

Terrell Independent School District

District Improvement Plan

2024-2025



Board Approval Date: October 21, 2024
Public Presentation Date: October 21, 2024

Mission Statement

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

Vision

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

Guiding Pillars

- Expect staff to deliver and students to engage in rigorous learning for high achievement.
- Maintain a high quality, safe learning environment both physical and social emotional for high student achievement
- Expect transparency and decisions that support long term financial stability for high student achievement.
- Expect engagement with parents and the community for high student achievement.

Values

T - Treat people right.

I - Inspire Tiger Pride.

G -Get better everyday.

E - Every day, we show up and are productive.

R - Reach toward our common goal as a team.

S - Say what you mean; mean what you say; do what you say

Terrell ISD Summary

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,250 students served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

S - Say what you mean; mean what you say; do what you say

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at <https://tea.texas.gov>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Demographics

Demographics Summary

Terrell ISD is an accredited, growing District of Innovation with approximately 5,250 students. The enrollment in Terrell ISD has grown from 4,192 in 2013-2014. Enrollment is expected to increase at an even higher rate in the coming years as Kaufman County is the fastest growing county in Texas. To this end, the district developed a Facilities Committee comprised of community members, parents, teachers, administrators and business leaders to review the state of district facilities and develop a plan for improvement. A bond is desperately needed to provide space for the additional 1,000 students in the district. A bond proposal will be presented to the voters in the future to meet the growing needs of the district.

Terrell ISD earned an A-Superior Rating from TEA for its financial stability. The City of Terrell is located in Kaufman County in the state of Texas. Terrell is approximately 25 miles east of Dallas and is home to 26,110. According to the National Center for education Statistics, 13.5% of all households in Terrell live below the poverty level and 38% of all school children parents live in rental properties. Within Terrell, the median annual income of \$61,415 which is less than the state and national average, yet families receiving food stamp/SNAP benefits is 21% and exceeds state and national averages. The ethnic breakdown of the city of Terrell does not mirror that of the school district. Within the city, approximately 46% are white, 30% Hispanic, 17% are African American and 3% Two or more Races.

Regarding educational attainment, 26.3% of adults 28.6% are high school graduates, 22.8% have some college or an associate's degree, 22.3% have a Bachelor's degree or higher, and 26.3% have less than a high school graduate status. Thirty-seven percent of families are comprised of single parent households.

Currently the Economically Disadvantaged rate of Terrell ISD is 79.81%. Terrell ISD is comprised of the following student demographics: African American - 18.88%, Hispanic - 56.18%, White -19.39%, American Indian - 0.17%, Asian - 0.32%, Two or More - 4.93%, Hawaiian/Pacific Islander - 0.11%. Terrell ISD's population was 48.89% female and 51.11% male. Other student demographics include: At Risk – 60.35%, Immigrant - 0.13%, Migrant - 0.00%, Homeless - 01.83%, Foster Care - 0.19%. Student demographics for programs include: Emergent Bilingual students -28.48%, Special Education – 5.73%, Section 504 – 5.73%, Gifted and Talented -6.59%, Dyslexia - 5.70%. Students within Terrell ISD are highly mobile as is student attrition. Graduation rate for Terrell ISD is well above state average and 84% of students earn credit for college, career, or military readiness. All K-12 traditional campuses operate Title 1 schoolwide programs. Demographics in the CTE programs and dual credit programs closely resemble district demographics. Spanish is the most prominent language other than English in Terrell ISD.

Within Terrell ISD a large percent of our students live in poverty and experience a variety of trauma induced stresses. Social and emotional supports for students are a priority for the district.

