# Terrell Independent School District

# Herman Furlough, Jr. Middle School

# 2025-2026 Campus Improvement Plan

**Accountability Rating: D**

**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.

Furlough Middle School's mission is to create an inclusive and engaging environment that empowers all students to seek opportunities that will influence their college or career path.

# 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.

To establish a safe and civil, high achieving campus.

# Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,161 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.

# Table of Contents

# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Our primary goals for this school year is to increase the overall academic performances of students and close achievement gaps between specific student groups.

FMS provides staff development opportunities for teachers and staff to build their capacity, engage students in high-level learning, and increase student achievement for all students.

FMS focuses on the needs of economically disadvantaged students, EB students, Special education students, and other underperforming student populations.

Campus Needs assessment

**Increased Math Focus**

- Students are struggling with math proficiency as indicated by recent assessments.
- Need for more targeted interventions and resources for math instruction.
- Professional development for teachers to strengthen math teaching strategies.

**Reduction in Tardies**

- A significant number of students arrive late, disrupting the start of classes.
- Need for effective strategies to reduce tardiness, such as incentive programs or adjusted school routines.

**Improved Attendance Rates**

- Chronic absenteeism affects academic performance across all grade levels.
- Implementation of attendance-tracking systems and parent engagement on the importance of regular attendance.

**Enhanced Parent Involvement**

- Low levels of parental participation in school activities and student learning.
- Need for strategies to engage parents, such as workshops, parent-teacher meetings, and communication platforms.

**Focus on High-Quality Teaching**

- Gaps in teaching quality across subjects due to inconsistent professional development.

- Need for ongoing, high-quality professional development and support for teachers to improve instructional practices.

**Bell-to-Bell Instruction**

- Loss of instructional time due to inefficient classroom management and transitions.
- Need for strict adherence to bell-to-bell instruction, maximizing every minute of class time for learning.

# Demographics

### Demographics Summary

For the 2025-2026 school year, Furlough Middle School comprises 1,153 students in grades six, seven, and eight. The student body is diverse and reflects the community the school serves. Notable demographic characteristics of our campus include:

*African American - 19.30%*
*Hispanic -57%,*
*White - 19.81%,*
*American Indian - 0.26%,*
*Asian - 0.09%,*
*Two or More - 3.86%,*
*Hawaiian/Pacific Islander - 0.00%*

*Student demographics for programs include:*
*Emergent Bilingual - 32%, Standard or Alternate Billingual ESL- 28%*
*Special Education - 16%,*
*Gifted and Talented - 6.95%,*
*Dyslexia - 8.8%.*
*Economically Disadvantaged - 77%,*
*At Risk - 67.50%,*
*Homeless - 1.52%.*

*Furlough Middle School has 84 teachers, 10 administrative support staff members, 10 educational aides, and 5 administrators.*

*Furlough Middle School has a rich tradition of excelling in extra-curricular activities and takes pride in the various enrichment programs in which our students are enrolled.*

*FMS provides professional development for teachers and staff to build content and effective instruction strategies. Furlough Middle School provides staff development opportunities for teachers and staff to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EB students, and other special student populations. We encourage teachers to obtain their ESL certification to serve our ESL population's needs. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. The school counselor and teachers implement student mentoring programs and social-emotional learning skills. A focus is placed on providing parent support and training at the campus level.*

### Demographics Strengths

*Diverse student body*
*College & career awareness opportunities*
*Community in Schools partnership*
*Counselor & Assistant Principal per grade level*
*High School credit opportunities*

*certified teachers*
*Opportunities to include diverse students in Advanced classes*
*Advanced teachers required to be GT certified*
*Measures to ensure that staff represents the student body*
*College Preparatory Academy (6th only)*

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a lack of student engagement in instructional activities.
**Root Cause:** Need culturally responsive lessons that are relevant to all student groups.

**Problem Statement 2 (Prioritized):** Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups.
**Root Cause:** Need to equitably address specific academic needs of all student groups.

# Student Learning

**Student Learning Summary**

State accountability rating for 2024-2025 is a D (68). STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets, and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Master's category indicates that students are likely to succeed in the next grade level. FMS needs to increase the number of students attaining Meets and Masters on state assessments.

