic Initiatives Jocelyn Torres, Director of Mental Health and Counseling Deborah Smith, Director of CTE Dr. Tracie Pritchett, Director of Special Programs Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A trend of low student attendance. Root Cause: Students do not always see a clear connection between classroom attendance, learning, and their future success.
Student Learning
Problem Statement 1: State achievement targets are not reached by all students. Root Cause: CIA: Effective Tier I and Tier II Instruction aligned to assessments
District Processes & Programs
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals
Perceptions
Problem Statement 1: Instructional strategies do not consistently incorporate student interests or real-world applications. Root Cause: Instructional materials and strategies do not reflect students' lived experiences or future career goals

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$6,441,666.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Budget to sufficiently fund additional accelerated instruction and support at-risk students populations. Teachers on at-risk recovery and residential facility campuses, elementary STEM, Instructional Coaches, Credit Recovery Instructors, leadership coaching, and instructional materials

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Please see TitleI_Crate for the following documentation.

1.2: Identifying students who may be at risk for academic failure;

Please see TitleI_Crate for the following documentation.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Please see TitleI_Crate for the following documentation.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Please see TitleI_Crate for the following documentation.

Descriptor 2: Teacher Quality

Terrell ISD is committed to ensuring that all students, including low-income students and minority students, have equitable access to effective, experienced, and appropriately certified teachers.

- **Recruitment and Hiring Practices:** Prioritizing the placement of certified and effective teachers at high-need campuses, and recruiting through partnerships with teacher preparation programs, Region 10, and alternative certification providers.
- **Retention Supports:** Providing mentorship, professional development, and coaching for novice teachers, with additional instructional support allocated to high-need campuses.
- **Strategic Staffing:** Monitoring teacher assignments through HR and campus leadership to ensure equitable distribution of experienced teachers across schools.
- **Ongoing Monitoring:** Reviewing equity data throughout the year to assess progress and making staffing adjustments as needed to prevent persistent disparities.

Through these intentional practices, Terrell ISD ensures that equity in teacher quality remains a central priority in providing all students—regardless of background—with access to rigorous, high-quality instruction.

Descriptor 3: School Improvement and Support Activities

Terrell ISD carries out its School Support and Improvement responsibilities under Section 1111(d)(1) and (2) by implementing a systematic process of needs assessment, intervention, and monitoring for identified campuses. The district ensures each identified campus develops a Targeted Improvement Plan (TIP) aligned to the Texas Education Agency's Effective Schools Framework (ESF). The District Coordinator of School Improvement (DCSI) works closely with campus leadership teams, the Deputy Superintendent of Leading and Learning, and the Executive Director of Schools to provide oversight, technical assistance, and progress monitoring.

Key district actions include:

- **Conducting Comprehensive Needs Assessments** to identify root causes of low performance using multiple measures of data (academic, demographic, program, and perception).
- **Developing and Supporting Targeted Improvement Plans (TIPs)** that address identified needs, outline measurable goals, and align resources and interventions.
- **Providing Ongoing Professional Development and Coaching** for campus leaders and teachers focused on high-quality instruction, data analysis, and continuous improvement practices.
- **Engaging Stakeholders** including parents, staff, and community partners to provide feedback and support the implementation of improvement strategies.
- **Monitoring Progress** through regular check-ins, district-led data reviews, and collaboration with the Texas Education Agency and Region 10 ESC to ensure fidelity of implementation.

Through these actions, Terrell ISD ensures that School Support and Improvement activities are carried out with fidelity, transparency, and a strong focus on accelerating student achievement and closing performance gaps.

Descriptor 4: Measure of Poverty

- **Location:** Description is found in the District Improvement Plan under Title I, Part A.
- **Data Collection:**
 - **Where:** SIS and PEIMS.
 - **When:** Annually each spring.
 - **How:** Using free/reduced lunch, CEP, or TEA-approved poverty data.
- **Date Used:** PEIMS Fall Snapshot and current Child Nutrition data.
- **Equitable Services:** Provided to PNPs; process shared annually during spring consultation meetings .
- **Campus Allocation:** Per-pupil amount (PPA) multiplied by number of low-income students at each campus, based on **eco-dis percentage, not total enrollment**.
- **Poverty Criteria:** Free/reduced lunch eligibility, CEP, or equivalent TEA-approved measure; campuses ranked and served by poverty percentage.

Descriptor 5: Nature of Programs

NA

Descriptor 6: Services to Homeless Children and Youth

Terrell ISD is committed to ensuring that homeless children and youth have full and equal access to a free, appropriate public education. In coordination with the McKinney-Vento Homeless Assistance Act, the district provides services to remove barriers to enrollment, attendance, and academic success.

Services for Homeless Children and Youth include:

- Immediate enrollment support, even when records are incomplete.
- Transportation services to ensure school stability.
- Access to school supplies, clothing, and hygiene products to eliminate barriers to attendance.
- Coordination with campus counselors, social workers, and community agencies to connect families with wraparound services such as food, housing assistance, and health resources.
- Academic supports, including tutoring, credit recovery, and access to extracurricular programs.
- Professional development for staff to identify and support students experiencing homelessness.

