

Terrell Independent School District

Gilbert Willie Sr. Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C



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.

Our mission at Gilbert Willie Elementary is to love, care, and serve our students, staff, and community.

Vision

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

Our vision at GWE is to inspire all students to be the best they can be academically and socially.

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

Gilbert Willie Elementary, a Terrell ISD campus, is a minority majority campus with a high rate of economically disadvantaged students, comprised of 671 students from kindergarten to fifth grade. Our enrollment is fairly consistent with previous years. The attendance rate is that of about 93%. The campus has 61 staff members that serve our students and families, with 71% of teachers certified and considered highly qualified and a 62% teacher retention rate this past school year. The expectation is for all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Gilbert Willie Elementary is a very diverse population of students with specific supports to serve the needs of each student. Our population demographics are: African American - 23%, Hispanic - 52%, White - 19%, Two or More - 5%. Student demographics for programs include: Emergent Bilingual - 23%, Special Education - 19%, Gifted and Talented - 4.53%, Dyslexia - 4%. Other student demographics include: Economically Disadvantaged - 83%, At Risk - 52%, Homeless - 4%.

Gilbert Willie Elementary provides professional development for all staff and weekly content team meetings for teachers to build content and effective instruction strategies. Gilbert Willie Elementary provides staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EB students, and other special student populations. Teachers are expected to obtain their ESL certification in order to serve the needs of our EB population. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Social-emotional learning skills are implemented by the teachers each day; lessons are provided by the campus counselor. In addition, the counselor provides guidance lessons to classrooms and meets the social & emotional needs of individual students, along with our campus restorative coach. Throughout the school year, there are opportunities for parents to be involved in their child's education.

Demographics Strengths

Willie has a diverse student population and honors culture and heritage.

Willie's teacher retention rate was 62%.

Willie families are supportive of the campus and activities.

Professional development is specific and targeted to the needs of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR.

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

Problem Statement 2 (Prioritized): Campus did not meet the attendance goal.

Root Cause: Staff needs to build positive relationships with students in order for them to feel valued and want to be at school.

Student Learning

Student Learning Summary

According to the Texas Education Agency, the Gilbert Willie Sr. accountability rating for the 2024-2025 school year is a C (74), which is up from an F (59) the previous school year. This rating came primarily from Domain II (a) and Domain III. STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance and when calculated for Domain I the score is an F (56). The Approaches category indicates that students have a minimal understanding of the grade level content. 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 Masters category indicates that students are likely to succeed in the next grade level. TISD needs to increase the number of students attaining Meets and Masters on state assessments.

We have a number of evidences, beyond a state test, that demonstrate the positive impact of Terrell ISD.

Terrell ISD is financially stable and received the highest rating possible in that area - an A+ Superior financial FIRST Rating.

TISD implemented new curriculum in RLA (Amplify), Math (Eureka), Science (McGraw-Hill), and Social Studies (Studies Weekly & Lowman); we therefore expected a 'dip' in our scores. However, that was not the case. Our curriculum is considered HQIM (high quality instructional materials), aligned to the state standards, rigorous, and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. A PLC (Professional Learning Community) protocol has been implemented on the campus. The campus leadership team ensures that this time is protected, purposeful, and productive. PLCs also provide an opportunity for collaboration as well as job-embedded, classroom-focused professional development.

The district places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, Gifted & Talented, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Efforts are made to provide parent support and training at each campus. A dual-language model has been added at the Pre-K through 3rd grade levels to enrich language acquisition and programs have been added to develop English language at the secondary levels.

Consistent program monitoring for academics, behavior, and attendance is established through a systemic Multi-Tiered Systems of Support (MTSS) process that is implemented for all students. All students not performing satisfactorily on STAAR exams receive 30 hours of tutoring per subject needed. 30 minutes a day are set aside for intervention. During this time teachers pull small groups while the remainder of the students work on IXL or intervention activities aligned to the curriculum.

Social and emotional learning is at the forefront and numerous resources have been expended to ensure the emotional safety of our students and faculty. Social Workers, social/emotional curriculum and Changemaker programs have been incorporated into the school day. Teachers at Gilbert Willie Sr. are provided with daily

SEL slides; these are created on campus by our counselor.

TISD offers a routine and consistent schedule of quality academic enrichment activities that impact our community in the most positive way. The ExCEL Center provides academic and enrichment activities throughout the school year. By utilizing the ExCEL Center and other facilities, TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. Continued opportunities are provided year round for all students to increase student achievement. The district offers accelerated instruction through advanced level courses, gifted & talented programs, dual credit opportunities, career & technology pathways, and other opportunities. Additionally, TISD provides student options of services by establishing satellite campuses, such as the Health Science Academy, to address specific skill sets.

The district 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. The district 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. The district provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLCs) with collaborative team meetings. In partnership with Big Rocks and TNTP, teachers and leaders development as they learn TEKS-based strategies, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and increase content knowledge. Measures exist to ensure that teachers and leaders implement the learning from professional learning experiences. NUMEROUS student groups have been honored with state recognition and accomplishments including state awards. Robotics advanced to World competition, Athletics and public speaking produced 1st place metals at the state level, fine arts in band, theatre, and arts received acclamation.

Leading with the vision of EXPECT MORE. ACHIEVE MORE. It is the instructional goal that ALL students grow one band/half band on their IXL (K-2) or STAAR (3-5). 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.

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.

Additional information is available at www.txschool.org

Student Learning Strengths

STAAR scores improved to an overall rating of a C (74).

Overall Approaches level STAAR Reading, Math, and Science improved from the previous school year.

Job-embedded professional development is provided to staff during Friday PD as well as weekly PLCs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Domain 1 - Student Achievement targets are not reached by all students.

Root Cause: Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.

School Processes & Programs

School Processes & Programs Summary

The district adopted a 4 day student calendar for 2025-2026 school year to attract quality educators and keep students engaged and present. To this end, the district has seen a positive impact on attendance and a significant double-digit increase in teacher retention. The level of experience for our instructional staff has increased as well. Additionally, there has been a significant drop in discipline referrals. The 4-day instructional calendar provides students more time for jobs, rest, family, homework and extracurricular activities. An additional day for targeted professional development focusing on instructional strategies and interventions to impact performance levels is available monthly on Fridays throughout the school year. Terrell ISD is also proud to provide competitive salaries to our staff, ranking in the top in Kaufman County.

The district actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, hosting job fairs, and word of mouth by returning staff members. 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 our Life Skills staff. Current personnel are required to obtain necessary certifications as needed. The District provides incentives 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, retention bonuses, access to the fitness center and other incentives.

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 needs for effective instruction, enhanced interventions to close academic gaps, and increased literacy are 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. Through partnership with Big Rock, Region 10, and TNTP, teachers and leaders learn the knowledge, strategies, and implementation needed to ensure an effective educator is in the classroom everyday.

All teachers new to Terrell ISD have an onboarding experience and attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Instructional Coaches are in place to ensure teachers are implementing curriculum with fidelity. They also ensure the alignment of our curriculum with our assessments. Campus administrators work in conjunction with the coaches to ensure this implementation by attending PLCs as well as conducting weekly instructional walks with feedback to teachers. Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June

of 2019, all kindergarten through third grade teachers and principals attend a teacher literacy achievement academy called the HB3 Reading Academies. Along with administrative support in place to address social and emotional needs, school psychologists and counselors are also readily available.

Terrell ISD has a targeted focus on the high achievement of students which is addressed through quality leadership, high-quality and effective teaching and engaged learning. Teachers receive regular observations and appropriate feedback to implement effective instruction. The National Institute of Excellence in Teaching's Teacher Learning Rubric (TLR) 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. Targeted Improvement Plans and Strategic Support Plans are in place, as needed, to identify specific goals and monitor campus and student group performance.

The district provides opportunities for all stakeholders to share input for improving TISD. Committees such as: District Educational Improvement Council (DEIC), Campus Leadership Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organizations (PTO), Head Start Advisory Council, TISD Ambassadors, Superintendent's Advisory Council, Facility Improvement Committee, and CTE Advisory Board allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees.

TISD monitors high expectations and critical thinking for high student achievement by conducting monthly walks on campus. With the adoption of new curriculum, students are receiving aligned, rigorous instruction in classrooms. A scope and sequence geared toward meeting the needs of Terrell ISD students is provided. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Instructional Coaches promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS and ELPS (English Language Proficiency Standards). Additionally, the TEKS Resource Curriculum Framework is available to all teachers.

The district 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.

Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Computers are provided in classrooms for students use and provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Terrell ISD provides for the continuation of digital programs Sirius for Tier 1 and IXL for Tier 2 support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. 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, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology. Digital literacy and citizenship training are provided.

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-12. College, Career and Military guidance and counseling is provided to all students. TISD continues to expand and enhance our CTE program offerings to help prepare students for life beyond high school. We offer students multiple pathways in all five endorsement options. The district regularly reviews its CTE Programming and has expanded to include pathways in Marketing & Sales, Exercise & Wellness, and Ag Mechanics this year. Continued opportunities are provided for students to participate and obtain dual credit, Advanced Placement (AP) courses, Career Technical Education (CTE) certifications, and the Associate's degree program. STEM classes are available K-12.

Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading and writing. A dual language program is available at WH Burnett and Wood Elementary schools under the guidance of a Bilingual Coordinator. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, newcomer interventions are in place, and translation devices are available for classroom instruction. Each elementary campus has Bilingual Instructional Aide to serve the needs of our bilingual students.

The Leading & Learning team of administrators, curriculum writers, instructional coaches, and various directors of special programs, use data to guide and impact classroom instruction. Data driven decision making drives the choices for materials and resources for classroom teachers, as well as district initiatives. Resources for early literacy development, digital fluency, college & career readiness, and high student achievement are provided.

The district has established a framework that addresses consistent support for academic performance, behavior expectations, and character development. 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. Transportation for after-hours activities is available to all students to allow participation in academic tutorials and athletics. Facility improvements provide a safe and secure environment for students, staff, and parents across the district. Additionally, in partnership with Communities in Schools and a grant, an after-school program is in place for students in elementary grades.

A partnership exists with Terrell State Hospital staff, doctors, staff volunteers, and community relations. Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. A credit recovery program and Graduation Team are also in place at Terrell High School to recover students at-risk of dropping out. Additional satellite campuses are established to meet the unique needs of students.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to, district calendar start/end times and local certification. The District of Innovation Plan for 2022-2027 was adopted by the TISD Board of

Trustees, filed with the Texas Education Agency, and may be found on the district's website.

Safety plans and safety drills in place at all campuses. Many automated digitized systems have been added to ensure continuity of services to our students, staff, and community. In an effort to hear from our stakeholders, surveys are conducted to better understand the needs and desires of our community as we plan for the future success of our students and schools. To secure students social and emotional well-being, Gilbert Willie Sr. 3rd-5th grade classrooms have 'Phone Home' boxes in order to secure students' personal cellular devices throughout the day so students may focus on face-to-face engagement with their peers, adults and focus their attentions on learning.

School Processes & Programs Strengths

4-day Instructional Calendar

Phone Home (secure lock boxes) for cellphones are utilized in 3rd-5th grade to minimize classroom disruptions

Technology in classrooms (K-1 iPads, 2-5 Chromebooks)

Amplify, Eureka, McGraw-Hill, and Lowman are new curriculum being implemented in all classrooms

Most teachers are scoring at a Proficient or higher average on the TLR appraisal rubric

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to strengthening alignment between curriculum, instruction, and assessment.

Root Cause: Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment.

Perceptions

Perceptions Summary

Many great things are happening in Terrell ISD! At Gilbert Willie, community partners engage with our students through programs such as STAAR Pep Rally, Grands on the Go, GLO Girls and Mentoring Minds for our young men. In addition, families of Gilbert Willie are encouraged to attend our elementary programs, Literacy Night, parent conferences, Title 1/Open House, and Brag Night. Terrell ISD also hosts various parent and community engagement programs such as: Veterans' Day Program, Alumni Breakfasts, Senior Citizen Appreciation Luncheon, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program, College & Career Fairs, Volunteer luncheons, and community health clinics and services provided at school, in which our families are encouraged to attend. Parents are routinely welcomed at our campuses and many opportunities for involvement are provided. This year students at Gilbert Willie are invited to participate in clubs such as: Honor Choir, Robotics, K-Kids, Patriot Club, Spelling Bee, Academic UIL, Tiger Cubs of Character, Student Council, and Superintendent Advisory Council. Along with the district, Gilbert Willie strives to make the public aware of all the positive experiences our students and staff enjoy daily.