Student data disaggregation is critical to the academic success of FMS. Since FMS has been identified for targeted supports and improvement based on the 2019 TEA Agency Report, we have taken specific steps to ensure that we grow academically as a campus. Student and campus data are consistently monitored weekly in Professional Learning Communities to identify areas in need of improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials to provide support and differentiated instruction for students (specifically African American, Hispanic, and White student groups, as our data shows academic gaps between those groups). Leadership teams meet regularly to identify campus goals and make changes as necessary. We are implementing strategies to ensure that more diverse students are enrolled in rigorous courses of rigor and that the needs of our EB learners are met.

The need to increase growth in all subjects and sub-populations is an identified area of need.

| **Reading** | | **2021-2022** | | | | | **2020-2021** | | | | | **2018 - 2019 *TAPR** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 69% | 42% | 22% | 44% | 75% | 61% | 31% | 14% | 35% | 60% | 68% | 37% | 18% | 41% | 71% |
| Region 10 | | 70% | 44% | 24% | 46% | 78% | 63% | 34% | 16% | 38% | 67% | 70% | 41% | 12% | 41% | 71% |
| Terrell ISD - Districtwide Scores | | 56% | 30% | 15% | 34% | 59% | 51% | 21% | 9% | 27% | 53% | 57% | 29% | 12% | 33% | 58% |
| FMS | | 57% | 30% | 15% | 34% | 64% | 51% | 21% | 9% | 27% | 55% | 57% | 29% | 12% | 33% | 62% |
| 7th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 78% | 54% | 36% | 56% | 87% | 68% | 44% | 25% | 46% | 78% | 76% | 49% | 29% | 51% | 82% |
| Region 10 | | 79% | 56% | 39% | 58% | 88% | 70% | 46% | 27% | 48% | 80% | 77% | 52% | 32% | 54% | 85% |
| Terrell ISD - Districtwide Scores | | 65% | 35% | 19% | 40% | 70% | 52% | 26% | 13% | 30% | 56% | 69% | 41% | 21% | 44% | 75% |
| FMS | | 67% | 35% | 19% | 40% | 72% | 52% | 26% | 13% | 30% | 58% | 69% | 41% | 21% | 44% | 75% |
| 8th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 82% | 56% | 36% | 58% | 88% | 72% | 45% | 21% | 46% | 78% | 86% | 55% | 28% | 56% | 87% |

| **Reading** | | **2021-2022** | | | | | **2020-2021** | | | | | **2018 - 2019 *TAPR** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Region 10 | | 82% | 58% | 39% | 60% | 90% | 74% | 47% | 23% | 48% | 80% | 87% | 58% | 31% | 59% | 89% |
| Terrell ISD - Districtwide Scores | | 69% | 35% | 19% | 41% | 71% | 60% | 31% | 11% | 34% | 59% | 84% | 45% | 19% | 49% | 81% |
| FMS | | 69% | 35% | 19% | 41% | 73% | 60% | 31% | 11% | 34% | 64% | 84% | 45% | 19% | 49% | 80% |
| Math | | 2021-2022 | | | | | 2020-2021 | | | | | 2018 - 2019 *TAPR | | | | |
| 6th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 75% | 45% | 23% | 48% | 71% | 48% | 34% | 14% | 32% | 67% | 81% | 47% | 21% | 50% | 82% |
| Region 10 | | 76% | 48% | 26% | 50% | 75% | 50% | 28% | 17% | 32% | 67% | 83% | 51% | 25% | 53% | 84% |
| Terrell ISD - Districtwide Scores | | 53% | 15% | 5% | 24% | 50% | 57% | 29% | 12% | 33% | 58% | 81% | 42% | 20% | 48% | 80% |
| FMS | | 54% | 16% | 5% | 25% | 53% | 57% | 29% | 12% | 33% | 62% | 81% | 42% | 20% | 48% | 76% |
| 7th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 57% | 29% | 12% | 33% | 58% | 54% | 25% | 11% | 30% | 56% | 75% | 43% | 17% | 45% | 76% |
| Region 10 | | 60% | 32% | 15% | 36% | 62% | 57% | 31% | 16% | 35% | 60% | 77% | 46% | 20% | 48% | 80% |
| Terrell ISD - Districtwide Scores | | 43% | 14% | 6% | 21% | 48% | 50% | 21% | 8% | 26% | 52% | 66% | 32% | 10% | 36% | 62% |
| FMS | | 44% | 14% | 6% | 21% | 50% | 51% | 21% | 8% | 27% | 55% | 66% | 32% | 10% | 36% | 67% |
| 8th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 69% | 38% | 13% | 40% | 70% | 60% | 35% | 10% | 35% | 60% | 88% | 57% | 17% | 54% | 85% |
| Region 10 | | 70% | 39% | 14% | 41% | 71% | 61% | 35% | 10% | 35% | 60% | 90% | 60% | 19% | 56% | 87% |
| Terrell ISD - Districtwide Scores | | 48% | 15% | 1% | 21% | 48% | 41% | 15% | 1% | 19% | 46% | 90% | 44% | 4% | 46% | 78% |
| FMS | | 49% | 15% | 1% | 22% | 51% | 41% | 15% | 1% | 19% | 48% | 90% | 44% | 5% | 46% | 77% |
| Algebra 1 | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 74% | 46% | 30% | 50% | 82% | 72% | 41% | 23% | 45% | 76% | 85% | 61% | 37% | 61% | 90% |
| Region 10 | | 74% | 48% | 32% | 51% | 82% | 73% | 44% | 26% | 48% | 80% | 87% | 64% | 42% | 64% | 91% |
| Terrell ISD - Districtwide Scores | | 54% | 22% | 10% | 29% | 55% | 67% | 33% | 14% | 38% | 67% | 79% | 44% | 22% | 48% | 80% |
| FMS | | 94% | 56% | 33% | 61% | 90% | 97% | 72% | 32% | 67% | 92% | 100% | 89% | 65% | 85% | 96% |
| SOCIAL STUDIES | | 2021-2022 | | | | | 2020-2021 | | | | | 2018 - 2019 *TAPR | | | | |

