

Terrell Independent School District

J. W. Long Elementary

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.

Vision

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

Our students are provided high quality educational opportunities while building positive relationships with mutual respect among students, staff, and families. Learning experiences focus on higher-order thinking to generate original ideas, evaluate information, and communicate thoughts effectively.

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

Demographics

Demographics Summary

Long Elementary School, a proud Terrell ISD campus, serves a diverse student population where the majority of students come from economically disadvantaged backgrounds. The district holds high expectations for all students, striving for academic excellence while fostering strong, positive relationships with students, families, and the community.

Student Demographics (2024–2025 End-of-Year Data):

- African American: 16.15%
- Hispanic: 62.62%
- White: 15.57%
- Two or More Races: 5.58%

Student Program Participation:

- Emerging Bilingual: 33.48%
- Special Education: 19.97%
- Gifted and Talented: 5.87%
- Dyslexia: 7.34%

Other Demographics:

- Economically Disadvantaged: 79.44%
- At Risk: 60.50%
- Homeless: 2.20%

To support student success, Long Elementary will provide ongoing professional development to strengthen content knowledge and instructional strategies. Particular emphasis will be placed on meeting the needs of economically disadvantaged students, Emerging Bilinguals, and other specialized student groups. Teachers will continue to be encouraged and supported in obtaining ESL certification to better serve our multilingual learners.

Efforts will also be made to recruit and retain staff members whose demographics more closely reflect the diversity of our student population. In addition, the campus will expand mentoring opportunities and prioritize social-emotional learning, led by both the school counselor and classroom teachers.

Parent support remains a cornerstone of our work. Long Elementary will offer training and engagement opportunities designed to equip families with tools to help their children succeed. To accommodate families' varying schedules, Title I meetings will be held on multiple dates and times.

Demographics Strengths

Teacher attendance average 96%

Data Driven Instruction with HQIM (Student data folders)

Collaborative planning and data PLCs to focus on the needs of our special populations

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause: The need to strengthen tier one instruction using data driven decision making. Edit Associated Areas

Problem Statement 2: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The EB/EL (current & monitored) student group underperforms other student groups. There is a need to address the specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause: The need to strengthen tier one instruction using data driven decision making.

Student Learning

Student Learning Summary

J.W. Long Elementary – State Accountability and Campus Improvement Overview (2024–2025)

State accountability results for the 2024–2025 school year assigned J.W. Long Elementary an overall letter grade of **D**, with an overall scale score of **66**. Performance by domain is as follows:

- **Domain I:** Scale Score 56
- **Domain II-A:** Scale Score 66
- **Domain II-B:** Scale Score 56
- **Domain III:** Scale Score 67

STAAR performance is measured across four achievement levels: **Did Not Meet, Approaches, Meets, and Masters**. Students scoring at the Approaches, Meets, or Masters levels are considered passing.

- *Approaches* indicates a student is “approaching” grade level expectations and will likely succeed with targeted interventions.
- *Meets* suggests students are on track for the next grade/course but may still require support.
- *Masters* indicates strong readiness for the next grade level.

To improve overall ratings, Long Elementary must increase the percentage of students reaching the **Meets** and **Masters** performance levels.

Identified Areas of Need

Based on state data and campus analysis, areas of need include:

- Growth in all subjects and across all student sub-populations
- Literacy and language acquisition
- Digital fluency
- College and career readiness

The campus remains committed to meeting the **HB1416 goals** established by the Terrell ISD Board of Trustees.

Instructional Programs and Practices

J.W. Long implements **High-Quality Instructional Materials (HQIM)** aligned to state standards and accessible to all teachers. Instruction is supported through:

- Common assessments across grade levels and subject areas
- Multiple online data-disaggregation tools
- A consistent instructional model is used campus-wide

Campus improvement is guided by **Student Achievement Leadership Teams**, while **Professional Learning Communities (PLCs)** provide job-embedded professional development, collaborative planning, and instructional alignment.

