

**Three Rivers Independent
School District
District Improvement Plan
2025-2025**

**November 17th,
2025 Date of School
Board Approval**



Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

To provide every student with a quality education that empowers them to reach their full potential and participate fully in their community.

Vision

Ensuring success for every student!

District/Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Name	Position (Parent, Business, Community, Teacher, etc)
Les Dragon	Superintendent	Kristen Caninenburg	CTE Teacher
Haley Kopplin	Jr.-Senior HS Principal	Jimmy Bassett	Special Education Teacher
Mindy Worden	Elementary Principal	Ernest Means	School Nurse
Angelia Anderson	Director of Finance		
Jack Williams	Technology Director		
Audra Huff	College & Career Counselor		
Jaime Braune	Elementary Counselor		
Laurie Wieding	Dyslexia		
Roger Moya	Parent		
Donna Stewart	ACE Club		
Christie Wieding	ACE Club		

Jesse Garcia	Athletic Director		
Sergeant Richard Stacy	Three Rivers Police Dept.		
Lorey Morey	Parent		

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low- performing schools

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]: The Three Rivers ISD Equity Plan findings reveal that Three Rivers Elementary School has the highest number of teachers who are new to the profession. Three Rivers Elementary School also has the lowest average years of experience.

Poverty Criteria [Sec. 1112(b)(4)]:

Three Rivers ISD determines Title I eligibility and rank/serve order through the number of students eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]: *Three Rivers ISD utilizes Title I funds to provide students with supplemental reading, math and science learning opportunities, provides teachers with instructional materials, and provides supplemental reading materials and resources to teachers and students.*

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

□ **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:

- Annual Title I meeting
- Flexible number of meetings
- Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

□ **School-Parent Compact** [ESSA Sec. 1116(d)]

- Describe school's responsibilities to provide effective learning environment
- Describe ways in which parents will be responsible for supporting student learning
- Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)

□ **Build Capacity for Involvement** [ESSA Sec. 1116(e)]

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood

- o Provide other reasonable support for parental involvement activities

- **Accessibility** [ESSA Sec. 1116(f)]

- o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District: 5

The process we use to identify students at-risk is: Campus teams meet annually and as students enroll to determine whether each individual student meets the qualifications for classification as at risk according to the state criteria.

The process we use to exit students from the SCE program who no longer qualify is: Campus teams evaluate student information and data annually each summer to determine whether or not a student who is at risk has met the criteria for exit.

At Three Rivers Independent School District, State Compensatory Funds are

used to support Title I initiatives.

State Compensatory Education

[illegible]



Federal & State Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students. This school wide program will consolidate funds in the following way: **The district will not consolidate funds.**

F e d e r a l				
Program/Funding Source	Amount of Funding			
	22-23	23-24	24-25	25-26
Title I Part A	193,279	343,312	162,595	162,030
Title II	31,601	53,741	22,951	24,406
Title III	0	0	0	0
Title IV	21,142	24,381	12,520	12,361
Carl Perkins	N/A	N/A	N/A	N/A
IDEA B	0	0	0	0
IDEA B Preschool	0	0	0	0



S t a t e				
Program/Funding Source	Amount of Funding			
State Compensatory Education	552,397	558,096	558,096	622,743
Bilingual Education/English as a Second Language	14,448	14,700	14,557	19,423
Special Education	677,658	670,296	680,153	843,302
Career and Technology Education	393,540	388,757	394,463	596,839
Regular Program Allotment	2,865,527	2,778,080	2,779,238	2,745,961
Small/Midsize Allotment	1,300,652	1,276,744	1,277,276	1,462,893
Dyslexia	20,328	28,336	29,568	19,267



EEA, Early Education Allotment	67,618	60,370	57,271	63,188
CCMR Bonus	16,000	16,000	19,000	26,000
School Safety Allotment	5,043	35,039	35,180	77,902







Comprehensive Needs Assessment Summary 2025-2026

Section 1 – District Profile

Three Rivers ISD serves approximately 538 students. Our population is 70.3% economically disadvantaged, 67.4% Hispanic and 29.4% white. 25.1% of students are classified as at risk and 12.9% qualify for special education services.