| **Reading** | | **2021-2022** | | | | | **2020-2021** | | | | | **2018 - 2019 *TAPR** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 59% | 29% | 17% | 35% | 60% | 56% | 27% | 13% | 32% | 57% | 69% | 37% | 21% | 42% | 73% |
| Region 10 | | 61% | 31% | 19% | 37% | 65% | 59% | 30% | 15% | 35% | 60% | 72% | 41% | 25% | 46% | 78% |
| Terrell ISD - Districtwide Scores | | 34% | 12% | 4% | 17% | 45% | 39% | 16% | 6% | 20% | 47% | 58% | 25% | 15% | 33% | 58% |
| FMS | | 34% | 11% | 4% | 16% | 45% | 39% | 16% | 6% | 20% | 49% | 58% | 25% | 15% | 33% | 62% |
| SCIENCE | | 2021-2022 | | | | | 2020-2021 | | | | | 2018 - 2019 *TAPR | | | | |
| 8th Grade | | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | DOMAIN 1 | Scaled | Approaches | Meets | Masters | Domain 1 | Scaled |
| State of Texas | | 73% | 43% | 22% | 46% | 78% | 67% | 42% | 23% | 44% | 75% | 81% | 51% | 25% | 52% | 83% |
| Region 10 | | 74% | 46% | 25% | 48% | 80% | 69% | 44% | 25% | 46% | 59% | 83% | 55% | 29% | 56% | 87% |
| Terrell ISD - Districtwide Scores | | 35% | 11% | 4% | 17% | 45% | 57% | 31% | 15% | 34% | 59% | 71% | 39% | 19% | 43% | 74% |
| FMS | | 36% | 11% | 4% | 17% | 46% | 57% | 31% | 15% | 34% | 64% | 71% | 40% | 19% | 43% | 75% |

FMS will implement a curriculum that is aligned with the state standards and is accessible to all teachers. Common assessments across grade-level disciplines are regularly monitored, and multiple online tools for disaggregation of data are available. An instructional model is utilized by all educators. Student Achievement Leadership Teams set campus goals and maintain instructional focus, while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

FMS emphasizes supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed to address the needs of students and increase student achievement. The AVID - Achievement via Individual Determination - is available in grades 6, 7, and 8 to assist students in overcoming obstacles and achieving success in rigorous courses. This will allow students to be better prepared for high school success as well as college & career opportunities post graduation.

Consistent program monitoring for academics, behavior, attendance, and a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support further supports the impact on the individual needs of students, both academically and socially/emotionally.

Students in special education underperform in comparison to non-special education students and are commonly targeted for improvement. Additionally, African American and EB students underperform when compared to their peers.

Furlough Middle School is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees, including teachers, leaders, support staff, and ancillary staff. FMS provides ongoing professional development for administrators, teachers, and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. FMS provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLCs). PLCs assist in the development of teachers as they learn TEKS-based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and acquire content knowledge. Being TERRELL PROUD - TIGER STRONG will lead with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students 'grow' each year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of support to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project-based learning, drop-out prevention, and culturally responsive teaching.

FMS recognizes the impact of poor attendance and behavior on student achievement. Therefore, attendance is emphasized daily. Measures are in place to improve our student attendance rates, and an attendance committee monitors weekly attendance reports. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom, and ensure that our staff are consistent in the discipline practices.

**Student Learning Strengths**

*Eduphoria allows teachers to track data.*
*TELPAS practice sessions for EB students*
*NIET Rubric teacher evaluation tool utilized to drive classroom instruction*
*Coaching sessions for teachers based on evaluation and walk-through data to ensure high quality instruction*
*PLC periods for STAAR tested areas*

Intervention time built into master schedule

Enrichment opportunities

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There are significant academic gaps between specific student groups (AA, Hisp, White)
**Root Cause:** There is a need for consistent and researched-based methods of grade level instruction in all classrooms.

**Problem Statement 2 (Prioritized):** Overall campus achievement needs to increase in all tested areas from the previous year.
**Root Cause:** Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas.

# School Processes & Programs

**School Processes & Programs Summary**

At FMS, there is a high standard for best instructional practices as well as building social character.  As a Title 1 campus, we are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved with student success.

FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs. The use of technology became even more important due to the recent COVID-19 pandemic. Hence, many of our programs hinge on ensuring that students effectively use their 1:1 campus-issued device to support their learning.

Monthly professional learning sessions are scheduled  to ensure campus systems are executed and for staff development. FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time.  Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent/Teacher Organizations (PTO), campus mentors,  Student Leadership Teams, and student/parent/staff surveys.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance.   The need for effective instruction, enhanced interventions to close academic gaps, and increased literacy is evident.  Therefore, intensive, collaborative, and job-embedded professional development is provided to all staff. Focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence, and cultural responsiveness are but a few of the areas professional development will address.  Professional Learning Communities (PLCs) lay the framework for collaborative team meetings, job-embedded professional development, collaboratio,n and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support.

FMS has a targeted focus on the high achievement of students, which is addressed through quality leadership, effective teaching, and engaged learning. A campus administrator ensures that teachers receive regular observations and appropriate feedback to implement effective instruction. The National Institute of Excellence in Teaching's Teacher Learning Rubric (TLR) System is utilized as the evaluative tool for effective classroom instruction.  The district provides annual training of the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance.

Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

FMS actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job fairs, and hosting job fairs.  All teachers new to FMS attend New Teacher Orientation.  Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed, Math, and Science. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is well above the state average and is addressed through incentives, training, and support.  Incentives are provided to teachers, such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers, retention bonuses, extra duty stipends, and other incentives.  The District has applied to participate in the state's Teacher Incentive Allotment, whereby teachers, based on their effectiveness, may earn distinction levels of Recognized, Exemplary, or Master's and receive additional compensation based on those distinctions.  Additionally, a Mentoring Program and Tiger Academy allow new teachers to hone their skills and share their talents with their peers. Bachelor's degree and Master's degree programs are available for employees, and an Aspiring Leaders Cadre is available for teachers exploring administrative roles.

FMS provides its employees with standard technology equipment, including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed.  Students receive 1:1 technology devices. FMS provides for the continuation of digital programs, including Rosetta Stone English, SIRIUS, IXL StemScopes, Edgenuity, Go Math, Prodigy Math, Stephenson Reading, and other programs to support classroom instruction. Classlink serves as a single sign-on for all teacher and student digital programs.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEM opportunities are available to all students through the Robotics programs and other CTE courses.    Emergent Bilingual Students are identified to ensure English acquisition in the areas of listening, speaking, reading, and writing, and newcomer interventions are in place.

Data-driven decision-making drives material and resource selection for classroom teachers and campus initiatives. A wide array of instructional resources and training is provided.

Community in Schools program provides additional support and socio-emotional guidance to students.

**School Processes & Programs Strengths**

*Committees to provide input and collaboration*
*Student organizations*
*Procedures to ensure students have access to advanced courses*
*Beginning Teacher Mentor Program*
*Student Advisory Board*

*College Preparatory Academy*

*On-Campus Counseling Services*
*Teacher-developed discipline intervention plans*
*Character Education Sessions*
*Monthly Staff, Leadership, and Administrative meetings*
*Additional PLC period for Core tested areas*

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Core content subjects and electives class sizes are larger than the 25:1 ratio
**Root Cause:** There is a need for an equitable allocation of teachers to ensure student needs are met.

**Problem Statement 2 (Prioritized):** PTO and parental involvement is minimal at the campus
**Root Cause:** Inability to follow up with PTO memberships and offerings of parent involvement sessions on campus.

# Perceptions

**Perceptions Summary**

Furlough Middle Schools goal is to provide an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students.

We are intentional in our focus to provide a campus that is safe, civil, and high achieving campus. We will implement systems to ensure students are safe and are learning at grade level. This includes ensuring that we have locked classroom doors, utilizing security cameras, and monitoring activity in restrooms/hallways and throughout the campus. Compliance and safety training will be completed by all staff members.

Family and community involvement will be improved through communication using systems such as Remind, social media, campus website, and family/community nights. To initiate volunteer support, we will encourage parents to become volunteers through the district volunteer program. This will allow parents and community members to view our campus volunteer opportunities throughout the year. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. A new parent app is available through the district's enhanced website. The district website also provides the Community Resource Guide in both English and Spanish.

Challenges of low attendance, high discipline, and failure rates are being addressed. Attendance (and its impact on student achievement) is emphasized daily, and we will put measures in place to improve our student attendance rates. Discipline intervention plans are implemented to decrease the number of students out of placement, keep students in the classroom, and ensure that our staff are consistent in discipline practices. Failure intervention plans are required for teachers with high student failure rates every six weeks.

**Perceptions Strengths**

Community in Schools program provides additional support and socio-emotional guidance to students

Daily Professional Learning Communities for all tested areas.

TISD Excellence Foundation offers Grant Opportunities

Campus Leadership Team members meet regularly to address concerns and provide suggestions.

Weekly recognition of teachers and Support staff helps boost morale throughout the campus.

Student/Parent & Staff Surveys Based on survey data:

- Staff identified academic challenge, belonging, peer collaboration, and positive working relationships among teachers and administrators as strengths.
- Students identified a sense of belonging and peer collaboration strengths.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Student attendance numbers have decreased from previous year
**Root Cause:** Perception that missing school has little consequence

**Problem Statement 2 (Prioritized):** There is an increase in negative student behavior.
**Root Cause:** Inconsistent implementation of campus-wide behavior expectations and systems

**Problem Statement 3 (Prioritized):** Lack of parent involvement/participation
**Root Cause:** Need to jumpstart our PTO program.

# Priority Problem Statements

**Problem Statement 1**: There is a lack of student engagement in instructional activities.

**Root Cause 1**: Need culturally responsive lessons that are relevant to all student groups.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups.

**Root Cause 2**: Need to equitably address specific academic needs of all student groups.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: There are significant academic gaps between specific student groups (AA, Hisp, White)

**Root Cause 3**: There is a need for consistent and researched-based methods of grade level instruction in all classrooms.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Overall campus achievement needs to increase in all tested areas from the previous year.

**Root Cause 4**: Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Core content subjects and electives class sizes are larger than the 25:1 ratio

**Root Cause 5**: There is a need for an equitable allocation of teachers to ensure student needs are met.

**Problem Statement 5 Areas**: School Processes & Programs

**Problem Statement 6**: PTO and parental involvement is minimal at the campus

**Root Cause 6**: Inability to follow up with PTO memberships and offerings of parent involvement sessions on campus.

**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: Student attendance numbers have decreased from previous year

**Root Cause 7**: Perception that missing school has little consequence

**Problem Statement 7 Areas**: Perceptions

**Problem Statement 8**: There is an increase in negative student behavior.

**Root Cause 8**: Inconsistent implementation of campus-wide behavior expectations and systems

**Problem Statement 8 Areas**: Perceptions

**Problem Statement 9**: Lack of parent involvement/participation

**Root Cause 9**: Need to jumpstart our PTO program.

**Problem Statement 9 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

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

**Student Data: Assessments**

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

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

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

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

**High Priority**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** To ensure that 80% of all students reach their individual academic growth goals in Mathematics and in Reading/Language Arts by providing and monitoring the effective use of instructional programs and interventions--including personalized learning/digital platforms and targeted interventions such as IXL--and by supplying the materials, supplies, and resources needed to reinforce high-quality teaching and learning in all subject areas for all student groups (neglected/delinquent, At-Risk, GT, Special Education, Homeless, English Learners, Dyslexia, Section 504, Migrant, etc.), ensuring a well-rounded education for every student. | | | | |

**Strategy's Expected Result/Impact:** Increase the percentage of all students scoring at the Meets' and Masters' level
Close the achievement gaps for our AA student population
Quarterly checks of usage and student performance data [STAAR, TELPAS, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.]

**Staff Responsible for Monitoring:** Campus administration

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Identify students in need of intervention using universal screeners, formative assessments, and state/district data. | Instructional Coaches<br>Campus Principals | |
| 2 | Provide tiered interventions in small-group or one-on-one settings during and outside the school day. | Instructional Coaches<br>Campus Principals | |
| 3 | Ensure interventions address the needs of all student groups | Instructional Coaches<br>Campus Principals | |

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Demographics 1, 2 - Student Learning 2

**Funding Sources:** IXL - 211 ESSA Title I, Part A, All in Learning - 289 TITLE IV - $950, Data Folders for all students for each core - 199 General Fund - $2,400

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT<br>Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.<br>**Strategy's Expected Result/Impact:** Targeted instructional supports for students in need of assistance.<br>Changes in student behavior to increase student learning.<br>**Staff Responsible for Monitoring:** Campus Administration, instructional coaches<br><br>**Results Driven Accountability**<br>**Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1<br>**Funding Sources:** IXL - 211 ESSA Title I, Part A - $23,332 | **Formative** | | | **Summative** |
| | Nov | Feb | June | |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** CURRICULUM<br>Maintain a viable curriculum aligned to state standards.<br>**Strategy's Expected Result/Impact:** Alignment of the the written, taught, and tested curriculum<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Problem Statements:** Demographics 1, 2 - Student Learning 1<br>**Funding Sources:** Amplify, Carnegie Learning - 410 IMA Funds - $81,241 | **Formative** | | | **Summative** |
| | Nov | Feb | June | |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** PROFESSIONAL DEVELOPMENT & COACHING<br>Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff. Provide professional development opportunities for staff.<br>**Strategy's Expected Result/Impact:** Increased teacher and student performance<br>**Staff Responsible for Monitoring:** Campus administration, instructional coaches<br><br>**Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 2<br>**Funding Sources:** Principal Coaching - 255 ESSA Title II, Part A TPTR - $1,000, FMS Leadership Training - 255 ESSA Title II, Part A TPTR - $500, Instructional Coach - 211 ESSA Title I, Part A - $191,110 | **Formative** | | | **Summative** |
| | Nov | Feb | June | |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** RESEARCH-BASED BEST PRACTICES<br>Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.<br>**Strategy's Expected Result/Impact:** Targeted instruction and student learning<br>**Staff Responsible for Monitoring:** Campus administration<br><br>**Results Driven Accountability**<br>**Problem Statements:** Student Learning 1, 2<br>**Funding Sources:** TNTP - 255 ESSA Title II, Part A TPTR - $23,332 | **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..<br>**Strategy's Expected Result/Impact:** Student involvement and enrichment<br>**Staff Responsible for Monitoring:** Campus Principal | **Formative** | | | **Summative** |
| | Nov | Feb | June | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUATION<br>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.<br>**Strategy's Expected Result/Impact:** Recover drop outs. Prevent potential dropouts.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Results Driven Accountability**<br>**Problem Statements:** Demographics 1, 2 - Student Learning 2 - Perceptions 1 | **Formative** | | | **Summative** |
| | Nov | Feb | June | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** TARGETED IMPROVEMENT PLANS<br>Monitor and support all Targeted Improvement Plans to ensure frameworks for effective schools and high student outcomes.<br>**Strategy's Expected Result/Impact:** Close achievement gaps<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Results Driven Accountability**<br>**Problem Statements:** Demographics 2 - Student Learning 1, 2 | **Formative** | | | **Summative** |
| | Nov | Feb | June | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 9:** MIGRANT:<br>Establish Migrant Priority for Service (PFS) Action Plan in cooperation with Educational Service Center, Region 10.<br>**Strategy's Expected Result/Impact:** Targeted focus on highly at risk population<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Problem Statements:** Demographics 1, 2 - Student Learning 1 | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 10:** Teachers will identify students who are off-track from achieving their academic goals and provide targeted support in math and reading through technology-based programs to enhance learning and accelerate progress.<br>**Strategy's Expected Result/Impact:** Increase student achievement<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 2 - Student Learning 1<br>**Funding Sources:** IXL - 211 ESSA Title I, Part A | | | | |