Focus on Student Populations

Long Elementary prioritizes support for **economically disadvantaged students, Emerging Bilinguals, Special Education students, and other special populations**. To address these needs:

- Teachers are encouraged to obtain **ESL** and **GT certifications**.
 - A **dual-language bridge model** has been implemented in Kindergarten through 3rd grade to strengthen bilingual language acquisition.
 - Parent training and support opportunities are regularly offered to strengthen family engagement.
-

Student Support Systems

A comprehensive **Multi-Tiered Systems of Support (MTSS)** framework is in place to address academics, behavior, and attendance. This system is enhanced by district-level support from the Director of MTSS and by full- and part-time interventionists assigned across multiple grade levels.

Students are supported in setting and monitoring personal academic goals through **Individual Academic Plans (IAPs)**. While special education students continue to underperform compared to their peers, targeted improvement plans are in place to close achievement gaps.

Professional Development and Capacity Building

J.W. Long is committed to building the capacity of all staff—teachers, leaders, support personnel, and ancillary staff—through high-quality, data-driven professional development. Key areas of focus include:

- Strengthening content knowledge and instructional strategies
- Increasing rigor and depth of instruction
- Effectively using TEKS-based strategies and student data
- Promoting diversity, equity, and inclusion
- Building a culture of trust and respect

Through PLCs and collaborative team meetings, teachers engage in continuous learning designed to raise expectations and outcomes for all students.

Vision and Commitment

Terrell Proud – Tiger Strong. Expect More. Achieve More.

J.W. Long Elementary’s goal is that **every student demonstrates measurable growth each year, with no student regressing**. Instructional and programmatic decisions are guided by data, student needs, and targeted supports to ensure mastery of the state’s challenging academic standards. Professional accountability is central to ensuring that strategies and learning from professional development are fully implemented to drive improved student achievement.

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 supports 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.

Reading	2022-2023			2023-2024			2024-2025		
3rd Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Terrell ISD - Districtwide Scores	59%	30%	8%	56%	28%	6%	67%	33%	8%
Long	50%	23%	6%	47%	17%	3%	62%	26%	9%
4th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Terrell ISD - Districtwide Scores	65%	28%	8%	66%	34%	13%	69%	34%	7%
Long	57%	22%	5%	60%	31%	7%	68%	21%	2%
5th Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Terrell ISD - Districtwide Scores	72%	42%	17%	69%	37%	18%	64%	44%	20%
Long	65%	33%	14%	65%	25%	9%	58%	37%	13%

Student Learning Strengths

Student Achievement and Growth

Analysis of 2024 STAAR performance indicates measurable growth across multiple grade levels and content areas. Specifically:

- **Grades 3 and 4** demonstrated growth in **STAAR Reading**.
- **Grade 4** demonstrated growth in **STAAR Mathematics**.
- **Grade 5** demonstrated growth in **STAAR Science**.

Targeted Intervention and Enrichment

Intervention and accelerated learning opportunities are embedded in the master schedule through a designated daily time block. This structure ensures that students consistently receive targeted instruction aligned to their identified areas of need. In addition, academic enrichment opportunities are provided to extend learning and support higher levels of mastery.

Professional Support for Teachers

To increase instructional effectiveness and student achievement, the campus implements multiple systems of teacher support, including:

- Structured **mentoring and coaching** programs
- **New Teacher Orientation** for onboarding and alignment with district expectations
- **Collaborative Team Meetings** focused on planning and data-driven decision-making
- **Monthly professional development** aligned to campus and district improvement priorities

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause: The need to strengthen tier one instruction using data driven decision making.

Problem Statement 2: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The EB/EL (current & monitored) student group underperforms other student groups. There is a need to address the specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause: The need to strengthen tier one instruction using data driven decision making.

School Processes & Programs

School Processes & Programs Summary

JW Long 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 on the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The need for effective 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, collaboration, and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. Additionally, Teacher Leaders are assigned at elementary campuses to provide distributive leadership and additional coaching to teachers. Learning Coordinators in RLA, Math, and Science also provide coaching to our K-5 teachers. Teacher Leaders and all campus administrators are trained through the Teacher Instructional Leadership program, and utilize the Get Better Faster and Drive by Data practices.