Funding Determination:

Each year, the district reserves a portion of Title I, Part A funds to support homeless children and youth. The reservation amount is determined by:

- Reviewing current year allocations.
- Conducting an annual needs assessment based on identified homeless student counts.
- Consulting with the district's McKinney-Vento Liaison to project anticipated needs for supplies, transportation, and academic supports.
- Ensuring that the per-pupil amount is sufficient to provide comparable services to those offered to Title I, Part A students districtwide.

Through these efforts, Terrell ISD ensures that homeless students receive equitable services, remain engaged in school, and are supported in meeting the same challenging academic standards as all students.

Descriptor 7: Parent and Family Engagement Strategy

Terrell ISD recognizes that strong parent and family engagement is essential to student success. In alignment with Section 1116, the district implements strategies that build capacity for meaningful collaboration between schools, families, and the community.

The LEA ensures compliance through the adoption and annual review of the **written Parent and Family Engagement Policy**, which is developed with input from parents and shared with families in an accessible format and language. Key strategies include:

- Hosting annual Title I meetings and family information sessions at each Title I campus to inform parents of their rights, academic programs, and opportunities to be involved.
- Providing ongoing communication through newsletters, campus websites, parent portals, and social media to keep families informed and engaged.
- Offering parent workshops and learning opportunities to support student learning at home, including literacy, math, and college and career readiness resources.
- Building the capacity of staff to engage effectively with families through professional development focused on cultural responsiveness, two-way communication, and family partnership.
- Conducting annual evaluations of parent and family engagement efforts to identify strengths, challenges, and areas for growth.

These strategies, together with the district's written Parent and Family Engagement Policy, ensure that families are actively engaged as partners in student learning, decision-making, and school improvement.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Terrell ISD is committed to supporting a seamless transition for students from early childhood education programs into elementary school. To accomplish this, the district coordinates Title I, Part A services with district-operated early childhood programs to ensure continuity of learning and readiness for kindergarten.

Coordination and Support Strategies include:

- Collaboration between district Pre-K staff and Head Start to align curriculum and share student progress data where appropriate.
- Parent and family engagement activities that prepare families for the transition to elementary school, including school readiness events, orientation sessions, and kindergarten round-ups.
- Professional development opportunities for early childhood and elementary teachers to strengthen alignment in literacy, numeracy, and social-emotional learning practices.

Through these coordinated efforts, Terrell ISD ensures that children entering kindergarten are better prepared academically, socially, and emotionally, laying a strong foundation for long-term success in school.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

NA

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Terrell ISD implements intentional strategies to support students as they transition from middle grades to high school and from high school to postsecondary education.

Middle to High School Transitions:

- Collaborative transition meetings between middle school and high school counselors to align academic and social-emotional supports.
- Individual graduation plan development beginning in 8th grade, including endorsement selection and career pathway planning.
- Freshman orientation and summer bridge programs to familiarize students with high school expectations, schedules, and extracurricular opportunities.
- Early exposure to high school CTE programs and extracurricular activities to build engagement and belonging.

High School to Postsecondary Transitions:

- College and career readiness programming, including dual credit, Advanced Placement (AP), and industry-based certification opportunities.
- Partnerships with Trinity Valley Community College (TVCC) and other institutions of higher education to support dual credit and early college experiences.
- Access to college and career advising, financial aid/FAFSA completion support, and workforce readiness training.
- Work-Based Learning, internships, and mentorship programs with local industry partners.
- Support for military readiness through ASVAB testing, recruiter partnerships, and ROTC.

Through these coordinated strategies, Terrell ISD ensures students are equipped with the academic preparation, career exploration, and support services necessary to successfully navigate each transition and achieve long-term success.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Terrell ISD actively expands student access to early college, dual credit, and concurrent enrollment opportunities to ensure students are prepared for postsecondary success. The district partners with **Trinity Valley Community College (TVCC)** and other higher education institutions to offer a range of dual credit courses and Early College High School pathways that allow students to earn college credit while in high school.

In addition, the district provides **career counseling and advising** beginning in middle school and continuing through high school. Counselors, CTE teachers, and college and career advisors work with students to develop individualized graduation plans, identify career interests, and align coursework with endorsements and career pathways. Students have access to **career interest inventories, career fairs, work-based learning, and industry-based certifications** to explore and validate their skills.

Through these combined efforts, Terrell ISD increases equitable access to college-level coursework and career readiness opportunities, ensuring all students graduate with the knowledge, skills, and experiences needed to succeed in college, career, or military service.

Descriptor 11: Discipline Disproportionality

Terrell ISD is committed to maintaining safe, supportive learning environments while reducing the overuse of exclusionary discipline practices that remove students from the classroom. The district regularly monitors discipline data through PEIMS and campus reports, disaggregated by student subgroups (including race/ethnicity, gender, disability, and

economically disadvantaged status), to identify trends and campuses with high rates of disciplinary removals.