No Progress    Accomplished    Continue/Modify    Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: There is a lack of student engagement in instructional activities. **Root Cause**: Need culturally responsive lessons that are relevant to all student groups. |
| **Problem Statement 2**: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups. **Root Cause**: Need to equitably address specific academic needs of all student groups. |

| Student Learning |
|---|
| **Problem Statement 1**: There are significant academic gaps between specific student groups (AA, Hisp, White) **Root Cause**: There is a need for consistent and researched-based methods of grade level instruction in all classrooms. |
| **Problem Statement 2**: Overall campus achievement needs to increase in all tested areas from the previous year. **Root Cause**: Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas. |

| Perceptions |
|---|
| **Problem Statement 1**: Student attendance numbers have decreased from previous year **Root Cause**: Perception that missing school has little consequence |

**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.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **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.<br>**Strategy's Expected Result/Impact:** Continuity of services for students.<br>**Staff Responsible for Monitoring:** Campus administration, Judith Conant- SpEd department chair<br><br>**Results Driven Accountability**<br>**Problem Statements:** Demographics 2 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 2:** SPECIAL EDUCATION:<br>Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.<br>**Staff Responsible for Monitoring:** Campus administration, Judith Conant- SpEd department chair<br><br>**Problem Statements:** Demographics 2 - Student Learning 1, 2 | | | | |

No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups. **Root Cause**: Need to equitably address specific academic needs of all student groups. |

| Student Learning |
| --- |
| **Problem Statement 1**: There are significant academic gaps between specific student groups (AA, Hisp, White) **Root Cause**: There is a need for consistent and researched-based methods of grade level instruction in all classrooms. |
| **Problem Statement 2**: Overall campus achievement needs to increase in all tested areas from the previous year. **Root Cause**: Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas. |

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **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.<br>**Strategy's Expected Result/Impact:** English Language Acquisition<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Results Driven Accountability**<br>**Problem Statements:** Demographics 2 - Student Learning 1, 2<br>**Funding Sources:** TNTP EB Support - 263 ESSA Title III, LEP - $35,519 | | | | |
| No Progress Accomplished Continue/Modify Discontinue | | | | |

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups. **Root Cause**: Need to equitably address specific academic needs of all student groups. |

| Student Learning |
|---|
| **Problem Statement 1**: There are significant academic gaps between specific student groups (AA, Hisp, White) **Root Cause**: There is a need for consistent and researched-based methods of grade level instruction in all classrooms. |
| **Problem Statement 2**: Overall campus achievement needs to increase in all tested areas from the previous year. **Root Cause**: Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas. |

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** NETWORK SAFETY:<br>Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system.<br>**Strategy's Expected Result/Impact:** Cybersecurity Awareness and Prevention<br>**Staff Responsible for Monitoring:** Campus Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 2:** CLASSROOM TECHNOLOGY:<br>Ensure classroom computers and other technology instructional needs are operational.<br>**Strategy's Expected Result/Impact:** Instructional technology use in classrooms.<br>**Staff Responsible for Monitoring:** Campus Librarian, Dr. Nichols | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS.<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Problem Statements:** Perceptions 2 | | | | |
| No Progress   Accomplished   Continue/Modify   Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 2**: There is an increase in negative student behavior. **Root Cause**: Inconsistent implementation of campus-wide behavior expectations and systems |

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

**Performance Objective 2:** Increase social-emotional supports

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **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.<br><br>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<br>**Strategy's Expected Result/Impact:** Awareness of student needs and knowledge of how to respond<br>Teacher capacity to assist student needs increases<br>Decreased disciplinary referrals; Increased student attendance<br>**Staff Responsible for Monitoring:** Campus administration, campus counselors<br><br>**Problem Statements:** Demographics 2 - Student Learning 1, 2 - Perceptions 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **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.<br>**Strategy's Expected Result/Impact:** Addressing needs of whole child: social, emotional, physical<br>**Staff Responsible for Monitoring:** Campus Principal | | | | |

No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 2**: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups. **Root Cause**: Need to equitably address specific academic needs of all student groups. |

| Student Learning |
| --- |
| **Problem Statement 1**: There are significant academic gaps between specific student groups (AA, Hisp, White) **Root Cause**: There is a need for consistent and researched-based methods of grade level instruction in all classrooms. |
| **Problem Statement 2**: Overall campus achievement needs to increase in all tested areas from the previous year. **Root Cause**: Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas. |

| Perceptions |
| --- |
| **Problem Statement 1**: Student attendance numbers have decreased from previous year **Root Cause**: Perception that missing school has little consequence |
| **Problem Statement 2**: There is an increase in negative student behavior. **Root Cause**: Inconsistent implementation of campus-wide behavior expectations and systems |

**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.<br>**Strategy's Expected Result/Impact:** Increase teacher quality and recruit diverse staff<br>**Staff Responsible for Monitoring:** Campus Principal | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **June** | |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** ONBOARDING PROGRAM:<br>Provide meaningful orientation and specialized supports and resources for new employees.<br>**Staff Responsible for Monitoring:** Campus administration | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **June** | |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Increase RETENTION RATE of employees and decrease TEACHER TURNOVER rate reflect state average.<br>**Strategy's Expected Result/Impact:** Stability of teaching staff and decreased expense of training<br>**Staff Responsible for Monitoring:** Campus administration | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **June** | |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Maintain district status as a DISTRICT OF INNOVATION with the Texas Education Agency.<br>**Strategy's Expected Result/Impact:** Local Board control over district calendar and other Board approved topics<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Problem Statements:** Demographics 2 - Student Learning 2 | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **June** | |
| | | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 2**: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American & EB student groups underperform other student groups. **Root Cause**: Need to equitably address specific academic needs of all student groups. |

| Student Learning |
| --- |
| **Problem Statement 2**: Overall campus achievement needs to increase in all tested areas from the previous year. **Root Cause**: Teachers may not be fully aligning daily instruction and assessments to state standards, leading to gaps in student mastery across tested areas. |

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** PEIMS:<br>Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.<br>**Staff Responsible for Monitoring:** Campus Principal, Shawna Peterson | | | | |

No Progress — Accomplished — Continue/Modify — Discontinue

**Goal 4:** ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

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

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

**Goal 4:** ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 3:** SAFETY & SECURITY

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** TRAINING & EMERGENCY RESPONSE PLANS<br>Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety.<br>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.<br>**Staff Responsible for Monitoring:** Campus Principal, Mr. Belyayev | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 2:** EMERGENCY OPERATIONS:<br>District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed.<br>**Staff Responsible for Monitoring:** Campus Principal | | | | |

No Progress — Accomplished — Continue/Modify — Discontinue

**Goal 4:** ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** Monitor state, federal and special programs to ensure compliance.<br>**Staff Responsible for Monitoring:** Campus Principal | Nov | Feb | June | |
| | | | | |

No Progress    Accomplished    Continue/Modify    Discontinue

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

**Performance Objective 1:** COMMUNICATION MEDIUMS -
The district will utilize multiple mediums to ensure effective communication to all stakeholders.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** COMMUNICATION MEDIUMS:<br>District will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Problem Statements:** Perceptions 3<br>**Funding Sources:** REMIND - 211 ESSA Title I, Part A - $1,916 | | | | |

No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 3**: Lack of parent involvement/participation **Root Cause**: Need to jumpstart our PTO program. |

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 1:** OUTREACH:<br>Provide district-wide outreach program for parents to help build connections and capacity<br>**Strategy's Expected Result/Impact:** EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources<br>allowing them to better support their child's education.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Problem Statements:** School Processes & Programs 2 - Perceptions 3 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 2:** ACCESS:<br>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.) .<br>**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.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Problem Statements:** School Processes & Programs 2 - Perceptions 3 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | June | |
| **Strategy 3:** PARENT & FAMILY ENGAGEMENT POLICY:<br>The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents<br>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<br>available to the local community and updated periodically to meet the changing needs of the parents and the school.<br>**Strategy's Expected Result/Impact:** Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Problem Statements:** School Processes & Programs 2 - Perceptions 3 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 4:** VOLUNTEERS & PARTNERSHIPS:<br>TISD will increase the number of volunteers and community partnerships .<br>**Staff Responsible for Monitoring:** Campus Principal | Nov | Feb | June | |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **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.<br>**Staff Responsible for Monitoring:** Campus Principal, Nancy Aviles- 8th grade counselor<br>**Problem Statements:** School Processes & Programs 2 - Perceptions 3 | Nov | Feb | June | |
| | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 2**: PTO and parental involvement is minimal at the campus **Root Cause**: Inability to follow up with PTO memberships and offerings of parent involvement sessions on campus. |

| Perceptions |
|---|
| **Problem Statement 3**: Lack of parent involvement/participation **Root Cause**: Need to jumpstart our PTO program. |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| John Bradford | Mathematics/Science Coach | | 1 |