JW Long actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary 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 is participating 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.

Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments, and to embed essential skills. A Literacy Director supports the campus focus on early literacy acquisition and ensures the implementation of Amplify's balanced literacy program, including guided reading, phonics, writing, vocabulary, and other literacy elements, and reading interventionists have been hired for each K-5 campus to support at-risk students. A Director of MTSS/SEL also supports J.W. Long Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available if the need arises.

J.W. Long monitors high expectations and critical thinking for high student achievement. A scope and sequence geared toward meeting the needs of J.W. Long students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLCs ensure collaboration, proper use of the scope and sequence, and proper instructional delivery. Coordinators promote teaching with the end in mind, i.e., backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards), and CCRS (College Career & Readiness Standards). JW Long provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include, but is not limited to, the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development.

J.W. Long provides its employees with standard technology equipment, including laptops, document cameras, projectors, and interactive TVs. Students receive 1:1 technology devices. J.W. Long provides for the continuation of digital programs, including Rosetta Stone English, Reading Plus, StemScopes, Edgenuity, IXL, Sirius, Stephenson Reading, and other programs to support classroom instruction. Classlink serves as a single sign-on for all teacher and student digital programs. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, the use of software programs, and the care of devices is ongoing. The district continues to replace equipment with updated technology.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEM opportunities are available to all students K-5 through STEM classes and Robotics programs. Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading, and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, and newcomer interventions are in place. A Bilingual program has been added to grades K-3rd grade and Bilingual Instructional Facilitators support J.W. Long.

Data-driven decision-making drives material and resource selection for classroom teachers, as well as campus initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and trainings are provided by LTRS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, technology upgrades, and hardware upgrades are but a few of the instructional tools utilized. Additionally, Blended Learning (BL), Math Innovation Zone (MIZ), Achieve3000, STMath, Stemscores, Changemakers, SEL, 1:1 Technology, Title I Campus, Stevenson Reading, Espark, Student Incentives, Student Genius, WIN Time, Student Data Folders, Safety Plan, TIP, master schedule, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Mentor Program, New Teacher Orientation, Teacher incentives, SALT, Site Based Decision, Reading Interventionists, and At Risk Counselors are supported.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses, including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency, allowing the Terrell ISD Board of Trustees local control over a number of issues, including, but not limited to, district calendar start/end times. The renewal of the District of Innovation Plan for 2022-2027 was adopted by the TISD Board of Trustees in June 2021, and the 1st Amended District of Innovation was adopted in August 2021 and may be found on the district's website.

Automated digitized systems are needed to ensure continuity of services.

School Processes & Programs Strengths

Teachers:

- Common planning/collaboration time
- Targeted professional development
- K-2 coaching for teachers
- K-5 Blended Learning common language

Students:

- Built-in interventions during the school day (WIN time and Reading pull-out)
- Student data tracking drives the groups for intervention time
- Rosetta Stone pull-out
- Data folders for goal setting
- Student data celebrations throughout the year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Due to teacher turnover and residual effects of DIO teachers, there is inconsistency among grade-level student culture.

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

Problem Statement 2 (Prioritized): Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause: The need to strengthen tier one instruction using data driven decision making.

Perceptions

Perceptions Summary

J.W. Long Elementary family and community involvement will be improved through communication using systems such as Remind, social media, campus website, Parent Teacher Organization (PTO) meetings, and family/community nights. In order 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. Top volunteers will be recognized at the end of the year.

Planned opportunities for family and community involvement will be determined using parental and community input from forums such as surveys, Site-Based Decision Making (SBDM) committee, and our annual Title I meeting. Campus opportunities to be hosted include PTO meetings, parent trainings, and family nights focused on literacy, math, and multicultural celebrations.

A variety of interest surveys are solicited, and J.W. Long utilizes the Youth Truth Survey to collect students, families, and staff input and determine specific needs in the areas of engagement, academic challenge, emotional and mental health, and diversity, equity, and inclusion. This provides the campus with the information to gain insight, catalyze change, monitor improvements, and develop strategic plans to address these unique perspectives.

To celebrate our volunteers, we will recognize them through our communication systems such as social media, campus newsletters, and the campus website. Staff will initiate positive, consistent parent contact and keep logs of communications with parents. To communicate opportunities for parent engagement, J.W. Long shares the district's activities and events, such as neighborhood Back to School Bashes throughout the community, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, and campus publications. 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.

J.W. Long Elementary provides the Community Resource Guide in both English and Spanish and houses "need to know" information regarding the campus on its website.

A mandatory parent conference will be held in the Fall, Spring, and at the end of the year. Community partnerships will be incorporated to help with campus needs.

J.W. Long completes safety drills, views multiple security cameras, attends district safety meetings, completes compliance training, and continues education training. Teacher and student surveys indicate that school is a safe environment.

Perceptions Strengths

The campus demonstrates several strengths in communication and family engagement:

- All school communication is provided in both English and Spanish to ensure accessibility for families.
- A dedicated J.W. Long Elementary webpage is maintained on the TISD district website.
- Parents have access to timely updates and information through the Parent Portal and Remind Messenger platforms.
- A parent newsletter is distributed twice monthly to inform families of campus events, initiatives, and opportunities to partner in the educational process.

- Students are recognized and celebrated throughout the year based on their progress and individual growth goals, reinforcing a culture of achievement and motivation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause: The need to strengthen tier one instruction using data driven decision making.

Priority Problem Statements

Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause 1: The need to strengthen tier one instruction using data driven decision making. Edit Associated Areas

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 student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause 2: The need to strengthen tier one instruction using data driven decision making.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Due to teacher turnover and residual effects of DIO teachers, there is inconsistency among grade-level student culture.

Root Cause 3: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause 4: The need to strengthen tier one instruction using data driven decision making.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

Root Cause 5: The need to strengthen tier one instruction using data driven decision making.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

High Priority

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

Strategy 1 Details				Reviews			
Strategy 1: 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, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.] Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	

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 Campus Principals	8/2025-4/2026
2	Provide tiered interventions in small-group or one-on-one settings during and outside the school day.	Instructional Coaches Campus Principals	8/2025-4/2026
3	Ensure interventions address the needs of all student groups	Instructional Coaches Campus Principals	8/2025-4/2026

TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy**
Problem Statements: Student Learning 1
Funding Sources: IXL - 211 ESSA Title I, Part A - 211 - \$13,998.25

Strategy 2 Details				Reviews																			
Strategy 2: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning. Strategy's Expected Result/Impact: Targeted instructional supports for students in need of assistance. Changes in student behavior to increase student learning. Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Establish clear Tier 1, Tier 2, and Tier 3 intervention structures for both academics and behavior.</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr><tr><td>2</td><td>Deliver small-group and individualized instructional support during intervention/enrichment periods.</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr><tr><td>3</td><td>Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness.</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr></table> Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: IXL - 211 ESSA Title I, Part A - \$13,627				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Establish clear Tier 1, Tier 2, and Tier 3 intervention structures for both academics and behavior.	Campus Principals Instructional Coaches	09/2025-05/2026	2	Deliver small-group and individualized instructional support during intervention/enrichment periods.	Campus Principals Instructional Coaches	09/2025-05/2026	3	Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness.	Campus Principals Instructional Coaches	09/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Establish clear Tier 1, Tier 2, and Tier 3 intervention structures for both academics and behavior.	Campus Principals Instructional Coaches	09/2025-05/2026																
2	Deliver small-group and individualized instructional support during intervention/enrichment periods.	Campus Principals Instructional Coaches	09/2025-05/2026																				
3	Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness.	Campus Principals Instructional Coaches	09/2025-05/2026																				
Nov	Feb	June																					

Strategy 3 Details				Reviews			
Strategy 3: CURRICULUM Maintain a viable curriculum aligned to state standards. Strategy's Expected Result/Impact: Alignment of the the written, taught, and tested curriculum Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Conduct curriculum audits and walkthroughs to ensure instructional delivery matches the written curriculum.	Campus Principals Instructional Coaches	8/2025-4/2026				
2	Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards.	Campus Principals Instructional Coaches	8/2025-4/2026				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 Funding Sources: TNTP - 255 ESSA Title II, Part A TPTR - \$16,333							

Strategy 4 Details				Reviews			
Strategy 4: PROFESSIONAL DEVELOPMENT & COACHING Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff. Strategy's Expected Result/Impact: Increased teacher and student performance Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching.	Instructional Coaches Campus Principals	8/2025-4/2026				
2	Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching.	Instructional Coaches Campus Principals	8/2025-4/2026				
Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Coach Cyndi Boyd - 255 ESSA Title II, Part A TPTR - \$1,000, JWL Leadership Training - 255 ESSA Title II, Part A TPTR - \$500, Instructional Coaches - 211 ESSA Title I, Part A - \$198,929							

Strategy 5 Details				Reviews															
Strategy 5: RESEARCH-BASED BEST PRACTICES Campus will ensure an effective educator in in every classroom and students are engaged in learning every day. Strategy's Expected Result/Impact: Targeted instruction and student learning Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.</td><td>Campus Principals Instructional Coaches</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.</td><td>Campus Principals Instructional Coaches</td><td>08/2025-05/2026</td></tr></table> Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: TNTP - 255 ESSA Title II, Part A TPTR - \$16,334.01				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.	Campus Principals Instructional Coaches	08/2025-05/2026	2	Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.	Campus Principals Instructional Coaches	08/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.	Campus Principals Instructional Coaches	08/2025-05/2026												
2	Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.	Campus Principals Instructional Coaches	08/2025-05/2026																
Nov	Feb	June																	

Strategy 6 Details				Reviews			
Strategy 6: Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to FINE ARTS, and preparation for COLLEGE, CAREER, OR MILITARY POST-SECONDARY READINESS, ADVANCED ACADEMICS, ensuring academic ENRICHMENT and EXTRA-CURRICULAR support and COLLEGE EXPOSURE opportunities for students such as summer camps, out-of-school time programs, school clubs, sports, and at-home extension activities.. Strategy's Expected Result/Impact: Student involvement and enrichment Staff Responsible for Monitoring: Campus Principal Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Stem teacher - 211 ESSA Title I, Part A - \$78,513, STEM Robotics Game - 289 TITLE IV - \$1,000				Formative			Summative
				Nov	Feb	June	

Strategy 7 Details	Reviews			
Strategy 7: DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUCATION Analyze data and implement enhanced drop out prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate AND/OR provide an alternative choice high schools to meet the needs of at-risk students. Strategy's Expected Result/Impact: Recover drop outs. Prevent potential dropouts. Staff Responsible for Monitoring: Campus Principal Results Driven Accountability	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: Campus Principal Results Driven Accountability	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: Campus Principal	Formative			Summative
	Nov	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making. Edit Associated Areas
Student Learning
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.

School Processes & Programs

Problem Statement 1: Due to teacher turnover and residual effects of DIO teachers, there is inconsistency among grade-level student culture. **Root Cause:** The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

Problem Statement 2: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen tier one instruction using data driven decision making.

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: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.</td><td>Campus Principals Instructional Coaches</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery.</td><td>Campus Principals Instructional Coaches</td><td>08/2025-05/2026</td></tr></table> Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: IXL - 211 ESSA Title I, Part A - \$13,998.25, IReady - 410 IMA Funds - \$8,160				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.	Campus Principals Instructional Coaches	08/2025-05/2026	2	Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery.	Campus Principals Instructional Coaches	08/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.	Campus Principals Instructional Coaches	08/2025-05/2026												
2	Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery.	Campus Principals Instructional Coaches	08/2025-05/2026																
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. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor student progress through frequent data checks and adjust interventions accordingly.</td><td>Campus Principals</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Student Learning 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Monitor student progress through frequent data checks and adjust interventions accordingly.	Campus Principals	08/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Monitor student progress through frequent data checks and adjust interventions accordingly.	Campus Principals	08/2025-05/2026								
Nov	Feb	June													

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.

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

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

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

Strategy 1 Details				Reviews											
Strategy 1: Students will achieve ENGLISH LANGUAGE PROFICIENCY through meaningful learning experiences, language rich instruction, and interventions to improve academic performance and close achievement gaps. Strategy's Expected Result/Impact: English Language Acquisition Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Incorporate personalized digital platforms</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr></table> Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: IReady - 410 IMA Funds - \$8,160, IXL - 211 ESSA Title I, Part A - \$13,998.25				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Incorporate personalized digital platforms	Campus Principals Instructional Coaches	09/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Incorporate personalized digital platforms	Campus Principals Instructional Coaches	09/2025-05/2026								
Nov	Feb	June													

Strategy 2 Details				Reviews															
Strategy 2: EMERGENT BILINGUAL - BILINGUAL INSTRUCTION will be provided for elementary grades including support programs and instructional materials/resources. Strategy's Expected Result/Impact: LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Incorporate personalized digital platforms</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr><tr><td>2</td><td>Integrate scaffolds, resources, and enrichment activities</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr></table> Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: JWL TABE Conference 4 people - 263 ESSA Title III, LEP - \$2,000, IXL - 211 ESSA Title I, Part A - \$13,998.25, iReady - 410 IMA Funds - \$8,160				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Incorporate personalized digital platforms	Campus Principals Instructional Coaches	09/2025-05/2026	2	Integrate scaffolds, resources, and enrichment activities	Campus Principals Instructional Coaches	09/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Incorporate personalized digital platforms	Campus Principals Instructional Coaches	09/2025-05/2026												
2	Integrate scaffolds, resources, and enrichment activities	Campus Principals Instructional Coaches	09/2025-05/2026																
Nov	Feb	June																	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.

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

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

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

Strategy 1 Details				Reviews			
Strategy 1: NETWORK SAFETY: Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system. Strategy's Expected Result/Impact: Cybersecurity Awareness and Prevention Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Ensure campus-level staff receive training on cybersecurity best practices	Campus Principal	08/2025-05/2026				
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.				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Collaborate with district technology staff to monitor and evaluate	Campus Principal	08/2025-05/2026				
Problem Statements: Student Learning 1							
 No Progress  Accomplished  Continue/Modify  Discontinue							

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen tier one instruction using data driven decision making.

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

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

Strategy 1 Details				Reviews															
Strategy 1: Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS. Strategy's Expected Result/Impact: Increase attendance and seat time Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor discipline data regularly, disaggregated by subgroup, to identify trends and address disproportionate practices.</td><td>Campus Principals Counselor</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Recognize and celebrate improved attendance at the classroom and student level.</td><td>Campus Principals Counselor</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Student Learning 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Monitor discipline data regularly, disaggregated by subgroup, to identify trends and address disproportionate practices.	Campus Principals Counselor	08/2025-05/2026	2	Recognize and celebrate improved attendance at the classroom and student level.	Campus Principals Counselor	08/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Monitor discipline data regularly, disaggregated by subgroup, to identify trends and address disproportionate practices.	Campus Principals Counselor	08/2025-05/2026												
2	Recognize and celebrate improved attendance at the classroom and student level.	Campus Principals Counselor	08/2025-05/2026																
Nov	Feb	June																	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.