Strategies to Reduce Overuse of Discipline Practices include:

- **Early Identification & Intervention:** Providing targeted support for campuses with disproportionate discipline rates, including coaching for administrators and staff.
- **Positive Behavioral Interventions and Supports (PBIS):** Implementing consistent, proactive systems that promote positive behavior and reduce office referrals.
- **Restorative Practices:** Training staff and campus leaders in restorative approaches to conflict resolution, helping students remain engaged in class while addressing behavior.
- **Ongoing Monitoring:** Conducting quarterly reviews of disaggregated discipline data at both the district and campus level to ensure equitable practices and track progress.

Through these strategies, Terrell ISD ensures that students remain engaged in learning while discipline practices are applied fairly, equitably, and only when necessary.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Terrell ISD integrates academic and Career and Technical Education (CTE) content through coordinated instructional strategies that emphasize both rigor and relevance. Core content teachers and CTE instructors collaborate to align curriculum so that students see clear connections between classroom learning, real-world applications, and future career pathways.

The district incorporates **experiential learning opportunities** such as project-based learning, internships, job shadowing, clinical rotations, and industry mentorships. These experiences allow students to apply academic knowledge in authentic settings while developing technical and employability skills.

CTE programs of study are intentionally aligned to **in-demand occupations and high-growth industries in Texas**, including health sciences, law enforcement, engineering, information technology, and skilled trades. Students also have opportunities to earn **industry-based certifications, dual credit, and work-based learning experiences**, ensuring they graduate prepared for postsecondary education, the workforce, or military service.

Through this coordinated approach, Terrell ISD promotes both academic mastery and skills attainment, equipping students with the knowledge, experiences, and credentials necessary to thrive in today's economy.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Terrell ISD provides students with limited **work-based learning (WBL) opportunities** designed to connect classroom instruction with real-world experiences and career readiness. Through partnerships with local businesses, industry leaders, and higher education institutions, students engage in internships, clinical rotations, job shadowing, and mentorship programs that allow for in-depth interaction with industry professionals.

When appropriate, students earn **academic credit** for their participation in WBL experiences, ensuring that these opportunities directly support graduation requirements and postsecondary preparation.

These experiences not only expose students to **high-demand career pathways** but also help them build the credentials, professional networks, and confidence needed to succeed in college, career, or military service.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Terrell ISD supports campuses in the identification and service of Gifted and Talented (GT) students through an immersive, comprehensive, research-based process aligned with state guidelines. The district provides training and resources for campus staff to recognize characteristics of giftedness across diverse student populations and to ensure equitable access to GT services.

Identification includes the use of **multiple criteria** such as academic achievement data, cognitive assessments, teacher and parent referrals, and qualitative measures to create a holistic profile of student strengths. The district also monitors student performance and demographic data to ensure underrepresented groups are provided equitable opportunities for screening and identification.

Once identified, GT students are served through **differentiated instruction, advanced coursework, enrichment opportunities, and participation in academic competitions**. Teachers receive professional development in gifted education strategies to ensure that instruction meets the unique needs of GT learners.

Through these supports, Terrell ISD ensures that all campuses are equipped to identify and serve gifted and talented students, providing rigorous and engaging learning experiences that allow them to reach their full potential.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Terrell ISD supports campuses in developing and maintaining **effective school library programs** that align with the new requirements under Texas Senate Bill 13. The district works with principals, instructional leaders, and certified librarians to ensure library programs are integrated into the instructional program and contribute directly to student learning.

Library programs are designed to:

- Provide access to a wide range of print and digital resources that support the curriculum and foster independent learning.
- Equip students with **digital literacy skills**, including responsible use of technology, evaluation of online resources, and ethical research practices.
- Collaborate with teachers to design lessons that integrate library resources and promote inquiry-based learning.
- Offer equitable access to technology, digital platforms, and instructional support that strengthen both academic achievement and college and career readiness.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Moody	Instructional Coach - JWL	Title 1 SW	1.0
Ashley Traver	Instructional Coach - GWE	Title 1 SW	1.0
Dr. Charlotte Allen	Coordinator of Federal Programs	Title 1	1.0
Edna Bell	Instructional Coach - GWE	Title 1 SW	1.0
Haley Roberts	Teacher - STEM	Title 1 SW	1.0
Hannah Garcia	Instructional Coach - WES	Title 1 SW	1.0
John Bradford	Instructional Coach - FMS	Title 1 - SW	1.0
Juliana Sheeran	Teacher - STEM	Title 1 SW - (60%), Title 4 (40%)	1.0
Julie West	Instructional Coach - JWL	Title 1 SW	1.0
Marla Laudan	Teacher - STEM	Title 1 SW	1.0
Open	Instructional Coach - FMS	Title 1 SW	1.0
Shannan Singletary	Teacher - STEM	Title 1 SW	1.0
Tanequa Jones	Instructional Coach - THS	Title 1 SW	1.0
Tanisha Davenport	Instructional Coach - WES	Title 1 SW	1.0

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance