

# **Terrell Independent School District**

## **District Improvement Plan**

### **2023-2024**



**Board Approval Date:** November 13, 2023  
**Public Presentation Date:** November 13, 2023

# 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](http://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

Declines in student performance require focused efforts and dramatic improvements.

# 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 currently has received no rating from the Texas Education Agency for the 2022-2023 school year. The district 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 ore 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. 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 745 students with 82.55% economically disadvantaged, Dr. Bruce Wood Elementary has 564 students with 84.75% 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 **2021-2022**, 90.4% of students graduate in 4-years and 96.0% graduate within 6 years. This is above the state average. Students have shown tremendous gains and achieved significantly above state average in the areas of College, Career & Military Ready (88%) which is well above the state average. Students complete CTE coherent sequences at a rate of 93.6%. Approximately 54% earn college credits, 22% complete TSIA in both English & Math and 39% test in SAT/ACT. 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 above state average.

Terrell ISD has 605 staff members, 69.3% are instructional staff. Forty-seven percent of the district's teachers have less than 5 years' experience and 62% have less than 10 years' experience. The turnover rate for teachers in Terrell ISD is well above state average. Teacher ethnicity does not mirror the student population as 77% are white and 77% of the student population is other than white. A teacher to student staffing ratio model is in place for the district. To bridge learning gaps, Reading & Math Interventionists have been added. All positions funded with state special allotments and federal funds are evaluated annually to determine necessity and effectiveness. A mentor teacher program addresses the needs of beginning teachers and includes a monthly 'Tiger Academy' established to support teachers new to the profession and those in need. 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. Through distributive leadership, Teacher Leaders, Learning Coordinators, and instructional coaches provide additional coaching/instructional support. 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. In addition to variety interest surveys - from technology to communication, Terrell ISD has utilized Youth Truth to survey students, families, and staff to assess needs - specifically, the district's engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion. This provides the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives.

The ExCEL Center was 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, ESL, First Aid, Parenting, Nutrition and others. In partnership with Communities in Schools, an after-school care program exists for elementary grades.

### **Demographics Strengths**

Diversity of student population.

Variety of programs offered to students.

Training & Support programs for teachers.

College & Career Readiness opportunities through CTE



# Student Learning

## Student Learning Summary

Terrell ISD has not received a state accountability rating for the 2022-2023 school year from the Texas Education Agency. However, TISD did receive an A+ Superior financial FIRST Rating.

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.

Data from the Results Driven Accountability (RDA) shows improvement from prior year; however, a Strategic Support Plan will remain in effect in the area of Bilingual/ESL and Special Education. Students in special education continue to underperform in comparison to non-special education students and are commonly targeted for improvement. TISD hosted TEA's Monitoring Team and received favorable responses to all inquiries, reinforcing that all processes and systems are effectively in place.

Terrell ISD is committed to attaining the challenging HB3 goals and other goals established by the Board of Trustees. The need to increase growth in all subjects and sub-populations, literacy, language acquisition, digital fluency, college & career readiness, and equity are all identified areas of need.

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 1st 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. A Director of Multi-Tiered Systems of Support/SEL and At-Risk Counselors support the individual needs of students. To provide

targeted intervention, full-time and part-time interventionists are assigned at multiple grade levels. 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. PBIS and other restorative discipline practices are in place on campuses.

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. PLCs assist in the development of teachers as they learn TEKS-based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. Training by outside sources and vendors is also provided. 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 each year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

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

responsive teaching.

School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations. **Relative Performance:** Compares the level of Student Achievement to schools/districts with similar levels of student poverty.

Additional information is available at [www.txschool.org](http://www.txschool.org)

### **Student Learning Strengths**

Recovery of potential drop out students at Terrell Alternative Education Campus (TAEC/Phoenix)

Intervention & accelerated learning opportunities at elementary campuses

Academic enrichment opportunities

Dual credit enrollment and the expansion of CTE programs

Dual language program and a focus on bilingual/ESL instruction

Job-embedded professional development opportunities through PLCs

Structured teacher supports: Mentoring, Coaching, Tiger Academy, New Teacher Orientation, Collaborative Team Meetings, Professional Development" NIET Teacher Learning Rubric, TLAC, 7 Steps to Language Rich Instruction

Allocation of resources to address student needs and address learning gaps including staffing, materials, and classroom teacher supports.

### **AREAS OF IMPROVEMENT or ADDITIONAL NEEDS:**

Consistently monitor the impact of student interventions on performance at all levels.

Ensure fidelity to teacher supports.

Continued focus on instructional design to maximize student engagement , positive learning outcomes and consistency across district.

Ensure effective interventions are in place for all students including secondary campuses.

# District Processes & Programs

## District Processes & Programs Summary

Terrell ISD has a targeted focus on the high achievement of students which is addressed through quality leadership, 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.

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. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Additionally, Teacher Leaders are assigned at elementary campuses to provide distributive leadership and additional coaching to teachers. Learning Coordinators in ELAR, Math, and Science provide coaching to our K-5 and 6-12 teachers. Teacher Leaders and campus administrators trained through the Teacher Instructional Leadership program, utilize the Get Better Faster practices.