Section 2 – Data Reviewed

STAAR 2025, attendance rates (i.e., 93.7%), discipline data, teacher quality data (TPES, years of experience, certification), mobility, curriculum and assessment processes and procedures, current resources and instructional programs, parental involvement activities, TSI, SAT, ACT, CCMR, Amplify results for math and reading K-4.

Section 3 – Findings/Conclusions

The district is able to provide various professional development for teachers that focuses on Research Based Instructional Strategies (RBIS), guidance for building positive student relationships, and overall school improvement. Social and emotional support has been provided for students with Mrs. Grace Soliz and another counseling intern from the Bienestar Grant as well as a continued partnership with Communities in Schools. ACT and SAT scores are below state average and needs improvement. In order to serve students, class size for RTI classes need to be kept to low teacher-to-student ratios. There are decreases in ELL math scores which need to be followed up on. Concerns by teachers to increase training and technology for the current year are being addressed. We also moved to Bluebonnet Math (Grades K-5).



Section 4 – Strengths

Students:

- Attendance rate
- Graduation rate
- Opportunity to take Dual Credit Courses
- Satisfaction with 1:1 Technology
- Small class sizes
- 99% Student Participation for STAAR Testing
- Strong Performance in UIL Academic competitions (State/National Levels)

Parents/Community:

- Close-knit campus and community
- Community involvement support
- Small-school setting
- Extremely supportive Bulldog Education Foundation (BEF), Bulldog Athletic Boosters, and Band Booster clubs

Staff:

- Incentives for mandatory endorsements
- All teachers met GT qualifications

Facilities/Technology:

- 1:1 device to student ratio for technology devices and addition of new OneScreens



Section 5 – Weaknesses

Students:

- Some students lack robust educational experiences
- STAAR Math scores in Elementary
- 8th Grade Social Studies

Staff:

- Several teachers across the District teach on alternative certification plans
Teacher retention rate needs to be improved

Parents/Community:

- Better communication about upper level testing opportunities
- Consistency in grading and discipline

Facilities/Technology:

- Still require more Desk Tops and Laptops for Faculty

Section 6 – Identified Needs

Identify and implement programs to improve physical, emotional, and mental health (i.e., Field Trips)

Recruit certified teachers

ACT/SAT prep class

RTI classes on all campuses

Procedures to increase EL strategies in classrooms
Class size for RTI and

Acceleration kept low
Improve scores in math and social studies.



Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2026, 90% of all students will attain a minimum of one year's growth in all subjects taught.

Objective 1: *By May, 2026, 90% of all students and each sub group including Economically Disadvantaged will meet established standards on the state assessments*

Objective 2: *70% of at Risk Students will meet established standards on the state assessment.*

Objective 3: *85% of all students including all subgroups will make at least expected progress on the state assessment*

Objective 4: *All students will gain at least one year's growth in reading level*

Objective 5: *All ELL students will gain at least one proficiency level*

Summative Evaluation: *87% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2	Core subject Teachers Principal	Every 3 weeks	Title I, SCE	Tutorial attendance records	Improved nine-weeks grades, Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas	2	Core subject Teachers Principal	Every 3 weeks	Local Funds	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as



						evidenced by walkthrough documentation
Provide during-the-day interventions for student at risk of failure in the core subject areas	2	Core subject Teachers and Principal	Every 6 weeks	SCE	Master schedule	Improved nine-weeks grades, increased achievement on state assessments



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers with ELL strategies to plan instruction that build ELL student academic success	2, 4	Teacher, Principal	August	State BE/ESL	Teachers use resources to plan instruction and refer to resources during instruction	Students demonstrate progress on TELPAS PLD, students qualify for exit of ELL program
Increase the number of teachers who are ESL certified	2, 4	Principal, teacher	September, November	State BE/ESL,	Core teachers in grades K-12 are ESL certified	Students demonstrate progress on TELPAS PLD, students qualify for exit of ELL program