Terrell ISD is comprised of nine campuses. Terrell High School has nearly 1,467 students and is 77.37% economically disadvantaged, Herman Furlough Middle

School has 1,153 students and is 79.18% economically disadvantaged, Gilbert Willie Elementary has 684 students with 86.84% economically disadvantaged, J.W. Long Elementary has 669 students with 82.55% economically disadvantaged, Dr. Bruce Wood Elementary has 564 students with 85% economically disadvantaged, Global Leadership Academy has 208 students with 53.37% economically disadvantaged, and W.H. Burnett Elementary has 368 students and is 83.15% economically disadvantaged. The Terrell Alternative Education Center (TAEC) serves a critically at-risk student population and is a drop-out recovery center. The Child & Adolescent Center is located at the Terrell State Hospital and serves students who have been institutionally committed for severe mental and behavioral issues. These students are 100% at-risk. The Health Science Academy is a pull-out academy serving high school students desiring careers in the medical field. Terrell ISD cultivates a college and career going culture by providing a dual credit Associate degree program free of charge to students and providing numerous career pathway options. Terrell is home to Trinity Valley Community College and Southwestern College. TISD and TVCC partner to provide dual course credit opportunities to our students.

According to the latest Texas Academic Performance Report (TAPR) from 2022-2023, 92.2% of students graduate in 4-years. This is above the state average. Students complete attaining dual course credits in any subject at a rate of 32.4%, well above the state average. The district attendance rate is below the state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The drop-out rate for students has decreased in grades 9-12 to 1.7%. This is below state average.

Terrell ISD has 638 staff members, 65% are instructional staff. Twenty-two percent of the district's teachers have less than 5 years' experience and 32% have less than 10 years' experience. The district has taken great strides to reduce the turnover rate for teachers in Terrell ISD. These efforts have proven high effective and reduced the turn-over rate dramatically. While the number of minority teachers has increased in recent years, the teacher ethnicity still does not mirror the student population. TISD is a growth minded district and teacher effectiveness is paramount. Therefore, Professional Learning Communities provide job-embedded, data-driven, class-room focused, and collaborative learning opportunities for teachers. Additional individualized instructional coaching is provided as needed. The district provides targeted professional development annually, this is a combination of teacher selected and district mandated training. Regular classroom monitoring by campus administrators ensures that teachers implement what they learn.

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 Pearls for Girls connects adult females with our female student population teaching them behaviors instrumental in the transition to womanhood. 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.

A number of adult education courses are offered to our parents and the community including citizenship, Spanish, and ESL.

Demographics Strengths

Increased teacher retention.

Improved graduation rate.

Recruitment of experienced and minority teachers.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: A trend of low student attendance. **Root Cause:** Instructional materials and strategies do not reflect students' lived experiences or future career goals

Student Learning

Student Learning Summary

The Texas Education Agency has not released accountability rating for the 2023-2024 school year. STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic interventions. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The 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. As a district scores declined and focused efforts are in place to remedy and exceed expectations

We have a number of evidences, beyond a state test, that demonstrate the positive impact of Terrell ISD. The Terrell High School Class of 2024 celebrated over 300 graduates, the Phoenix At-Risk Recovery Center celebrated 80+ graduates, 60% of the class recieved college scholarships and \$55.3 million dollars in college scholarships were offered to the class, 1:4 earned an industry certification, and over 3,500 college credit hours were earned!

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

TISD's curriculum is aligned to the state standards 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. An instructional model is utilized by all educators. Leading & Learning Teams set campus goals and maintain instructional focus while Professional Learning Communities through Collaborative Team Meetings provide collaborative, 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 2nd 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. Tiger Time is embedded at elementary campuses for accelerated instruction and supplemental support. Additionally, the secondary campuses have made changes to their master schedules to provide accelerated instruction and supplemental support, including after-school tutoring opportunities. TAEC/Phoenix campus is instrumental in the recovery of drop out students and has double digit graduates. 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.

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 year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards.

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

Terrell Independent School District
Generated by Plan4Learning.com

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

Dual credit enrollment and the expansion of CTE programs

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

Job-embedded professional development opportunities

Problem Statements Identifying Student Learning Needs

Problem Statement 1: State achievement targets are not reached by all students. **Root Cause:** CIA: Viable Curriculum, effective Instruction, aligned Assessments.

District Processes & Programs

District Processes & Programs Summary

The district adopted a 4 day student calendar for 2024-2025 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 20% drop in discipline referrals and a 50% increase in applications received weekly. 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 the highest paying teacher salaries in Kaufman County.

The district actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary math and science. Current personnel are required to obtain necessary certifications as needed. 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 personal trainers 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 Rocks 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. Curriculum Writers are in place to ensure alignment of curriculum, instruction, and assessments and embed essential skills. 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 Leaderships 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. Development of the district curriculum is an ever-going process. 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. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). 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 including Amplify, Carnegie, SpringBoard, IXL, iReady, Zearn, StemScopes, Edgenuity, Go Math, Infinite Math, Stephenson Reading, ST Math, SeeSaw, iCEV, and other programs to 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. Bilingual Instructional Facilitators are assigned to K-5 campuses.

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. A wide array of instructional resources and training are provided such as IXL, Haggerty, Fontas & Pinnell Phonics/Classrooms, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Stephenson Reading, Achieve 3000, Amplify, Carnegie, SpringBoard, iReady, Edgenuity, iCEV, Certiport, Guided Reading, Credit Recovery, Eduphoria Suite, blended learning, technology upgrades, and hardware upgrades are but a few of the instructional tools utilized.

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, YONDR pouches are provided to secure 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.

District Processes & Programs Strengths

District of Innovation status provides flexibility

4-day Instructional Calendar

YONDR pouches at secondary campuses

Technology in classrooms

Bilingual paraprofessionals and the addition of Dual Language at Pre-K to 2nd grade

Problem Statements Identifying District Processes & Programs Needs

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

Perceptions

Perceptions Summary

Many great things are happening in Terrell ISD! The class of 2024 graduated its largest class ever at a rate of 100%, the drop-out recovery campus, TAEC, had over 80 graduates, 60% of all graduates received scholarships, scholarships in the amount of \$55.3 Million dollars were offered to our seniors, one in four students earned an industry based certificate, and over 30 graduates earned an Associates Degree. Additionally, students participating in dual credit earned over 3,500 college credit hours. Citizens of our community partnered with us to engage with our students through programs such as Dads at Doors, Boys to Men, Silver Seniors, Grands on the Go, and Pearls for Girls . Parent engagement opportunities are abundant. Terrell ISD 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. Parents are routinely welcomed at our campuses and many opportunities for involvement are provided. There are additional community involvement opportunities with sports, clubs, organizations (i.e., TVCC, Kiwanis, City of Terrell, TVEC, E-Terrell, TISD Excellence Foundations, Terrell Garden Club, K-Kids, CTE Advisory Board, etc.). Although tremendous efforts are made, students report that their parents are not fully engaged and do not attend school functions to the extent desired. TISD 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 Pearls for Girls connects adult females with our female student population teaching them behaviors instrumental in the transition to womanhood. 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.

A number of adult education courses are offered to our parents and the community including citizenship, Spanish, and ESL.

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 2022-2023 school year attendance dropped to 91.2%, 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.

80% of our students receive free or reduced 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.

We have multiple state award winners.

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

ExCEL Enrichment Opportunities

Safe schools with police presence on each campus

Numerous engagement opportunities for community and parents.

Problem Statements Identifying Perceptions Needs

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

Goals

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

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

High Priority

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

Strategy 1 Details

Strategy 1:

Provide and monitor the effective use of instructional PROGRAMS and INTERVENTIONS to improve the academic performance of all students personalized learning/DIGITAL PROGRAMS, and provide SUPPLIES, MATERIALS, and RESOURCES to support and reinforce teaching and learning in ALL subject areas to ALL STUDENT GROUPS including neglected/delinquent youth, At-Risk ,GT, Special Ed, Homeless, English Learners, dyslexia, Sec.504, Migrant, etc.) to ensure a WELL-ROUNDED-EDUCATION.

Strategy's Expected Result/Impact: Increase the percentage of all students scoring at the Meets' and Masters' level

Close the achievement gaps for our AA student population

Quarterly checks of usage and student performance data [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, ST Math, Growth, Gaps, CCMR, etc.]

Staff Responsible for Monitoring: Charde Dockery , Executive Director of Schools

Jammie Hayes, Executive Director of Special Services

Alison Rison, Executive Director of Curriculum & Instruction

Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: Textbooks, Open Sources, Student Technology - 410 - \$300,000, Stevenson Language \$12,000 Unique Learning/N2Y Reading Eggs 1200 Math Seeds 500 Phonak Equipment 5000 CLASS Competency Testing 4500 CPI Training 2500 Chromebooks 10,000 iPads 4000 Adaptive PE Direct Services - Special Ed - \$40,000, MTA materials 12,000, Library Services Co-op \$3,000 - LOCAL - \$15,000, Lead4Ward/Accountability Forum - 255 - \$2,540, ASCENDER - \$100,000, Edgenuity - \$71,250, Frontline - \$25,000, TEKS Bank 3,200 Eduphoria 35,000 Academic Outdoor 2,000 Early Childhood Pkg. 4,500Lead4Ward Add On 1,000, OnData Suite 6,500 Student System 66,292 R10 Administrative Package \$22,500 R10 Fine Arts & LOTE Package \$2,500 R10 Gifted & Talented Package \$3,500 R10 Advanced Studies Co-op \$2,500 - \$122,000, Air Reading - 211 ESSA Title I, Part A - 211 - \$85,000, STEM/Robotics Games & Resources - 289 TITLE IV - 289 - \$6,000, BIG ROCK - 255 ESSA Title II, Part A TPTR - 255 - \$50,000, BIG ROCK - Outside Funding Source - ESF GRANT - \$100,000, TNTP - 263 ESSA Title III, LEP - 263 - \$50,000, YONDR - Additional/ Replacements/Unlock Mechanisms - 199 General Fund - \$10,000, Transcend - 289 TITLE IV - 263 - \$12,000, Payroll - Instructional Coaches - 211 ESSA Title I, Part A - 211 - \$1,000,000, Payroll - Strategic Initiatives - 211 ESSA Title I, Part A - 255 - \$100,000, Curriculum Coordinators - 199 General Fund: SCE - SCE - \$350,000, Region 10 PNP - 211 ESSA Title I, Part A - 211 - \$3,000, Region 10 PNP - 289 TITLE IV - 289 - \$750, Region 10 SSA - 255 ESSA Title II, Part A TPTR - 255 - \$12,000, Region 10 SSA - 263 ESSA Title III, LEP - 263 - \$6,400

Strategy 2 Details

Strategy 2: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT

Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

Strategy's Expected Result/Impact: Targeted instructional supports for students in need of assistance.
Changes in student behavior to increase student learning.

Staff Responsible for Monitoring: Charde Dockery , Executive Director of Schools
Jammie Hayes, Executive Director of Special Services

Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 1

Strategy 3 Details

Strategy 3: CURRICULUM

Maintain a viable curriculum aligned to state standards.

Strategy's Expected Result/Impact: Alignment of the the written, taught, and tested curriculum

Staff Responsible for Monitoring: Alison Rison, Executive Director of Curriculum & Instruction

Problem Statements: District Processes & Programs 1 - Perceptions 1

Funding Sources: Leading & Learning Coordinator Coaches - Previously Noted - 211 ESSA Title I, Part A, Leading & Learning Instructional Coaches - Previously Noted - \$824,150, Leading & Learning Curriculum Coordinators- Previously Noted - 199 General Fund - 199 - \$350,000, iReady Math - 199 General Fund - 199, Z---- - 199 General Fund - 199

Strategy 4 Details

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: Dr. Charde Dockery , Executive Director of Schools

Jammie Hayes, Executive Director of Special Services

Alison Rison, Executive Director of Curriculum & Instruction

Julie Fisher, Executive Director of Academic Supports

Dr. Tiffanie Goudy, Director of Strategic Initiatives

Dr. Adam Toy, Director of Student Services

Dr. Angela Wright, District Testing Coordinator

Results Driven Accountability

Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: N2Learning - Principal Institute - 255 ESSA Title II, Part A TPTR - 255 - \$1,000, Principal Coaching (Cyndi Boyd) - 255 ESSA Title II, Part A TPTR - 255 - \$9,000, NIET Training - 255 ESSA Title II, Part A TPTR - 255 - \$15,000, Big Rocks - Previously Noted \$ - 211 ESSA Title I, Part A - 211, TNTP - 263 ESSA Title III, LEP - 263 - \$50,000, Thompson Principal's Institute - 255 ESSA Title II, Part A TPTR - 255 - \$10,000, Administrative Coaching (Cyndi Boyd) - 199 General Fund - 199 - \$5,000

Strategy 5 Details

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: Dr. Charde Dockery , Executive Director of Schools

Jammie Hayes, Executive Director of Special Services

Alison Rison, Executive Director of Curriculum & Instruction

Julie Fisher, Executive Director of Academic Supports

Dr. Tiffanie Goudy, Director of Strategic Initiatives

Results Driven Accountability

Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: Summer School Programs - 211 ESSA Title I, Part A - 211 - \$40,000

Strategy 6 Details

Strategy 6: Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to FINE ARTS, and preparation for COLLEGE, CAREER, OR MILITARY POST-SECONDARY READINESS, ADVANCED ACADEMICS, ensuring academic ENRICHMENT and EXTRA-CURRICULAR support and COLLEGE EXPOSURE opportunities for students such as summer camps, out-of-school time programs, school clubs, sports, and at-home extension activities..

Strategy's Expected Result/Impact: Student involvement and enrichment

Staff Responsible for Monitoring: Charde Dockery, Executive Director of Schools

Julie Fisher, Executive Director of Academic Supports

Amanda Guthrie, Director of Fine Arts

Marvin Sedberry, Athletic Director

AJ Knight, ExCEL Director

Problem Statements: Demographics 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: After School Care - GRANT - \$1,500,000, ExCEL Opportunities - \$250,000, ExCEL Payroll - \$175,000, Summer Instructional Program (Edgenuity) - 270 - \$4,750, STEM Instruction - Payroll - 211 ESSA Title I, Part A - 211 - \$300,000, Chromebooks - 244 Carl D. Perkins (CTE) - 244 - \$15,000, Career Craft - 244 Carl D. Perkins (CTE) - 244 - \$5,000, Interactive Panels - 244 Carl D. Perkins (CTE) - 244 - \$2,500, Certiport Platform, iCEV, HSA Certs - 244 Carl D. Perkins (CTE) - 244 - \$35,500, STEM Activities and Related Services - 199 General Fund - 199 - \$21,000, Robotics Activities and Related Services - 199 General Fund - 199 - \$30,000, CTE/CCMR Activities and Related Services - 199 General Fund - 199 - \$117,000, TVCC Dual Credit Programs - 199 General Fund - 199 - \$233,500, Advanced Academic Activities and Related Services - 199 General Fund - 199 - \$10,000

Strategy 7 Details

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: Dr. Charde Dockery , Executive Director of Schools

Dr. Adam Toy, Director of Student Services

Results Driven Accountability

Problem Statements: Demographics 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: Student Services Payroll - 199 General Fund - \$130,000, Edgenuity - Previously Noted - 199 General Fund: SCE, ASCENDER - Previously Noted, Payroll - Credit Recovery - 199 General Fund: SCE - SCE - \$82,000, Payroll TAEC - 199 General Fund: SCE - SCE - \$602,000, Instructional Materials - TAEC - 199 General Fund: SCE - SCE - \$20,000

Strategy 8 Details

Strategy 8: TARGETED IMPROVEMENT PLANS

Monitor and support all Targeted Improvement Plans to ensure frameworks for effective schools and high student outcomes.

Strategy's Expected Result/Impact: Close achievement gaps

Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Director of Strategic Initiatives

Results Driven Accountability

Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: Big Rock - Previously Noted \$ - Outside Funding Source - ESF Grant

Strategy 9 Details

Strategy 9: MIGRANT:

Establish Migrant Priority for Service (PFS) Action Plan in cooperation with Educational Service Center, Region 10.

Strategy's Expected Result/Impact: Targeted focus on highly at risk population

Staff Responsible for Monitoring: Laura Espinoza

Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1

Funding Sources: Migrant Grant Funds - Outside Funding Source - Migrant - \$1,000

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Continuity of services for students.</p> <p>Staff Responsible for Monitoring: Jammie Hayes, Executive Director of Student Services Mindi Burris, Director of Student Services</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Region 10 O&M Services - 199 General Fund - 199 - \$30,000, Region 10 Visual Impairment Services - 199 General Fund - 199 - \$70,000, Region 10 Support Services - 199 General Fund - 199 - \$5,000</p>
Strategy 2 Details
<p>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.</p> <p>Staff Responsible for Monitoring: Jammie Hayes, Executive Director of Student Services Mindi Burris, Director of Student Services</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>

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
<p>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.</p> <p>Strategy's Expected Result/Impact: English Language Acquisition</p> <p>Staff Responsible for Monitoring: Dr. Tracie Washington, Deputy Superintendent of Leading & Learning Jeanette Mireles, Dual Language Specialist Laura Espinoza, Bilingual Student Achievement Specialist</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Frontline - 199 General Fund - 199 - \$13,000</p>
Strategy 2 Details
<p>Strategy 2: EMERGENT BILINGUAL - BILINGUAL INSTRUCTION will be provided for elementary grades including support programs and instructional materials/resources.</p> <p>Strategy's Expected Result/Impact: LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits</p> <p>Staff Responsible for Monitoring: Dr. Tracie Washington, Deputy Superintendent of Leading & Learning Jeanette Mireles, Dual Language Specialist Laura Espinoza, Bilingual Student Achievement Specialist</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Payroll - 263 ESSA Title III, LEP - 263 - \$90,500, Dual Language/ESL Instructional Materials - 263 ESSA Title III, LEP - 263 - \$10,000, TNTP - Previously Noted - 263 ESSA Title III, LEP - 263</p>

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
<p>Strategy 1: NETWORK SAFETY: Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system.</p> <p>Strategy's Expected Result/Impact: Cybersecurity Awareness and Prevention</p> <p>Staff Responsible for Monitoring: Stan Heisel, Executive Director of Technology Greg Garrow, Director of Technology</p> <p>Funding Sources: Region 10 Technology Services Package - 199 General Fund - 199 - \$9,000</p>
Strategy 2 Details
<p>Strategy 2: CLASSROOM TECHNOLOGY: Ensure classroom computers and other technology instructional needs are operational.</p> <p>Strategy's Expected Result/Impact: Instructional technology use in classrooms.</p> <p>Staff Responsible for Monitoring: Stan Heisel, Executive Director of Technology Greg Garrow, Director of Technology</p>

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
<p>Strategy 1: Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS.</p> <p>Staff Responsible for Monitoring: Dr. Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Dr. Adam Toy, Director of Student Services</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Restorative Discipline - 199 General Fund: SCE - SCE, Family Mentoring - 199 General Fund, Go Center - 199 General Fund</p>

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
<p>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.</p> <p>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</p> <p>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</p> <p>Staff Responsible for Monitoring: Dr. Melissa Nichols, Director of Human Resources Dr. Charde Dockery , Executive Director of Schools Jammie Hayes, Executive Director of Special Services Julie Fisher, Executive Director of Academic Supports</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Region 10 Counselor Initiative Package - 199 General Fund - 199 - \$4,500</p>
Strategy 2 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Addressing needs of whole child: social, emotional, physical</p> <p>Staff Responsible for Monitoring: Tonya Tillman, Deputy Superintendent Dianna Tidwell, Director of Nutrition</p>

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase teacher quality and recruit diverse staff</p> <p>Staff Responsible for Monitoring: Melissa Nichols, Director of Human Resources Mathew Warnock, Director of Recruitment & Retention</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Recruitment Fees & Travel - 255 - \$7,500, Class size Reduction - SCE - \$216,000, Human Resource Package - Region 10 - 199 General Fund - 199 - \$3,100</p>
Strategy 2 Details
<p>Strategy 2: ONBOARDING PROGRAM: Provide meaningful orientation and specialized supports and resources for new employees.</p> <p>Staff Responsible for Monitoring: Derrell Coleman, Chief of Staff Melissa Nichols, Director of Human Resources Mathew Warnock, Director of Recruitment/Retention</p>
Strategy 3 Details
<p>Strategy 3: Increase RETENTION RATE of employees and decrease TEACHER TURNOVER rate reflect state average.</p> <p>Strategy's Expected Result/Impact: Stability of teaching staff and decreased expense of training</p> <p>Staff Responsible for Monitoring: Dr. Charde Dockery , Executive Director of Schools Melissa Nichols, Director of Human Resources Mathew Warnock, Director of Recruitment & Retention</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Innovative District Calendar (4 1/2 day), 403(b) Matching, Faculty Gym</p>

Strategy 4 Details
<p>Strategy 4: Maintain district status as a DISTRICT OF INNOVATION with the Texas Education Agency.</p> <p>Strategy's Expected Result/Impact: Local Board control over district calendar and other Board approved topics</p> <p>Staff Responsible for Monitoring: Georgeanne Warnock, Superintendent Julie Fisher, Executive Director of Academic Supports Tiffanie Goudy, Director of Strategic Initiatives</p>

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
<p>Strategy 1: PEIMS: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.</p> <p>Staff Responsible for Monitoring: Dr. Tonya Tillman, Deputy Superintendent of Business & Operations Dr. Tracie Washington, Deputy Superintendent of Leading & Learning Jo Thornton, PEIMS Coordinator</p> <p>Funding Sources: Region 10 PEIMS Package - 199 General Fund - 199 - \$4,400</p>

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
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: Georgeanne Warnock, Superintendent Tonya Tillman, Deputy Superintendent of Business & Operations
Strategy 2 Details
Strategy 2: BOND: Propose a capital improvement plan that includes a bond program to the Board of Trustees. Staff Responsible for Monitoring: Georgeanne Warnock, Superintendent Tonya Tillman, Deputy Superintendent of Business & Operations

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
<p>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.</p> <p>Staff Responsible for Monitoring: Tonya Tillman, Deputy Superintendent of Business & Operations Derrell Coleman, Chief of Staff Shuck Weiland, Executive Director of Safety</p>
Strategy 2 Details
<p>Strategy 2: EMERGENCY OPERATIONS: District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed.</p> <p>Staff Responsible for Monitoring: Tonya Tillman, Deputy Superintendent of Business & Operations Derrell Coleman, Chief of Staff Shuck Weiland, Executive Director of Safety</p>

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
<p>Strategy 1: Monitor state, federal and special programs to ensure compliance.</p> <p>Staff Responsible for Monitoring: Dr. Tonya Tillman, Deputy Superintendent of Business & Operations Dr. Tracie Washington, Deputy Superintendent of Leading & Learning</p> <p>Funding Sources: Plan4Learning - 199 General Fund - 199 - \$4,500, Region 10 State Comp Ed Package - 199 General Fund - 199 - \$5,000</p>

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
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Nicole Manzell, Director of Communication Dwight Malone, Director of Family & Community Services</p>

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
<p>Strategy 1: OUTREACH: Provide district-wide outreach program for parents to help build connections and capacity</p> <p>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.</p> <p>Staff Responsible for Monitoring: Nicole Manzell, Director of Communication Dwight Malone, Director of Family & Community Services</p>
Strategy 2 Details
<p>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.) .</p> <p>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.</p> <p>Staff Responsible for Monitoring: Nicole Manzell, Director of Communication Dwight Malone, Director of Family & Community Services</p>
Strategy 3 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy.</p> <p>Staff Responsible for Monitoring: Dr. Tiffanie Goudy, Director of Strategic Initiatives</p>
Strategy 4 Details
<p>Strategy 4: VOLUNTEERS & PARTNERSHIPS: TISD will increase the number of volunteers and community partnerships .</p> <p>Staff Responsible for Monitoring: Nicole Manzell, Director of Communication Dwight Malone, Director of Family & Community Services</p>

Strategy 5 Details

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: Julie Fisher, Executive Director of Academic Supports