All teachers new to Terrell ISD 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. A Literacy Director focuses on early literacy acquisition and ensures the implementation of Fountas & Pinnell balanced literacy program including guided reading, phonics, writing, vocabulary, and other literary elements and reading interventionist have been hired for each K-5 campus to support at-risk students. Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy called the HB3 Reading Academies by the 2022-2023 school year. Along with administrative support in place to address social and emotional needs, school psychologists and counselors are also readily available.

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. The district adopted a 4 day student calendar for 2023-2024 school year and transitioned secondary campuses to 8 periods a day. Extended learning opportunities are made

available on Fridays throughout the school year.

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. Teacher turnover rate is 30%, well above the state average. Teacher salaries are also above the state average. District teacher demographics do not mirror student population demographics. Teacher population is 60.5% white, while the student population is 22% white.

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. The Teacher Leaders, Mentoring Program, and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees.

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. At Furlough Middle School the AVID program was added for 8th grade students to make the program available campus-wide and help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

One-to-one computer technology is available for students in grade 3-12, and in class access is available to all students PK-2. Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Terrell ISD 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, MAP, Air Reading, iReady, StemScopes, Edgenuity, Go Math, Infinite Math, Stephenson Reading, ST Math, Achieve 3000: Smarty Ants, KidBiz, SeeSaw, 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 and the digital integration teaching philosophy follows the SAMR model.

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 added or expanded the CTE programs of Legal Studies, Marketing & Sales, Nursing Science and Teaching & Training. 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. 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. A dual language program has begun at WH Burnett and JW Long Elementary under the guidance of a Bilingual Specialist.

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 Air Reading, Reading Plus, Haggerty, Fontas & Pinnell Phonics/Classrooms, MAP, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Stephenson Reading, Achieve 3000, Amplify, Carnegie, SpringBoard, iReady, Edgenuity, 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.

#### **District Processes & Programs Strengths**

District of Innovation status provides flexibility

4-day Instructional Calendar

Reading & Math Interventionists

One-to-one technology

Bilingual paraprofessionals and the addition of Dual Language at Pre-K to 1st grade

#### **AREAS OF IMPROVEMENT or ADDITIONAL NEEDS:**

Recruit teachers of color to mirror the district demographics

Develop systems to ensure 1:1 technology is effectively utilized by all students

# Perceptions

## Perceptions Summary

Many great things are happening in Terrell ISD! Friends of Public Schools will join the district in creating Ambassadors for the district to celebrate successes. The district is continuing to engage in Ambassador Training to ensure the public is aware of all the positive experiences our students and staff enjoy daily. 83% of our students receive free breakfast and lunch. An After-School Care program is provided for many students. Parent engagement opportunities are abundant. The district's Literacy Bus is present throughout the community and at special events. 94% of our students graduate from high school - many with an Associates Degree or Industry Based Certification. 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.

Several of our schools will begin to 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 2022 bond election failed to pass citizen vote; 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.

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.

Terrell ISD seeks ways to engage parents, students, staff, and the community. In addition to a variety of interest surveys - from technology to communication, Terrell ISD has utilized Youth Truth to survey students, families, and staff in English and Spanish is utilized to determine specific needs. Specifically, the district's engagement, academic challenge, emotional and mental health, and diversity, equity and inclusion were addressed. This provides us the information to gain insight, catalyze change, and monitor improvements and develop strategic plans to address these unique perspectives. Based on Youth Truth surveys reports, TISD will focus on providing quality instruction and academic challenge while ensuring high expectations for all students.

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, student surveys report that their parents are not fully engaged and do not attend school functions to the extent desired.

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.

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.

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.

### **Perceptions Strengths**

Financial stability of the district and responsible stewardship of funds

After School Care & ExCEL Enrichment Opportunities

Safe schools with police presence on each campus

Numerous parent and community events

Numerous engagement opportunities for students

### **AREAS OF IMPROVEMENT or ADDITIONAL NEEDS:**

Community outreach to understand community desires

Passing of a Bond to ensure the continued stability of the district and its students

Reduce teacher turnover rates

Improve attendance rates

# Goals

Revised/Approved: November 13, 2023

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

**Performance Objective 1: GRADE 3:** Student achievement on the third-grade state assessments at the Meets performance level or above will increase from 34 percent to 60 percent by June 2027.

2024: 45

2025: 50

2026: 55

2027: 60

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data  
TAPR Report

## Strategy 1 Details

**Strategy 1: CURRICULUM** -Maintain a viable curriculum aligned to state standards.

**Funding Sources:** Discovery Education - 282 ESSER III - ESSER III - \$20,000, Edgenuity - 282 ESSER III - ESSER III - \$36,000

## Strategy 2 Details

**Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING** - Provide job-embedded coaching opportunities to campus leaders and teachers.