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

Performance Objective 2: Increase social-emotional supports

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

Strategy 1 Details				Reviews			
Strategy 1: Provide TARGETED SUPPORT and support COUNSELING , SOCIAL SERVICES, GUIDANCE LESSONS, and TRAININGS to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs. This may include targeted supports and personnel (psychologist, behavior specialists, mental health provider/programs, specialized instructional support services, etc.) to meet student/staff needs and trainings in a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services Strategy's Expected Result/Impact: Awareness of student needs and knowledge of how to respond Teacher capacity to assist student needs increases Decreased disciplinary referrals; Increased student attendance Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Deliver guidance lessons aligned to the ASCA (American School Counselor Association) model to address academic, career, and social/emotional domains.	Campus Principal Counselor	08/2025-05/2026
2	Ensure access to specialized staff including school counselors, social workers, licensed psychologists, behavior specialists, and mental health providers.	Campus Principal Counselor	08/2025-05/2026

Problem Statements: Student Learning 1

Strategy 2 Details				Reviews											
Strategy 2: Provide COORDINATED SCHOOL HEALTH SERVICES, activities, and evaluations including required PHYSICAL ACTIVITIES [TEC 11.253(d)(10)] and provide a universal FEEDING PROGRAM in partnership with the SHAC. Strategy's Expected Result/Impact: Addressing needs of whole child: social, emotional, physical Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services	Campus Principal	08/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services	Campus Principal	08/2025-05/2026								
Nov	Feb	June													

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.

Goal 3: HUMAN CAPITAL AND RESOURCES: Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 1: RECRUIT and RETAIN sufficient PERSONNEL to provide effective leadership, teaching, custodial, maintenance, nutrition, special services and other positions instrumental to the effective operation of the district.

Evaluation Data Sources: Employee Roster
Turnover Rate

Strategy 1 Details				Reviews			
Strategy 1: Attend and host RECRUITING EVENTS such as JOB FAIRS, and implement supports to RECRUIT, SUPPORT, AND RETAIN and DEVELOP excellent and Fully Certified and Highly Qualified Principals, Teachers, and Staff (food service, custodial, bus drivers, paraprofessionals, etc.) and Significantly increase SOCIAL MEDIA BRANDING and recruitment strategies and redirect budgets toward this end. Strategy's Expected Result/Impact: Increase teacher quality and recruit diverse staff Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Actively participate in local job fairs to promote the campus and district.	Campus Principals	08/2025-05/2026				
2	Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.	Campus Principals Instructional Coaches	08/2025-05/2026				
TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1 Funding Sources: Substitute Teachers - 211 ESSA Title I, Part A - \$1,000							
Strategy 2 Details				Reviews			
Strategy 2: ONBOARDING PROGRAM: Provide meaningful orientation and specialized supports and resources for new employees. Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	

Strategy 3 Details				Reviews											
Strategy 3: Increase RETENTION RATE of employees and decrease TEACHER TURNOVER rate reflect state average. Strategy's Expected Result/Impact: Stability of teaching staff and decreased expense of training Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Student Learning 1 - School Processes & Programs 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.	Campus Principal	08/2025-05/2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.	Campus Principal	08/2025-05/2026								
Nov	Feb	June													
Strategy 4 Details				Reviews											
Strategy 4: Maintain district status as a DISTRICT OF INNOVATION with the Texas Education Agency. Strategy's Expected Result/Impact: Local Board control over district calendar and other Board approved topics Staff Responsible for Monitoring: Campus Principal				Formative			Summative								
				Nov	Feb	June									
No Progress Accomplished Continue/Modify Discontinue															

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.
School Processes & Programs
Problem Statement 1: Due to teacher turnover and residual effects of DIO teachers, there is inconsistency among grade-level student culture. Root Cause: The need to retain teachers, strengthen collaboration across grade-levels, and build social emotional learning for staff and students in all populations (EL, GT, SPED, ECO-DIS).

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

Performance Objective 1: FINANCIAL STABILITY
Propose a budget that promotes fiscal responsibility and supports instructional growth.

Strategy 1 Details				Reviews															
Strategy 1: PEIMS: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures. Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Participate in district-led PEIMS trainings and updates.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures.	Campus Principal	08/2025-05/2026	2	Participate in district-led PEIMS trainings and updates.	Campus Principal	08/2025-05/2026	Formative			Summative
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2	Participate in district-led PEIMS trainings and updates.	Campus Principal	08/2025-05/2026																
Nov	Feb	June																	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

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

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

Performance Objective 3: SAFETY & SECURITY

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

Strategy 1 Details				Reviews			
Strategy 1: TRAINING & EMERGENCY RESPONSE PLANS Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety. This will include training campus administrators to handle their unique campus emergency response plans, account for student mental health and emotional issues , and use anti-bullying training and protocols. Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Ensure all staff complete annual safety and security training, including intruder and active shooter drills, lockdown procedures, and evacuation protocols.	Campus Principal	08/2025-05/2026				
2	Conduct regular campus safety drills in compliance with state requirements and evaluate effectiveness through debrief sessions.	Campus Principal	08/2025-05/2026				
Strategy 2 Details				Reviews			
Strategy 2: EMERGENCY OPERATIONS: District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed. Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Strategy 1 Details				Reviews			
Strategy 1: Monitor state, federal and special programs to ensure compliance. Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Monitor the implementation of state, federal, and special programs (Title I, II, III, IV, SPED, 504, Dyslexia, CTE, etc.) to verify alignment with federal and state requirements.	Campus Principal	08/2025-05/2026				
No Progress Accomplished Continue/Modify Discontinue							

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

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

Strategy 1 Details				Reviews															
Strategy 1: COMMUNICATION MEDIUMS: District will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed. Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Ensure campus information is updated regularly on the district and campus websites, parent portals, and social media accounts.</td><td>Campus Principals</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Provide communication in families' home languages and in multiple formats (digital, print, in-person) to reach all stakeholders.</td><td>Campus Principals</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Ensure campus information is updated regularly on the district and campus websites, parent portals, and social media accounts.	Campus Principals	08/2025-05/2026	2	Provide communication in families' home languages and in multiple formats (digital, print, in-person) to reach all stakeholders.	Campus Principals	08/2025-05/2026	Formative			Summative
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Nov	Feb	June																	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). Root Cause: The need to strengthen tier one instruction using data driven decision making.

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

Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT

Strategy 1 Details				Reviews											
Strategy 1: OUTREACH: Provide district-wide outreach program for parents to help build connections and capacity Strategy's Expected Result/Impact: EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education. Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates.	Campus Principal	08/2025-05/2026	Formative			Summative
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Nov	Feb	June													

Strategy 2 Details				Reviews											
Strategy 2: ACCESS: District will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Veteran's Day, Cultural Days, Hall of Fame, Dudes at the Door, etc.) . Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use Remind messages, e-newsletters, and targeted mailers to share timely updates with families.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use Remind messages, e-newsletters, and targeted mailers to share timely updates with families.	Campus Principal	08/2025-05/2026	Formative			Summative
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Nov	Feb	June													

Strategy 3 Details				Reviews											
Strategy 3: PARENT & FAMILY ENGAGEMENT POLICY: The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy. Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide families with the written Parent and Family Engagement Policy annually at the beginning of the school year.</td><td>Campus Principal</td><td>08/2025-10/2025</td></tr></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide families with the written Parent and Family Engagement Policy annually at the beginning of the school year.	Campus Principal	08/2025-10/2025	Formative			Summative
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Nov	Feb	June													

Strategy 4 Details				Reviews											
Strategy 4: VOLUNTEERS & PARTNERSHIPS: TISD will increase the number of volunteers and community partnerships . Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates</td><td>Campus Principal</td><td>08/2025-10/2025</td></tr></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - \$1,916				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates	Campus Principal	08/2025-10/2025	Formative			Summative
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Nov	Feb	June													

Strategy 5 Details				Reviews			
Strategy 5: EDUCATE PARENTS and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards. Staff Responsible for Monitoring: Campus Principal				Formative			Summative
				Nov	Feb	June	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Campus did not meet all performance objectives targeted for the 2024-2025 school year. The African American student group underperforms other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen tier one instruction using data driven decision making.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Moody	Math/Science Instructional Coach		1
Hailey Roberts	STEM Teacher		1
Julie West	RLA Instructional Coach		1