Trenton Independent School District

District Improvement Plan

2025-2026

Mission Statement

Trenton ISD acknowledges that students are individuals who learn in different ways, at different times, and at different rates. As we partner with families and the community, it is our responsibility to take these students at their points of development and advance them to their highest potential in an orderly, safe, positive climate conducive to teaching and learning.

Vision

The Vision of Trenton ISD is to grow students and staff to create a better future for all.

Value Statement

TISD Core Values:

Treat Everyone With Respect
Implement A Comprehensive Educational Experience
Gratitude and Grace
Excellence Is Our Standard
Relationships Matter
Set Goals for Continuous Improvement and Monitoring

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Trenton Independent School District is a rural 2A district located in North Texas in the southern part of Fannin County located between McKinney and Bonham. The district has an enrollment of approximately 730 students and is comprised of three campus sites: an elementary campus serving students Pre-Kindergarten through 4th grades, a middle school serving students in 5th through 8th grades, and a high school serving students in the 9th through 12th grades.

Current enrollment is: 733

TES: 285

TMS: 245

THS: 203

Distribution of special populations:

Gifted & Talented: 5%

ESL:11%

Economically Disadvantaged: 42%

At-Risk: 17%

Special Education: 19%

Section 504: 7%

Dyslexia: 11%

The 2025 Accountability rating is a C for the district with a score of 78, with Elementary earning a C with a score of 79, Middle earning a D with a score of 64, and High School earning an A with a score of 92.

The Trenton ISD Strategic Plan, Vision, Belief Statement Core Values, Mission Statement, Profile of a TISD Learner, Profile of a TISD Educator, the 2023-24 Equity Plan, and the 2024-25 ESL Program Evaluation were referenced in the development of this plan to ensure the the plan reflects TISD priorities.

Demographics Strengths

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	689	712	736	706	705	733

Trenton ISD is growing steadily, and the district continues to grow, with well over 3,000 registered voters within the school district. There are a number of subdivisions being developed within the district boundaries, and we will continue to grow as a school.

84% of 2023 graduates met TSI criteria in both English and Math. 36% of 2023 graduates completed a dual credit course, and 51% graduated with an Industry-Based Certification.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The ELL population is growing quicker than the district can train and/or hire teachers with ESL certification who have an understanding of instructional strategies to address the needs of the ESL learner.
Root Cause: Increase in ELL learners

Student Learning

Student Learning Summary

The 2025 Accountability rating is a C for the district with a score of 78, with Elementary earning a C with a score of 79, Middle earning a D with a score of 64, and High School earning an A with a score of 92.

Student Learning Strengths

The elementary school is now out of Targeted Improvement, indicating significant growth since identification for Comprehensive Support in 2023. TES NWEA MAP data indicates high growth and high achievement in math, reading, and science from fall 2024 to spring 2025. THS has maintained a high level of achievement, as reflected by consistent A accountability ratings.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While our STAAR performance overall is commensurate with overall state performance, our "Meets" and"Masters Grade Level" scores are lower than state performance.
Root Cause: The district needs to better collect and analyze the data to determine how to better address the students learning needs.

Problem Statement 2 (Prioritized): Teachers are not consistently using High Quality Instructional Materials and are not effectively implementing Tier 1 instruction. We need to provide more professional development on Research Based Instructional Strategies, as well as provide ongoing support to our new administrators.
Root Cause: Lack of professional development on RBIS.

Problem Statement 3 (Prioritized): Trenton Middle has been identified as a D campus and the district as an overall C district in 2025 accountability ratings.
Root Cause: Focus on "passing" the STAAR at the lowest level (approaches); thereby not creating an individual growth plan per student. Not using high quality instructional materials or data-driven instruction.

District Processes & Programs

District Processes & Programs Summary

New initiatives for the 2025-2026 school year include using IXL in grades 3-8 for intervention, as well as Brain Pop, Jr. in grades K-2. The elementary is also implementing Reading Horizons, a comprehensive, research-based program to develop f oundational literacy skills in grades K-3.

Reading and Math Interventionists work with students who did not achieve at least an "approach" performance level on the STAAR test, providing accelerated instruction to help students meet grade-level standards.