Terrell ISD seeks ways to engage parents, students, staff, and the community to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives. Community mentors provide assistance to our students, Silver Seniors connects our senior-citizens with our senior-students, Dads at Doors provide a male influence and positive connections to start the school day, Grands on the Go engage our grandparents to support not only their own grandchildren but others as well, Boys to Men connects adult males with our student male population teaching them behaviors instrumental in the transition to manhood. The EDC, City of Terrell, Terrell Chamber of Commerce, Terrell Excellence Foundation, and many local business partner with Terrell ISD and regularly collaborate for the betterment of our students. In partnership with Communities in Schools, an after-school care program exists for elementary grades. The ExCEL Center is designed to provide a multi-purpose area for the community, parents, and students to engage in extended learning opportunities and well-rounded physical health.

Communication and transparency are important to Terrell ISD. The district works to provide avenues for parents and stakeholders to share new ideas and create activities that promote wide-spread student and family participation/engagement. To promote parental engagement and partnership, the district strives to utilize multiple forms of communication including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, Twitter, hosting campus nights (Read-a-Thon, Math Night, Title 1 Parent Night, etc.), and holding adult education classes. The superintendent provides weekly "Wednesdays with Warnock" to highlight campus programs and provide topic specific communication to parents. The district encourages the use of Spanish language translators for all campus activities. The district provides "Sayhi", a free phone application that interprets two language conversations instantly and

"Epic", an electronic library with a wide variety of books in English and Spanish, including read aloud books, and Spanish to English headset translators.

Terrell ISD seeks ways to engage parents, students, staff, and the community. The Terrell ISD Excellence Center for Enhanced Learning (ExCEL) Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. TISD offers a routine and consistent schedule of quality academic enrichment activities to impact our community. TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. To this end, the EXCEL Center is utilized to support year round student engaging academic and enrichment activities. ExCEL hosts adult education courses including, ESL, citizenship, CPR, cooking, GED, and financial literacy. Additionally, senior citizens and district employees have access to a fitness center to promote balanced and healthy lifestyles.

Participation in District Educational Improvement Council, Superintendent's Advisory Council, DOI Committees, Parent Engagement Committees, campus volunteers, PALS program, Head Start Advisory Council, campus site-based committees, TISD Ambassadors, and many others allow students, parents and community/business leaders voice in Terrell ISD. To communicate opportunities for parent engagement, the district advertises district 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, district 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. Volunteer opportunities are emphasized district-wide. The district provides the Community Resource Guide in both English and Spanish. The Terrell ISD website houses need to know information regarding the district and updated parent information is maintained on the District database ASCENDER.

Several of our schools will exceed capacity in the next couple of years while continuing to age and require critical maintenance attention. We want to ensure Terrell ISD is prepared and equipped with efficient and safe facilities and adequate resources needed to meet the needs of every child under our care. The May 2025 bond election is scheduled and will require the YES vote of citizens to pass. Therefore, the district will enhance its communication efforts to better understand the needs and desires of the community so we can effectively plan for the future success of our students and schools.

The District promotes partnerships with the community. Businesses support the district in a number of ways including: (1) hosting profit sharing evenings (2) providing grant opportunities for campuses, teachers, and students through the TISD Excellence Foundation, (3) TVCC partners with the district for dual credit courses and the Health Science Academy, (4) Business supports of CTE and Teacher of the Year programs, (5) Kiwanis K-Kids provide an incentive program, (6) Economic Development Board, (7) Chamber of Commerce, (8) City of Terrell, (9) Share Center, (10) Community in Schools, and many other partnerships. The district places priority on safety. All campuses have a police officer and complete safety drills, view multiple security cameras, attend district safety meetings, complete compliance training and continuing education training. The district created a Crisis Command Center for the police department to have immediate access to all district cameras as well as local emergency agencies. The district continues to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). To address behavior issues, the district implemented a step system code of conduct, trained teachers in classroom management and student engagement practices, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative

Discipline and Positive Behavior Interventions and Supports, and ROAR. The ROAR Packet was established to act on reports of threats or bullying. A pattern of African American males and students in special education represent a higher number of disciplinary actions than other populations exist. In addition to the aforementioned support, the district has purchased Bark for Schools is a student and school safety product that detects potential problems across Google Workspace, Microsoft 365, and Chrome to help protect students.

For the 2023-2024 school year attendance dropped to 94%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact on student achievement. Attendance rates are a priority to the district and a goal of 96% is in place and monitored.

The teacher turnover rate in Terrell ISD is consistently higher than state average but has seen a dramatic decrease since the implementation of a four-day instructional calendar. To support inexperienced teachers and lower teacher turnover rates, the district hosts an annual New Teacher Orientation and a monthly Tiger Academy. All first and second year teachers are assigned a mentor teacher to provide regular and consistent support. Teacher Leadership participates in peer coaching and shares in distributive leadership at the elementary campuses.

87% of our students receive free breakfast and lunch.

An After-School Care program is provided for many students.

Our district was nationally-recognized and awarded the Empowered Seal district for our exemplary commitment to whole child education.

And, we have the highest financial rating possible.

TISD will focus on providing quality instruction and academic challenge while ensuring high expectations for all students.

Perceptions Strengths

Financial stability of the district and responsible stewardship of funds

Safe schools with police presence on each campus

Numerous engagement opportunities for students, community and parents

Community members that partner with the campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents attend the campus functions with their families but are not stepping up to help or lead.

Root Cause: Clear communication as to the purpose of PTO and how they can help the school as well as how to get a PTO organized on campus.

Priority Problem Statements

Problem Statement 1: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR.

Root Cause 1: The need to strengthen tier two instruction using data driven decision making.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Campus did not meet the attendance goal.

Root Cause 2: Staff needs to build positive relationships with students in order for them to feel valued and want to be at school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Domain 1 - Student Achievement targets are not reached by all students.

Root Cause 3: Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to strengthening alignment between curriculum, instruction, and assessment.

Root Cause 4: Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents attend the campus functions with their families but are not stepping up to help or lead.

Root Cause 5: Clear communication as to the purpose of PTO and how they can help the school as well as how to get a PTO organized on campus.

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

High Priority

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

Strategy 1 Details				Reviews																			
Strategy 1: Provide and monitor the effective use of instructional PROGRAMS and INTERVENTIONS to improve the academic performance of all students personalized learning/DIGITAL PROGRAMS, and provide SUPPLIES, MATERIALS, and RESOURCES to support and reinforce teaching and learning in ALL subject areas to ALL STUDENT GROUPS including neglected/delinquent youth, At-Risk ,GT, Special Ed, Homeless, English Learners, dyslexia, Sec.504, Migrant, etc.) to ensure a WELL-ROUNDED-EDUCATION. Strategy's Expected Result/Impact: Increase the percentage of all students scoring at the Meets' and Masters' level Close the achievement gaps for our AA student population Quarterly checks of usage and student performance data [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.] Staff Responsible for Monitoring: 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>Identify students in need of intervention using universal screeners, formative assessments, and state/district data.</td><td>Instructional Coaches Campus Principals</td><td>8/2025-4/2026</td></tr><tr><td>2</td><td>Provide tiered interventions in small-group or one-on-one settings during and outside the school day.</td><td>Instructional Coaches Campus Principals</td><td>8/2025-4/2026</td></tr><tr><td>3</td><td>Ensure interventions address the needs of all student groups</td><td>Instructional Coaches Campus Principals</td><td>8/2025-4/2026</td></tr></table> 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 - Student Learning 1 Funding Sources: Amplify, Eureka, SeeSaw - 199 General Fund - \$37,000, IXL - 211 ESSA Title I, Part A - 211 - \$12,660.75				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	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
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3	Ensure interventions address the needs of all student groups	Instructional Coaches Campus Principals	8/2025-4/2026																				
Nov	Feb	June																					

Strategy 2 Details				Reviews																			
Strategy 2: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning. Strategy's Expected Result/Impact: Targeted instructional supports for students in need of assistance. Changes in student behavior to increase student learning. Staff Responsible for Monitoring: Campus 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: Demographics 1 - Student Learning 1 Funding Sources: Branching Minds - 199 General Fund - \$6,500				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
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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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct curriculum audits and walkthroughs to ensure instructional delivery matches the written curriculum.</td><td>Campus Principals Instructional Coaches</td><td>8/2025-4/2026</td></tr><tr><td>2</td><td>Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards.</td><td>Campus Principals Instructional Coaches</td><td>8/2025-4/2026</td></tr></table> Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Amplify, Great Minds - 410 IMA Funds - \$74,214				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	Formative			Summative
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Nov	Feb	June																	

Strategy 4 Details				Reviews															
Strategy 4: PROFESSIONAL DEVELOPMENT & COACHING Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff. Strategy's Expected Result/Impact: Increased teacher and student performance Staff Responsible for Monitoring: Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching.</td><td>Instructional Coaches Campus Principals</td><td>8/2025-4/2026</td></tr><tr><td>2</td><td>Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff).</td><td>Instructional Coaches Campus Principals</td><td>8/2025-4/2026</td></tr></table> Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1 Funding Sources: Instructional Coaches - 211 ESSA Title I, Part A - 211 - \$172,447, TNTP - 255 ESSA Title II, Part A TPTR - 255 - \$16,333.98, Big Rock - ESF - Outside Funding Source - \$33,333, Big Rock - 255 ESSA Title II, Part A TPTR - 255 - \$14,224.82, Big Rock - 211 ESSA Title I, Part A - 211 - \$37,806.18				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	Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff).	Instructional Coaches Campus Principals	8/2025-4/2026	Formative			Summative
				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	Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff).	Instructional Coaches Campus Principals	8/2025-4/2026																
Nov	Feb	June																	

Strategy 5 Details				Reviews															
Strategy 5: RESEARCH-BASED BEST PRACTICES Campus will ensure an effective educator in in every classroom and students are engaged in learning every day. Strategy's Expected Result/Impact: Targeted instruction and student learning Staff Responsible for Monitoring: Campus 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>Use PLCs and data meetings to analyze student work, adjust instructional practices, and share best practices across grade levels.</td><td>Campus Principals Instructional Coaches</td><td>08/2025-05/2026</td></tr></table> Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: TNTP - 255 ESSA Title II, Part A TPTR - 255 - \$16,333.98, Big Rock - ESF - Outside Funding Source - \$33,333, Big Rock - 211 ESSA Title I, Part A - 211 - \$37,806.18, Big Rock - 255 ESSA Title II, Part A TPTR - 255 - \$14,224.82				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	Use PLCs and data meetings to analyze student work, adjust instructional practices, and share best practices across grade levels.	Campus Principals Instructional Coaches	08/2025-05/2026	Formative			Summative
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2	Use PLCs and data meetings to analyze student work, adjust instructional practices, and share best practices across grade levels.	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				Formative			Summative
				Nov	Feb	June	

Strategy 7 Details				Reviews			
Strategy 7: DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUATION Analyze data and implement enhanced drop out prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate AND/OR provide an alternative choice high schools to meet the needs of at-risk students. Strategy's Expected Result/Impact: Recover drop outs. Prevent potential dropouts. Staff Responsible for Monitoring: Campus Principal Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1				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: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR. Root Cause: The need to strengthen tier two instruction using data driven decision making.
Problem Statement 2: Campus did not meet the attendance goal. Root Cause: Staff needs to build positive relationships with students in order for them to feel valued and want to be at school.
Student Learning
Problem Statement 1: Domain 1 - Student Achievement targets are not reached by all students. Root Cause: Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.
School Processes & Programs
Problem Statement 1: There is a need to strengthening alignment between curriculum, instruction, and assessment. Root Cause: Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment.

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: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: IXL - 211 ESSA Title I, Part A - \$12,660.75, IReady - 410 IMA Funds - \$37,360				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. 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: Demographics 1 - 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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR. Root Cause: The need to strengthen tier two instruction using data driven decision making.
Student Learning
Problem Statement 1: Domain 1 - Student Achievement targets are not reached by all students. Root Cause: Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.
School Processes & Programs
Problem Statement 1: There is a need to strengthening alignment between curriculum, instruction, and assessment. Root Cause: Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment.

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: IXL - 211 ESSA Title I, Part A - 211 - \$12,660.75, IReady - 410 IMA Funds - \$37,360				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: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: IReady - 410 IMA Funds - \$37,360, IXL - 211 ESSA Title I, Part A - \$12,660.75				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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR. Root Cause: The need to strengthen tier two instruction using data driven decision making.
Student Learning
Problem Statement 1: Domain 1 - Student Achievement targets are not reached by all students. Root Cause: Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.
School Processes & Programs
Problem Statement 1: There is a need to strengthening alignment between curriculum, instruction, and assessment. Root Cause: Although new curriculum and common assessments have been adopted, the assessments did not align with our state accountability assessment.

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				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools							
Strategy 2 Details				Reviews			
Strategy 2: CLASSROOM TECHNOLOGY: Ensure classroom computers and other technology instructional needs are operational. Strategy's Expected Result/Impact: Instructional technology use in classrooms. Staff Responsible for Monitoring: Campus Principal				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				
 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															
Strategy 1: Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS. 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: Demographics 1, 2 - 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:

Demographics
Problem Statement 1: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR. Root Cause: The need to strengthen tier two instruction using data driven decision making. Problem Statement 2: Campus did not meet the attendance goal. Root Cause: Staff needs to build positive relationships with students in order for them to feel valued and want to be at school.
Student Learning
Problem Statement 1: Domain 1 - Student Achievement targets are not reached by all students. Root Cause: Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.

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: Demographics 2

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> Problem Statements: Demographics 1, 2				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:

Demographics
Problem Statement 1: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR. Root Cause: The need to strengthen tier two instruction using data driven decision making. Problem Statement 2: Campus did not meet the attendance goal. Root Cause: Staff needs to build positive relationships with students in order for them to feel valued and want to be at school.

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

Problem Statements: Demographics 2 - Student Learning 1

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 <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 Principals Instructional Coaches</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: TNTP - 255 ESSA Title II, Part A TPTR - 255 - \$16,333.98				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 Principals Instructional Coaches	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 Principals Instructional Coaches	08/2025-05/2026								
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 meaningful professional development and career growth opportunities aligned to teacher and staff needs.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table> Problem Statements: Demographics 2 - Student Learning 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide meaningful professional development and career growth opportunities aligned to teacher and staff needs.	Campus Principal	08/2025-05/2026	Formative			Summative
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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:

Demographics
Problem Statement 2: Campus did not meet the attendance goal. Root Cause: Staff needs to build positive relationships with students in order for them to feel valued and want to be at school.

Student Learning

Problem Statement 1: Domain 1 - Student Achievement targets are not reached by all students. **Root Cause:** Focus on ensuring a solid Tier 1 instruction in all classrooms, and Tier 2 instruction was not implemented with fidelity in all classrooms.

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>2 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	2 Participate in district-led PEIMS trainings and updates.	Campus Principal	08/2025-05/2026	Formative			Summative
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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 border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr></thead><tbody><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></tbody></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - 211 - \$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: Parents attend the campus functions with their families but are not stepping up to help or lead. Root Cause: Clear communication as to the purpose of PTO and how they can help the school as well as how to get a PTO organized on campus.

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

Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT

Strategy 1 Details				Reviews											
Strategy 1: OUTREACH: Provide district-wide outreach program for parents to help build connections and capacity Strategy's Expected Result/Impact: EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education. Staff Responsible for Monitoring: Campus Principal <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: Demographics 1 - Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - 211 - \$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: Demographics 1 - Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - 211 - \$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 - 211 - \$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>08/2025-05/2026</td></tr></table> Problem Statements: Perceptions 1 Funding Sources: Remind - 211 ESSA Title I, Part A - 211 - \$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 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:

Demographics

Problem Statement 1: Although there were campus improvements, the campus did not meet all performance objectives targeted for the 2024-25 school year. 36% of our students with two or more races did not meet the minimum standard on Math STAAR and 45% of our students with two or more races did not meet the minimum standard on RLA STAAR.

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

Perceptions

Problem Statement 1: Parents attend the campus functions with their families but are not stepping up to help or lead. **Root Cause:** Clear communication as to the purpose of PTO and how they can help the school as well as how to get a PTO organized on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Traver	Math/Science Instructional Coach		1
Edna Bell	RLA Instructional Coach		1
Shannon Singletary	STEM Teacher		1