Provide teachers with EL strategies into daily instruction with a focus on math and writing	2, 4	Principal, Teacher, Federal Program Director	August	State BE/ESL	Teacher incorporate ELL strategies into instruction as evidenced in lesson plans and walkthroughs	Students demonstrate progress on TELPAS PLD Students qualify for exit of ELL program
Increase access to instructional programs and hands on practice of technology applications	2, 3	Technology Director, Principal, Teacher	August – December	Title IV	Ratio of device to student is 1:1	Campus program use data increases. Program impact is realized.
Recruit certified teachers by attending job fairs and posting job opportunities on more than one outlet	1	Supt. Principals	Yearly	Local	Job Fair documentation, Posting documentation	100% of teachers are certified and students demonstrate progress on TELPAS and STAAR



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide GT students with access to differentiated content and opportunities to work at higher levels of instruction	3	Principal, Teacher	August –May	Local Funds	GT students served in Honors & Dual Credit courses, evidence of differentiated activities in lesson plans and progress reports	GT students and parents are aware of differentiated activities



Provide teachers with access to tools to plan instructional activities for students that are aligned to the TEKS and state Assessments (TEKS Resource)	1, 2	Principal, Teacher	August –May	Title II, Title I IMA, State CTE	Lesson plans include activities that support learning aligned to the state standards	Improved performance on state and local assessments
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers with training to develop instructional activities that are aligned to the TEKS and state assessments, including strategies that are designed to raise academic achievement of students in special populations such as EL, SpEd, and At Risk	1, 2	Principal, Teacher	August - May	Title II, Title I, Title III,	Walk-throughs indicate that students are receiving instruction that is aligned to the state standards and is differentiated appropriately and effectively	Improved performance on state and local assessments



Provide accelerated instruction for students at risk of not meeting standard on state assessments, being promoted to the next grade level, or earning credit.	1, 4	Principal, Teacher	August and each 6 weeks period	SCE, Title I,	Master schedule, RTI meetings, disaggregated data	Improved performance on state and local assessments, increased performance on 6 weeks grade reporting
Provide resources and training to enable students to earn or be prepared to earn industry-based certifications (IBC's)	3	Principal, Teacher	August, February, July	State CTE	Registration, purchase of curriculum materials, registration for certification	Increased number of students earning certifications



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Utilize a licensed professional counselor to provide emotional/social intervention services to students in need including suicide prevention and bullying. Offering extended service to students during summer months.	4	Superintendent, Principals, Campus Counselors	August	School Safety Grant	Student services documentation	Incidents of behavior disruption or absence related to trauma are reduced.



Ensure fiscal responsibility and maximization of resources through ongoing cooperation with all federal, state, and local entities	2	Superintendent, Director of Finance, Principals	August - July	N/A	Budget planning, administrator meeting agendas	Audit results



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
TR ISD will provide pregnancy related services including on- campus support, comprehensive education through home-bound services to pregnant students as required medically, and during the postpartum period as needed to ensure students stay in school		Principal, Teachers	August – May	SCE	Homebound and pregnant students receive comprehensive instruction support	9 weeks grades, state assessment results, and graduation status



and graduate.						
Increase ACT/SAT scores by implementing vocabulary and curriculum and instruction	2	Principals/Teachers	August-May	Title I	Lesson Plans, Master Schedule	Students ACT/SAT scores will increase compared to state averages.



If needed, implement the required Seven Areas of Focus of the Migrant Education Program: 1. Service coordination for all levels to include a comprehensive set of instructional, counseling, and support activities in in-school and inter-agency coordination with community agencies 2. Early education for age 3 to PK to include inventories and checklists for needs assessment and evaluation 3. Participation in NGS data transfer system to maintain comprehensive records of each migrant child, to access information provided by other school districts and agencies, and to ensure that all data are consistent with both NGS and PEIMS 4. Continue parental involvement programs for all levels to target the unique needs, values, and strengths of the migrant parent populations including the implementation of migrant Parent Advisory council as required by law. 5. Continue identification and			August – July		Migrant students identified, COEs Completed, Services provided to individual students	Nine weeks grades, state assessment results, credit accrual and graduation status
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recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant student. 6. Continue graduation enhancement for grades 7-12 to include, but not limited to, effective instructional services, tutorials, counseling, dropout recovery, advanced placement courses, college admissions testing, and parent training on graduation requirements. 7. Continue secondary credit exchange and accrual for grades 7-12 performance standards and whose education has been interrupted during the regular school year. As required, migrant children aged 3 and 4 are included in the comprehensive needs assessment. Upon identification of migrant students and receipt of funds, TRISD will give service priority to children who are failing or at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year						
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide free full-day PK to all students	2	Principal, Upbring	August –May	Local	Master schedule, registration	Amplify results, reading levels in grades K-2
Continue purposeful scheduling of special education students to maximize the benefits of the inclusion program	2	Principal, Campus Counselor	August, January	State Special Education	Master schedule, registration	IEP goals are met, student growth, state assessment scores



Continue to ensure all students served in Special Education are assessed with the appropriate state assessments and meet participation requirements for assessments	2	Principal, Campus Counselor, Special Education Staff	August - May	State Special Education, IDEA B	ARD schedule, assessment schedule, completed documentation	Students receive appropriate services and accommodations/modifications, performance on state assessments
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
ARD Trainings will be held and all testing decisions will be made based on the individual student's needs and will be made in the best interest of the student	2	Diagnosticians, Campus Counselors, Special Education Teachers	August – September	State Special Education, IDEA B	Training schedule, testing decisions	IEP services result in positive student progress as evidenced in local and state assessments



Provide teachers and paraprofessionals with special education inclusion training and ongoing supports throughout the school year.	2	Diagnosticians , Teachers, Paraprofessionals, Brush Country Cooperative	August – May	State Special Education	Inclusion and regular education personnel work collaboratively and effectively to provide instruction to special education students. IEP implementation is effective	9 weeks grades, local and state assessments, progress measures
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Plan & evaluate adding an AP Spanish course to the high school campus		Sup't, Principal, Spanish Teacher	Spring	Local	Planning notes, Master Schedule	Enrollment, scores, passing rate



Provide information about credit by exam for both acceleration and credit recovery to all parents and students	3	Principal, Counselors	August and Quarterly	Local	Notices to parents and community are published on website and in social media	Parents and students interested in credit by examination request assessments
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Planning and implementing math and reading activities related to summer learning through the Jump Start Academy	2	Principal, Counselor	August	Local	Attendance, Participation Records	Attendance, Participation Records



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Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2026, 90% of all students will attain a minimum of one year's growth in all subjects taught.

Objective 1: *By May 2026, 90% of all students and each sub group including Economically Disadvantaged will meet established standards on the state assessments*

Objective 2: *70% of at Risk Students will meet established standards on the state assessment.*

Objective 3: *85% of all students including all subgroups will make at least expected progress on the state assessment*

Objective 4: *All students will gain at least one year's growth in reading level*

Objective 5: *All ELL students will gain at least one proficiency level*

Summative Evaluation: *87% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Emphasize College and Career Readiness by educating students and parents on the importance of receiving a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs or the military.	3	High School Principal, Counselor, Teachers	August – May	n/a	Information regarding postsecondary options is visible and available to parents and students. College and career nights are scheduled	College, career, military readiness data



Provide district level support and monitoring for GT, ESL, Dyslexia, Migrant, Special Education, Homeless, Foster Care, 504, and Military dependents.	2	Superintendent , Director of Finance	August – July	n/a	Processes and procedures are in place, calendars for activities, grant activities,	Audits, compliance reports
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
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Monitor student progress to provide for the academic needs of all students, to identify students who may be at risk, to provide additional instructional assistance to students, to provide information to guide and strengthen the academic program, to inform the adjustment of instruction time and to provide data to inform programs for acceleration or enrichment	2, 4	Superintendent, Principals, Teachers	August – July	Title I	MAP Testing, interim assessments, TELPAS, individual reading assessments, reading and math screeners, Amplify, CIRCLE, RTI	Data rooms, student intervention lists, state assessment scores, local assessment scores, grades, graduation rate
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Addressing learning loss due to COVID-19 among students and - Implementing evidence-based activities to meet the comprehensive needs of students.	2	Sup't, Principals	August – May	Local	Campus schedules, activities	Student progress on math & reading STAAR tests



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Goal 2: Staff Quality Goal: *In Three Rivers ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.*

Objective 1: *100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit effective teachers.*

Objective 2: *Three Rivers ISD will retain 95% of appropriately certified and effective teachers.*

Summative Evaluation: *100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be retained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide stipends for certifications or content in areas of need: ESL, Science, Math, Special Education	1	Principal, Director of Finance	July 2026	State BEA, SCE, SPED	Bank records, payroll	100% core academic classes taught by certified teachers;
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	1	Principal, Superintendent	Beginning of each semester	n/a	PEIMS data HR records	Low income and minority students are taught by certified teachers
Provide teachers with tools for effective planning and instruction, data analysis, and student interventions	1, 2, 4	Principal, Teacher	August – May	Title I, Title II, SCE	TEKS Resource System, RTI classes, Region 2 Training	9 weeks grades, state assessment scores, graduation



Provide teachers in need with a content coach, mentor, or support through professional development or peer observations.	1	Principal, Teacher	August – May	Local, Title I	PD	TTESS, teacher retention, state assessment scores
Provide teachers with training and experiences to provide students with a positive, effective learning environment	1, 4	Principal, Teacher	August-May	n/a	Professional development schedule, registration, contracts for services, sign-in sheets, agendas, training materials	TTESS, teacher retention, teacher surveys, state assessment scores, student growth measures



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers with observation feedback	1	Principals	August – May	n/a	Walkthrough schedule, feedback notes	Teacher survey, teacher retention, TTESS, state assessment scores, discipline records
Provide teachers with training on suicide prevention, bullying prevention, harassment, sanitation practices, mental health, human trafficking, dating violence, sexual harassment, dyslexia, GT, child abuse, active shooter training, trauma informed training	1	Principal, Teachers	August	Local Funds	Training materials, videos, Eduhero certificates, sign-in sheets	Reports of suicide, bullying and harassment are reduced
Provide teachers with training to meet the needs of gifted and talented students	1	Principal, Teachers	August	Local Funds	Training certificates, registration	GT students receive differentiated instruction, differentiated instruction is



						evident in lesson plans
Provide staff development based on scientifically based research and identified as appropriate through district/campus Comprehensive Needs Assessment for all teachers	1, 2	Superintendent, Principals, Teacher	August – May	Title I, Title II, Title III, State CTE Funds	Registration, certificates, sign-in sheets, agendas, training materials, District PD plan	TTESS, student achievement and growth on state assessments, certifications earned, graduation rate, CCMR



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Build teacher proficiency and skill in technology tools and in using technology as an instructional tool through scheduled PD.	1	Technology Director, Principals	August – May	Title II, Title IV	Teachers incorporate technology-based tools into instruction and utilize technology tools to improve processes and instruction in the classroom	Lesson plans, PD plans, In-service schedule



Continue the path on submitting Year I data for Teacher Incentive Allotment (TIA) for the STAAR teachers and expand the program with a Spring application.	1	Sup't, Principals	August-May	State TIA Allotment	Submission of TIA Data,	Full Certification of Teachers plus Retention Increased
Addressing the needs of teachers, especially new teachers in order to retain them and to meet the comprehensive needs of students by employing a Reading and Math Interventionist to support and train teachers.	2	Superintende nt, Principals	August - May	Local	Time sheets	Teacher Retention Data



Goal 3: School Climate/Safe & Healthy School Goal *All students in Three Rivers ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 1: *By May 2026 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.*

Objective 2: *90% of students and teachers believe that Three Rivers ISD provides a safe learning environment and a positive campus culture*

Summative Evaluation: *There is a reduction in both incidents noted and discipline referrals by 25%.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including dating violence, harassment, character education, sanitation procedures, alcohol and drug use.	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	n/a	Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals
Provide teachers with tools to build relationships with students & parents (Danny Brasell)	1,2	Sup't, Principals	Spring-Summer	Valero Grant, Title Funds	Schedule for training, purchase of materials, implementation expectations	Survey data, discipline referrals
Provide PBIS Training and implementation support	1, 2	Principal/Brush Country	August – May	Title II	Registration, contract, sign-in sheets, PBIS plan	Reduce unnecessary classroom removals



		Cooperativ e				
Provide character education curriculum and supports and implement programs to improve physical, social, emotional, and mental health	1, 3	Principals, Counselor, Communities in Schools Counselor	August – May	Title I	Advisory plans, contract, lesson plans, materials	Reduce unnecessary classroom removals, reduce bullying reports, provide positive campus climate



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Three Rivers ISD transfers 100% of its Title II and IV allocation to Title I. Title III and allocations are handled by Region 2 Shared Service Arrangement.		Superintendent, Director of Finance	August – July	n/a	Fiscal records	Budgets
Provide training on the Emergency Operation Plan and Critical Incident Procedures	1	Superintendent, Principals	September	n/a	Training	In emergency, plans are followed
Complete review & submission of Emergency Operations Plan and Threat Annex		Superintendent Technology Director	October 2025	n/a	Scheduled audit with Texas School Safety Center	Concerns addressed
Evaluate campuses and buildings for compliance with the ADA, Drug and Alcohol Free and gun free schools, and safety requirements including scheduled		Superintendent and Principals	As needed	n/a	Compliance review	All buildings are in compliance



fire/tornado/shelter-in-place drills						
Implement David's Law SB1 – bullying prevention		Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports, climate surveys



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Summative Evaluation: *There is a reduction in both incidents noted and discipline referrals by 25%.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
The district will implement a coordinated health program to promote fitness and healthy lifestyle including the implementation of a district School Health Advisory Council (SHAC)		Superintendent, Athletic Director, District Nurse, SHAC	August – July	n/a	Coordinated School Health Plan	Attendance
Utilize local PEIMS codes for discipline so that data can be analyzed and improvement plans can be developed		Principal, PEIMS	August	n/a	Codes developed and communicated	Data analysis enables response and plan for improvement
Use of Bienestar Grant to encourage Social Emotional Learning and stability		College & Career Counselor	August-December	Bienestar Grant		

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Goal 4: College & Career/Graduation/Dropout Reduction Goal *All students in Three Rivers ISD will graduate from high school*

Objective 1: *By May 2026, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 95%.*

Objective 2: *70% of Three Rivers High School graduates will be college, career, or military ready*

Summative Evaluation: *Example: Dropout rate of less than 1% and a completion rate of 95%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at- risk for failure/dropout	2, 3, 4	Principal, Designated Teachers	End of each semester	SCE, Title I	Attendance records for program	Successful completion of course work to recover credits
Use student data to identify students with a history of failure on STAAR assessments and implement an immediate intervention plan including tutorials, mentoring, counseling, schedule changes, and RTI classes	2, 3, 4	Principal, Counselors, Teachers	August and each 9 weeks	SCE	RTI classes, data rooms, intervention schedules, tutorials, master schedule	Report cards, state assessments, local assessments, graduation
Provide transition activities that ensure successful transitions from elementary to middle school, from middle to high school and from high school to post- secondary	3	Principal, Counselor	August, September, April, May	Title I	Activity calendar, parent communication, student meetings, assemblies, brochures	Passing rate at nine weeks reporting periods, discipline referral rates, graduation, CCMR data