**Funding Sources:** L&L Coaches PD - 255 ESSA Title II, Part A TPTR - 255 - \$2,380, L&L Admin PD - 255 ESSA Title II, Part A TPTR - 255 - \$3,500, Courageous Principal Training - Principals - 255 ESSA Title II, Part A TPTR - 255 - \$3,750, Courageous Principal Training - APs - 255 ESSA Title II, Part A TPTR - 255 - \$3,750, N2Learning AP Principal Academy - 255 ESSA Title II, Part A TPTR - 255 - \$1,000, Principal's Institute - 255 ESSA Title II, Part A TPTR - 255 - \$11,000, Cyndi Boyd Consulting - 255 ESSA Title II, Part A TPTR - 255 - \$5,000, Admin Leadership Academy - 255 ESSA Title II, Part A TPTR - 255 - \$5,000, Dual Language PD - 263 ESSA Title III, LEP - 263 - \$10,890

### Strategy 3 Details

**Strategy 3:** 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.

**Funding Sources:** Summer School - 211 ESSA Title I, Part A - 211 - \$38,000, Part-Time Interventionist (15) - 199 General Fund: SCE - ESSER - \$321,362, Full Time Interventionist - 199 General Fund: SCE - ESSER - \$225,000, Instructional Curriculum Coaches - 199 General Fund: SCE - ESSER - \$185,000, Instructional Curriculum Coaches - 211 ESSA Title I, Part A - 211 - \$179,000, Salaries - Focus on Early Literacy - 211 ESSA Title I, Part A - 211 - \$118,000, Class-size Reduction Teacher Salaries - 199 General Fund: SCE - ESSER - \$231,751

### Strategy 4 Details

**Strategy 4:** RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.

**Funding Sources:** NWEA MAP - 211 ESSA Title I, Part A - 211 - \$8,000, NWEA MAP - Outside Funding Source - GRANT - \$42,000, Eduphoria Lead4Ward Add On - 211 ESSA Title I, Part A - 211 - \$960, Instructional Materials - 282 ESSER III - ESSER III - \$100,000

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

**Performance Objective 2: GRADE 6:** Student achievement on the sixth-grade state assessments at the Meets performance level or above will increase from 30 percent to 60 percent by June 2027.

2024: 45

2025: 50

2026: 55

2027: 60

**High Priority**

**Evaluation Data Sources:** STAAR Data  
TAPR Report

Strategy 1 Details
<b>Strategy 1: CURRICULUM</b> -Maintain a viable curriculum aligned to state standards.  <b>Funding Sources:</b> Discovery Education - PREVIOUSLY NOTED - 282 ESSER III - ESSER III, Edgenuity - PREVIOUSLY NOTED - 282 ESSER III - ESSER III
Strategy 2 Details
<b>Strategy 2: PROFESSIONAL DEVELOPMENT &amp; COACHING</b> - Provide job-embedded coaching opportunities to campus leaders and teachers.  <b>Funding Sources:</b> L&L Coaches PD - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted, L&L Admin PD - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted , Courageous Principals Training - Principals - 255 ESSA Title II, Part A TPTR - 255 - \$750, Courageous Principals Training - APs - 255 ESSA Title II, Part A TPTR - 255 - \$3,000, N2Learning AP Leadership Academy - 255 ESSA Title II, Part A TPTR - 255 - \$1,000, Cyndi Boyd Consulting - 255 ESSA Title II, Part A TPTR - 255 - \$1,000, Admin Leadership Academy - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted
Strategy 3 Details
<b>Strategy 3: INTERVENTIONS &amp; MULTI-TIERED SYSTEM OF SUPPORT</b> - Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.  <b>Funding Sources:</b> Summer School Extra Duty Pay - 211 ESSA Title I, Part A - 211 - \$12,000, Part-Time Interventionist (5) - 199 General Fund: SCE - ESSER - \$107,121, Full-Time Interventionist - 199 General Fund: SCE - ESSER - \$182,750, Instructional Curriculum Coaches - 211 ESSA Title I, Part A - 211 - \$90,000, Instructional Curriculum Coaches - 199 General Fund: SCE - ESSER - \$90,000

<b>Strategy 4 Details</b>
<b>Strategy 4:</b> RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.
<b>Funding Sources:</b> Eduphoria Lead4Ward Add On - 211 ESSA Title I, Part A - 211 - \$960, Instructional Materials - 282 ESSER III - ESSER III - \$50,000

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

**Performance Objective 3:** GRADE 9: Student achievement on the ninth-grade state assessments, and other End-of Course assessments, at the Meets performance level or above will increase from 27 percent to 60 percent by June 2027.

2024: 45

2025: 50

2026: 55

2027: 60

**High Priority**

**Evaluation Data Sources:** STAAR Data  
TAPR Report

Strategy 1 Details
<b>Strategy 1:</b> CURRICULUM -Maintain a viable curriculum aligned to state standards.  <b>Funding Sources:</b> - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted, Instructional Materials - 282 ESSER III - ESSER III - \$50,000, Edgenuity - PREVIOUSLY NOTED - 282 ESSER III - ESSER III
Strategy 2 Details
<b>Strategy 2:</b> PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers.  <b>Funding Sources:</b> L&L Coaches - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted, L&L Admin PD - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted, Courageous Principals - Principals Training - 255 ESSA Title II, Part A TPTR - 255 - \$750, Courageous Principals - AP Training - 255 ESSA Title II, Part A TPTR - 255 - \$3,750, N2Learning AP Leadership Academy - 255 ESSA Title II, Part A TPTR - 255 - \$1,000, Cyndi Boyd Consulting - 255 ESSA Title II, Part A TPTR - 255 - \$3,000, Admin Leadership Academy - 255 ESSA Title II, Part A TPTR - 255 - Previously Noted
Strategy 3 Details
<b>Strategy 3:</b> 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.  <b>Funding Sources:</b> Summer School Extra Duty Pay - 211 ESSA Title I, Part A - 211 - \$5,000, At Risk Student Mentors - 199 General Fund: SCE - ESSER - \$83,485, Credit Recovery Teacher - 199 General Fund: SCE - ESSER - \$162,675, Interventionist - 199 General Fund: SCE - ESSER - \$78,500, Instructional Curriculum Coaches - 199 General Fund: SCE - ESSER - \$90,000, Instructional Curriculum Coaches - 211 ESSA Title I, Part A - 211 - \$90,000

<b>Strategy 4 Details</b>
<b>Strategy 4:</b> RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.  <b>Funding Sources:</b> Eduphoria Lead4Ward Add On - 211 ESSA Title I, Part A - 211 - \$960



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

**Performance Objective 4: COLLEGE, CAREER & MILITARY READY (CCMR)**

By May 2024, the percent of students designated COLLEGE & CAREER READY will increase from 62 percent to 70 percent.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TAPR 2025  
CCMR Tracker

Strategy 1 Details
<p><b>Strategy 1: COLLEGE &amp; CAREER READY:</b> Students that have not attained CCMR designation status by their Senior year will complete the Texas College Bridge curriculum in English &amp; Math for College Prep credit, as needed OR successfully complete a dual credit course in English or Math.</p> <p><b>Funding Sources:</b> Texas College Bridge - 199 General Fund CTE - 199 CTE, Cost of Dual Credit - 199 General Fund CTE - 199 CTE - Noted Below</p>
Strategy 2 Details
<p><b>Strategy 2: PROGRAMS OF STUDY:</b> Programs of study will be re-aligned and implemented to meet TEA recommendation, workforce needs, and student interest.</p> <p><b>Funding Sources:</b> iCEV - 244 Carl D. Perkins (CTE) - 244, Adobe - Certiport - 244 Carl D. Perkins (CTE) - 244, Prin of Law Textbooks - 410 IMA Funds - 410 - \$5,000, Instructional Materials and Supplies - 199 General Fund CTE - 199 CTE - \$35,000</p>
Strategy 3 Details
<p><b>Strategy 3: COLLEGE READINESS/DUAL CREDIT:</b> District will pay tuition for students to enroll in approved dual credit courses AND will provide SAT, ACT, and TSI on the high school campus.</p> <p><b>Funding Sources:</b> TVCC Tuition - 199 General Fund CTE - 199 CTE, TVCC Textbooks &amp; Digital Labs - 199 General Fund CTE - 199 CTE, TVCC Transportation - 199 General Fund CTE - 199 CTE, College Board - SAT Exams/ACT Exams/TSI Exams - 199 General Fund CTE - 199 CTE</p>
Strategy 4 Details
<p><b>Strategy 4: COLLEGE READINESS:</b> To promote a college going culture, the district will partner with outside sources such as Greenlight and NTN for college acceptance, financial aid, and scholarship opportunities.</p> <p><b>Funding Sources:</b> Greenlight - 199 General Fund - 199 CTE, NTN - Outside Funding Source - GRANT</p>

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

**Performance Objective 5: EQUITY -**

By May 2024, the achievement gap among student populations will shrink by 5 percent.

[CTE, Special Education, Dyslexia, SS504, EL, GT, Economically Disadvantaged, At-Risk, and all ethnic/racial groups, etc.]

**Evaluation Data Sources:** STAAR Data

MAP data

CLI data

Strategy 1 Details
<b>Strategy 1: EMERGENT BILINGUAL -</b> EB students will increase their proficiency levels in the TELPAS domains of listening, speaking, reading and writing.  <b>Results Driven Accountability</b> <b>Funding Sources:</b> Bilingual Specialist - 263 ESSA Title III, LEP - 263 - \$55,000, Bilingual Specialist - 199 General Fund - 199 - \$30,000
Strategy 2 Details
<b>Strategy 2: EMERGENT BILINGUAL -</b> BILINGUAL INSTRUCTION will be provided for elementary grades.  <b>Results Driven Accountability</b> <b>Funding Sources:</b> Dual Language Coordinator - Bilingual Allotment - ESSER - \$85,000, Dual Language Reading Material - 263 ESSA Title III, LEP - \$28,000, Dual Language Software - 263 ESSA Title III, LEP - 263 - \$5,700, Supplies & Materials - 263 ESSA Title III, LEP - 263 - \$2,600
Strategy 3 Details
<b>Strategy 3: SPECIAL EDUCATION:</b> Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.  <b>Results Driven Accountability</b>
Strategy 4 Details
<b>Strategy 4: SPECIAL EDUCATION :</b> By 2024, RDA Domain III indicators will decrease by one designation level in the areas of STAAR pass rates, SpEd participation, representation, instructional settings, placement, and disciplinary removals.  <b>Results Driven Accountability</b>

**Strategy 5 Details****Strategy 5: AVID:**

In an effort to develop college ready students, the AVID program will serve traditionally underrepresented populations and ensure that beginning the grade 6 students will successfully complete at least one advanced course.

**Funding Sources:** Teacher /Student/Admin Travel - 211 ESSA Title I, Part A - 211 - \$16,500, AVID Subscription - 211 ESSA Title I, Part A - 211 - \$4,809, College Visits - 211 ESSA Title I, Part A - 211 - \$4,810, Instructional Supplies & Materials - 211 ESSA Title I, Part A - 211 - \$5,000

**Strategy 6 Details****Strategy 6: MIGRANT:**

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

**Strategy 7 Details****Strategy 7: PROGRESS MONITORING:**

Utilize progress tracking, monitoring and intervention system on every campus.

**Strategy 8 Details****Strategy 8: TEACHER QUALITY:**

Identify and address any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**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: ATTENDANCE:**  
By May 2024, Student attendance will increase from 91.2% to 96%.

**Evaluation Data Sources:** Ascender Attendance  
TAPR

Strategy 1 Details
<b>Strategy 1: DASHBOARD:</b> Create a dashboard and tracker to monitor daily attendance at all campuses.
Strategy 2 Details
<b>Strategy 2: HOME VISITS:</b> Student support services will conduct home visits to chronically absent students (10 or more absences).
Strategy 3 Details
<b>Strategy 3: TRIBUNAL:</b> Establish a district level tribunal to address truancy issues prior to the filing of court proceedings that includes providing wrap around services to parents.

**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: DISCIPLINE & BEHAVIOR:**

By 2024, the percent of student referrals and student behaviors warranting suspension or alternate settings will decrease by 10%

**Evaluation Data Sources:** Ascender & On Data Suite Discipline Data

Strategy 1 Details
<p><b>Strategy 1: STUDENT PLACEMENTS:</b> By May 2024, African American student suspensions (In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be less than 20% of the total TISD disciplinary removals/out-of-placements.</p> <p><b>Funding Sources:</b> E-Hall Pass - 289 TITLE IV - 289 - \$7,500, Restorative Discipline - 289 TITLE IV - 289 - \$4,800</p>
Strategy 2 Details
<p><b>Strategy 2: DISCIPLINE MANAGEMENT PLAN:</b> Utilize a discipline management plan that is effective and equitable.</p> <p><b>Funding Sources:</b> ASCENDER Student Information System - 199 General Fund - 199</p>
Strategy 3 Details
<p><b>Strategy 3: DASHBOARD:</b> Establish a district dashboard to monitor student discipline, demographics, to monitor infractions, student placement, and reduce students displacement from classroom instruction.</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 3: SOCIAL, EMOTIONAL LEARNING:**

By May 2024, student self-efficacy will improve from 37% to 45%.

**Evaluation Data Sources:** Surveys

Strategy 1 Details
<p><b>Strategy 1: TARGETED SUPPORT -</b> Provide and support COUNSELING and SOCIAL SERVICES 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 programs, specialized instructional support services, etc.) to meet student needs.</p> <p><b>Funding Sources:</b> Social Worker - 199 General Fund: SCE - ESSER - \$75,000</p>
Strategy 2 Details
<p><b>Strategy 2: SECONDARY GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS:</b> Panorama surveys will be provided beginning, middle and end of school to measure social &amp; emotional wellness of all students. Secondary counselors will create guidance lessons based on Panorama data.</p> <p><b>Funding Sources:</b> Panorama - 289 TITLE IV - 289 - \$21,750, Panorama Training - 289 TITLE IV - 289 - \$3,000</p>
Strategy 3 Details
<p><b>Strategy 3: ELEMENTARY GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS:</b> Panorama surveys will be provided beginning, middle and end of school to measure social &amp; emotional wellness of all students. Weekly Momentus/Change Makers guidance lessons will be provided to elementary students.</p> <p><b>Funding Sources:</b> Momentus - 289 TITLE IV - 289</p>
Strategy 4 Details
<p><b>Strategy 4: PROFESSIONAL DEVELOPMENT:</b> By May 2024, Counselors and all appropriate staff will receive training to ensure high performance in addressing address the needs of students, increasing staff, student and parent awareness specific to: (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 in accordance with TEC.</p> <p><b>Funding Sources:</b> R10 Compliance Package - 199 General Fund - 199</p>

<b>Strategy 5 Details</b>
<b>Strategy 5: ALTERNATIVE EDUCATION / AT-RISK:</b> Provide an alternative choice high schools to meet the needs of at-risk students.  <b>Funding Sources:</b> TAEC Teacher Salaries - 199 General Fund: SCE - ESSER - \$555,760, TAEC Support/Adm Salaries - 199 General Fund: SCE - ESSER - \$125,000, Tomlinson - 211 ESSA Title I, Part A - 211 - \$30,000, Tomlinson PD - 211 ESSA Title I, Part A - 211 - \$5,000
<b>Strategy 6 Details</b>
<b>Strategy 6: MENTAL HEALTH PROVIDER:</b> Contract with local mental health provider to assist troubled children and staff members in distress.

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

**Performance Objective 4: WELL-ROUNDED EDUCATION:**

Increase participation in extracurricular activities and opportunities for student enrichment.

**Evaluation Data Sources:** Ascender Course Enrollment Report  
Fine Arts Participation Tracker  
Athletic Participation  
Enrichment Opportunities Provided

Strategy 1 Details
<b>Strategy 1: EXTRA-CURRICULAR ACTIVITIES:</b> By 2024, the number of participants in UIL athletic extra-curricular activities will increase from 25% to 28%.
Strategy 2 Details
<b>Strategy 2: FINE ARTS:</b> By 2024, the number of participants in UIL fine-arts extracurricular activities will increase from 13% to 16%.
Strategy 3 Details
<b>Strategy 3: STEM &amp; ROBOTICS:</b> By 2024, STEM, Robotic and Computer Science opportunities will be made available to students at all grade levels.  <b>Funding Sources:</b> STEM Teacher Salaries - 211 ESSA Title I, Part A - 211 - \$266,000, STEM Teacher Salaries - 289 TITLE IV - 289 - \$41,000, Robotics After School Supplies - 289 TITLE IV - 289 - \$4,000, After School Extra Duty Pay - 199 General Fund - 199 - \$11,000
Strategy 4 Details
<b>Strategy 4: ENRICHMENT:</b> By 2024, an enrichment and outside-of-school learning opportunity will be made available to each grade level.
Strategy 5 Details
<b>Strategy 5: COLLEGE EXPOSURE:</b> By 2024, student exposure to college visits will be provided at middle and high school levels
Strategy 6 Details
<b>Strategy 6: ADVANCED STUDIES:</b> Develop system for identification of GT students, training of GT teachers, and providing services to support Gifted & Talented Programs throughout the district.



**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: RECRUITMENT**

Increase the pool of applicants by developing and utilizing recruiting strategies that will compensate for the decline in participation at traditional job fairs.

**High Priority**

**Evaluation Data Sources:** Decreased turnover rates  
Stability in employee roster

Strategy 1 Details
<b>Strategy 1: RECRUIT &amp; TRAIN</b> Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff  <b>Funding Sources:</b> TxCEE Calibration - 255 ESSA Title II, Part A TPTR - 255 - \$6,000, Recruitment Fairs - 255 ESSA Title II, Part A TPTR - 255 - \$2,500, NIET Training - 255 ESSA Title II, Part A TPTR - 255 - \$8,250
Strategy 2 Details
<b>Strategy 2: BRANDING:</b> Significantly increase social media branding and recruitment strategies and redirect budgets toward this end.
Strategy 3 Details
<b>Strategy 3: JOB FAIRS</b> Conduct at least one traditional job fair for all positions and conduct experiential mobile recruiting events at various universities.

**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 2: RETENTION & TRAINING**

Ensure employees: (1) feel valued (2) are well supported, and (3) are well trained.

Strategy 1 Details
<b>Strategy 1: COMPENSATION PACKAGES:</b> Identify market trends and develop/maintain competitive compensation packages making adjustments as necessary.
Strategy 2 Details
<b>Strategy 2: COMPLIANCE:</b> Provide annual compliance training for teachers and other appropriate personnel
Strategy 3 Details
<b>Strategy 3: ONBOARDING PROGRAM:</b> Provide meaningful orientation, and specialized supports and resources for new employees, including but not limited to a new teacher Mentor Program.  <b>Funding Sources:</b> Mentor - 211 ESSA Title I, Part A - 211 - \$17,000
Strategy 4 Details
<b>Strategy 4: POLICIES REVIEW:</b> Conduct policy review and ensure procedures are in alignment with Board Policies
Strategy 5 Details
<b>Strategy 5: JOB OFFER PROCESS:</b> Monitor and adjust the recommendation and job offer processes to serve hiring managers expediently, effectively, and efficiently.  <b>Funding Sources:</b> Frontline - 199 General Fund - \$20,000

**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 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
<b>Strategy 1: DISTRICT SAFETY &amp; SECURITY AUDIT</b> By May 2024, the district will implement 75% of the recommendations from the District Safety & Security Audit.
Strategy 2 Details
<b>Strategy 2: DRILLS &amp; COORDINATED EMERGENCY RESPONSE</b> Conduct fire drills, evacuation drills, and reinification drills to prepare for emergencies and coordinate emergency response strategies with local law enforcement and emergency response agencies.
Strategy 3 Details
<b>Strategy 3: TRAINING &amp; EMERGENCY RESPONSE PLANS</b> 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.
Strategy 4 Details
<b>Strategy 4: POLICE FORCE:</b> Employ and oversee ISD police department. The duties of the police officers include protecting: a) The safety and welfare of any person in the jurisdiction of the peace officer, and b) The property of the school district.
Strategy 5 Details
<b>Strategy 5: EMERGENCY RESPONSE PLAN &amp; RISK ASSESSMENT PROTOCOLS</b> Emergency Response Plans will be developed to account for student mental health and emotional issues and apply Risk Assessment Protocols to assess threats.
Strategy 6 Details
<b>Strategy 6: EMERGENCY OPERATIONS:</b> District Emergency Operations Procedures Team will conduct audits and update EOP as needed.

<b>Strategy 7 Details</b>
<b>Strategy 7: BULLYING PREVENTION:</b> Campus administration and staff will use anti-bullying training and protocol
<b>Strategy 8 Details</b>
<b>Strategy 8: BARK SYSTEM:</b> By May of 2024, implement Bark to assist with communication and emergency management districtwide. 100% of campuses will have access to the Bark software, and will receive training on how to utilize the app. Each campus will run a minimum of two drills through the application to practice use

**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 4: STUDENT SERVICES**

Strategy 1 Details
<b>Strategy 1: SHAC:</b> The SHAC will assist the administration and school board in making sound decisions in regard to student and staff health.
Strategy 2 Details
<b>Strategy 2: COORDINATED SCHOOL HEALTH SERVICES:</b> Provide coordinated school health services, activities, and evaluations including required physical activities and nutritional feeding programs.
Strategy 3 Details
<b>Strategy 3: PEIMS:</b> Report and maintain accurate PEIMS data through training and follow-up support on appropriate coding procedures.

**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
<b>Strategy 1: MONITOR PROGRAMS</b> Monitor federal and special programs to ensure compliance, measurable Performance Objectives, and meaningful consultation occur.
Strategy 2 Details
<b>Strategy 2: PEIMS:</b> Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
Strategy 3 Details
<b>Strategy 3: MEANINGFUL CONSULTATION:</b> Establish a District Educational Improvement Council (DEIC) and consult with them in a timely and meaningful ways.

**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: BUILDING OPERATIONS -**

By 2027, 85% of principal surveys will reflect that facilities are aesthetically clean and free of debris and health hazards.

Strategy 1 Details
<b>Strategy 1:</b> Contract with appropriate vendors to maintain a safe, clean, and orderly environment  <b>Funding Sources:</b> SSC - 199 General Fund
Strategy 2 Details
<b>Strategy 2: VENDOR RELATIONS:</b> Develop a plan with the district's third party contractor to address areas in need of improvement identified by campus administration.
Strategy 3 Details
<b>Strategy 3: TRAINING:</b> Work with campus staff to ensure the district is actively participating in promoting a culture of care related to taking care of the facilities and being a good partner in assisting with keeping the environment clean.
Strategy 4 Details
<b>Strategy 4: SUPPORTS:</b> Perform monthly walkthroughs of campuses to evaluate conditions and make adjustments to processes as needed.

**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: CAPITAL IMPROVEMENTS**

Develop a long-term facilities plan to address future growth and facility improvement needs.

**Evaluation Data Sources:** Long-term Plan  
Passing Bond Election

Strategy 1 Details
<b>Strategy 1: BOND:</b> By May 2024, propose a capital improvement plan that includes a bond program to the Board of Trustees.
Strategy 2 Details
<b>Strategy 2: CAPACITY:</b> Evaluate capacity needs and develop plans to ensure classroom space is available for growth projections.
Strategy 3 Details
<b>Strategy 3: DEFERRED MAINTENANCE:</b> Prioritize items at critical failure and utilize alternate resources to address most critical needs identified in the facility assessment.
Strategy 4 Details
<b>Strategy 4: CAPITAL PROJECTS FUND:</b> Prioritize projects identified by campus administration/department heads that are related to student or staff morale, safety and comfort. Utilize district reserved capital projects funds to address prioritized needs.
Strategy 5 Details
<b>Strategy 5: DEBT SERVICE:</b> Utilize debt service funds to reduce future debt payments, reduce interest owed on future debt and increase future capacity for issuance of debt to address district needs.



**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: TECHNOLOGY -**

Technology will be integrated throughout the district and infused in teaching & learning.

**Evaluation Data Sources:** More efficient systems. Greater learning opportunities.

Strategy 1 Details
<p><b>Strategy 1: CLASSROOM DEVICES:</b> Campus staff will ensure classroom devices are available for instructional use and procedures are in place to ensure devices remain in the classrooms and are operational in order to deliver daily instruction</p> <p><b>Funding Sources:</b> Technology Conference Training - 289 TITLE IV - 289 - \$4,000, Computers, Ipads, Chromebooks, PCs - 282 ESSER III - ESSER III - \$500,000</p>
Strategy 2 Details
<p><b>Strategy 2: NETWORK SAFETY:</b> Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system.</p> <p><b>Funding Sources:</b> Scinary - 199 General Fund - \$22,000</p>
Strategy 3 Details
<p><b>Strategy 3: TRAINING:</b> Staff will participate in yearly cybersecurity training and be reminded of best practices to avoid potential cyberattacks. Staff will stay abreast of current technologies available to schools. The technology department will provide communication to staff as information is available on latest industry standards and safeguards.</p> <p><b>Funding Sources:</b> Technology Conference Training - 289 TITLE IV - 289 - \$4,000</p>
Strategy 4 Details
<p><b>Strategy 4: EQUIPMENT:</b> The technology department will evaluate district inventory and prioritize equipment deemed to be at the end of useful life and allocate resources to refresh equipment.</p> <p><b>Funding Sources:</b> Computer Devices - 282 ESSER III - ESSER III - \$200,000</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><b>Strategy 1: COMMUNICATION MEDIUMS:</b> 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><b>Funding Sources:</b> REMIND - 211 ESSA Title I, Part A - 211 - \$18,000, Constant Contact - E-News - 199 General Fund, Thrillshare/Apptegy - 199 General Fund, Design, Printing &amp; Mailhouse Services - 199 General Fund</p>
Strategy 2 Details
<p><b>Strategy 2: SURVEYS, ADVISORY PANELS, and COMMITTEES:</b> Provide opportunities for parents and students to let the district know how they view their work experiences through surveys, advisory panels, and committees.</p> <p><b>Funding Sources:</b> Youth Truth Parent Survey - 211 ESSA Title I, Part A - 211 - \$4,200, Youth Truth Student &amp; Staff Survey - 199 General Fund - 199 - \$20,000</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><b>Strategy 1: OUTREACH:</b> Provide district-wide outreach program for parents to help build connections and capacity</p> <p><b>Funding Sources:</b> Tiger University - 199 General Fund, Back to School Bash - 199 General Fund, Tiger Bus Tours - 199 General Fund, Spring Fling at the Park - 199 General Fund</p>
Strategy 2 Details
<p><b>Strategy 2: ACCESS:</b> 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><b>Funding Sources:</b> Strong Fathers - Parent Engagement - 211 ESSA Title I, Part A - 211 - \$21,600, First Monday Volunteer/Mentoring - 199 General Fund, Boys to Men Breakfast - 199 General Fund, VOMO Tracking System for Volunteers - 199 General Fund - \$4,800, Family &amp; Community Engagement EOY Luncheon - 199 General Fund, Campus Volunteer Coordinators - 199 General Fund - \$4,500</p>
Strategy 3 Details
<p><b>Strategy 3: PARENT &amp; FAMILY ENGAGEMENT POLICY:</b> 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>

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

**Performance Objective 3: VOLUNTEERS & PARTNERSHIPS:**  
By May 2024, TISD will increase the number of volunteers and community partnerships by 10%.

**Evaluation Data Sources:** Partnership and Volunteer List

Strategy 1 Details
<b>Strategy 1: TRACKING SYSTEM:</b> Create a system to understand and track our current volunteers and community partners to create a baseline.  <b>Funding Sources:</b> VOMO -Volunteer Tracking System - Previously Noted - 199 General Fund
Strategy 2 Details
<b>Strategy 2: SILVER TIGERS:</b> Expand the number of Silver Tiger volunteers by recruiting more senior citizens and hosting more opportunities for them to be involved.
Strategy 3 Details
<b>Strategy 3: RECOGNITION:</b> Recognize our Partners and Volunteers  <b>Funding Sources:</b> EOY Luncheon - 199 General Fund

# District Leadership Team

Committee Role	Name	Position
Director of Student Services	Adam Toy	Director of Student Services
Director of Literacy	Alison Rison	Director of Literacy
District Testing Coordinator	Angela Wright	District Testing Coordinator
Executive Director - Leading & Learning	Brenda Navaja	Executive Director - Elementary Leading & Learning
Executive Director - Leading & Learning	Charde Dockery	Executive Director - Secondary Leading & Learning
Director of Community & Family Engagement	Dwight Malone	Director of Community & Family Engagement
Superintendent	Georgianne Warnock	Superintendent
Executive Director - Student Services	Jammie Hayes	Executive Director - Student Services
Executive Director - CCMR & Federal Programs	Julie Fisher	Executive Director - CCMR & Federal Programs
Director of Accountability & Assessment	Luke Hurst	Director of Accountability & Assessment
Director of Human Resources	Melissa Nichols	Director of Human Resources
Director of Recruitment & Retention	Mathew Warnock	Director of Recruitment & Retention
Executive Director of Student Support	Renee Jones	Executive Director of Student Support
Executive Director of Safety	Shuck Wieland	Executive Director of Safety
Executive Director - Technology	Stan Heisel	Executive Director - Technology
Deputy Superintendent - Business & Operations	Tonya Tillman	Deputy Superintendent
Deputy Superintendent - Leading & Learning	Tracie Washington	Deputy Superintendent
Chief of Staff	Derrell Coleman	Chief of Staff
Director of Technology	Greg Garrow	Director of Technology

# District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	John Bonadurer	Teacher - THS
Classroom Teacher	Courtney Slayton-Rohe	Teacher - FMS
Classroom Teacher	Natalie Gleaves	Teacher - GWE
Classroom Teacher	Amy Harris	Teacher - WES
Classroom Teacher	Ethan Puckett	Teacher - JWL
Classroom Teacher	Blanca Gutierrez	Teacher - WHB
Classroom Teacher	Nicole Miller	Teacher - GLA
Classroom Teacher	Gigi Rose	Teacher - C&A
At Large Position	Robert Fieldsmith	Teacher - TAEC/DAEP
Campus-Based Professional	Terrell Tillis	Behavior Specialist
Campus-Based Professional	Daveida Pierson	Counselor
Campus-Based Professional	Jodi Schleter	Campus Principal
District-level Professional	John Young	Director of Fine Arts
Parent	Lacey Jaeckle	Parent
Parent	Jennifer Smith	Parent
Community Representative	Rick Carmona	Community Representative
Community Representative	Cary Harwell	Community Representative
Business Representative	Matt Oakley	Business Representative
Business Representative	Eric Garcia	Business Representative
Superintendent's Designee	Tracie Washington	Deputy Superintendent
Executive Director - CCMR & Federal Programs	Julie Fisher	Deputy Superintendent Designee