Provide students with access to strategies to achieve post-secondary goals such as FAFSA and college application supports, access to the TX grant, Teach for Texas and career development information	3	Principal, Counselor	August – May	n/a	College information nights, ASVAB registration, website links	CCMR, ACT, SAT scores, college acceptance, scholarships
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Summative Evaluation: *Example: Dropout rate of less than 1% and a completion rate of 95%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide students access to multiple endorsements and career pathways to ensure students are ready for postsecondary choices	3	Principal, Counselor, CTE Teachers,	August – May	State CTE Funds	CTE coding, completion of coherent sequences, enrollment in CTE courses	Certification, CCMR, Graduation with Endorsement data
Provide CTE teachers with up-to-date and equipment to enable students to be career ready	3	Principal, CTE Teachers,	August – May	State CTE Funds	Equipment is tied to certification or career standards	Certifications earned, CCMR data
Provide students with access to experiential learning through partnerships with local businesses and through CTE organizations such as FCCLA and FFA	3	Principal, CTE Teachers, Sponsors	August – May	State CTE Funds, local	Registration, communications, schedules, membership, attendance at conferences and training	CCMR data, number of capstone experiences
Computer teacher/class for Elementary school students for technology applications including keyboarding.	1	Principal Teachers	August - May	Local	Achieve technology application standards, allows for numbers in RTI classes to remain low due to scheduling	Lesson plans, words per minute data, campus schedule

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Goal 5: Parent/Community Engagement Goal *Parents and Community will be partners in the education of students in Three Rivers ISD.*

Objective 1: *By May 2026, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports	Local	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Distribute and implement District and Campus Parental Involvement Policy	2, 4	Principal	Annually	Local	Distribution notice, communication to parents	Parental Involvement Policy activities completed, Parent survey results
Schedule monthly district-wide parental involvement activities	2, 4	Principal, Federal Programs Manager	Monthly	Title I	Notices, sign-in sheets, agendas, materials	Parent survey results, participation data
Educate all staff in the value of parents as partners in student	1, 2, 4	Principal	Annually	n/a	Agenda, schedule, sign-in sheet, materials	Climate survey, campus parental involvement activities



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide communications through multiple media sources such as District and campus websites, Remind, Apptegy, School Facebook, marquee, social media, newspaper, and the parent portal	1	Principal, Superintendent, Technology Director, Campus Communications	August – May	Local	Notices posted, websites, communications home to parents, newspaper articles, parent portal usage	Parent survey, successful communication relayed
Continue to hold community events such as Veterans Day program, seasonal community events, and an immunization clinic.		Superintendent, Principal, Teacher	August – May	Local	District and campus calendars, communications, Event agendas	Parent survey, attendance
Provide students with access to experiential learning through partnerships with local businesses and through CTE organizations such as FCCLA and FFA	3	Principal, CTE Teacher	August – May	Local	Students participate in internships at local businesses	Schedule, agreements



Each student's parent/guardian will have a conference, phone call, or email (communication) with a teacher.		Principal Teacher	August – November	n/a	Phone logs, documentation	Parent surveys
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Goal 6: Attendance Academic Achievement will improve as student attendance (ADA) increases to 95%

Objective 1: *By May 2026, student attendance and ADA will increase to 95%*

Summative Evaluation: ADA increases to 95%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Truancy officer and Principals meet monthly to review attendance and parent contacts		Principal, Truancy Officer	Monthly	n/a	Meeting schedule, minutes, plans	Attendance plans result in decreased absences
Work with local municipalities to utilize the full extent of consequences for students with multiple absences		Superintendent, Principals, Truancy Officer	August – October	n/a	Plan developed	Absences decrease
Include attendance as a priority in Student Support Team meetings		Principal, Counselor	Monthly	n/a	Minutes	Absences decrease