District Processes & Programs Strengths

- Administrators and District Leaders meet regularly to discuss implementation of processes at the district and campus levels.
- Campus administrators are meeting regularly with teams of professional learning communities to discuss instructional practices and student data.
- Edugence is being utilized to ensure compliance in the areas of ESL and GT.
- Ongoing professional development is scheduled to ensure that new teachers understand how to analyze data to make good instructional decisions.
- Committees meet regularly, including the District Improvement Committee, the School Health Advisory Council, Campus Improvement Committee, Safety Planning Team.
- Teams meet regularly, including Gifted and Talented Teachers, EL teacher, Dyslexia Teacher, and Special Education teachers to ensure we are serving students in special programs appropriately.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Interventionists, Dyslexia Therapist, and EB teacher are shared , stretching them thin and sometimes feeling overwhelmed that they cannot meet the needs of their students adequately.
Root Cause: Lack of resources to justify one adding positions.

Perceptions

Perceptions Summary

TISD Mission Statement: Trenton I.S.D. acknowledges that students are individuals who learn in different ways, at different times, and at different rates. As we partner with families and the community, it is our responsibility to take these students at their points of development and advance them to their highest potential in an orderly, safe, positive climate conducive to teaching and learning.

TISD Core Values:

Treat Everyone With Respect

Implement A Comprehensive Educational Experience

Gratitude and Grace

Excellence Is Our Standard

Relationships Matter

Set Goals for Continuous Improvement and Monitoring

Administration wants all decisions that we make as a district to align with our district motto of the year, RISE (reaching instructional success everyday), as well as our Mission and Core Values.

A bond was passed in November 2022 to build a new high school and re-vamp the elementary school and middle school into one elementary. A fire in April 2023 destroyed the elementary school building, and plans have had to shift to build both a new elementary and high school at the same time, while serving students in costly portable buildings in the meantime. The district rallied together to return to school as soon as possible following the elementary fire, with great community support, but the financial priorities of the district have had to shift.

August of 2025 Trenton High School moved into the new building and Trenton Middle School moved into the old high school. Construction is expected to be complete at the new Trenton Elementary School in December of 2025.

Perceptions Strengths

Trenton ISD has a good partnership with the community, evidenced by the passing of the November 2022 bond and community support following the elementary fire.

TISD a strong UIL academics program and Robotics program. Trenton ISD has great participation of the community at athletic events.

TISD has high staff retention rates and high graduation rates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although we have great community support, the financial priorities of the district have had to shift.
Root Cause: April 2023 fire that destroyed Trenton Elementary School

Priority Problem Statements

Problem Statement 1: While our STAAR performance overall is commensurate with overall state performance, our "Meets" and"Masters Grade Level" scores are lower than state performance.

Root Cause 1: The district needs to better collect and analyze the data to determine how to better address the students learning needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Trenton Middle has been identified as a D campus and the district as an overall C district in 2025 accountability ratings.

Root Cause 2: Focus on "passing" the STAAR at the lowest level (approaches); thereby not creating an individual growth plan per student. Not using high quality instructional materials or data-driven instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The ELL population is growing quicker than the district can train and/or hire teachers with ESL certification who have an understanding of instructional strategies to address the needs of the ESL learner.

Root Cause 3: Increase in ELL learners

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers are not consistently using High Quality Instructional Materials and are not effectively implementing Tier 1 instruction. We need to provide more professional development on Research Based Instructional Strategies, as well as provide ongoing support to our new administrators.

Root Cause 4: Lack of professional development on RBIS.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Trenton ISD will provide an innovative and authentic instructional experience that challenges and empowers all students to be active participants in their own learning.

Performance Objective 1: Sustain district-wide EC-12 TEKS-aligned curriculum and assessments with research-based instructional practices that enhance all curricular areas.

HB3 Goal

Evaluation Data Sources: TRS
Lesson Plans
PLC Meeting Notes
Data Meetings
T-TESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1. TEKS Resource System (TRS) professional development will be provided for new staff members to ensure curriculum alignment and documentation of required instructional content for all subjects and grade levels. **Strategy's Expected Result/Impact:** Documentation of implementation in lesson plans and PLC meetings for improved student instruction. **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs, Region 10 Personnel				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 2. Teachers will use TRS as a guide for curriculum alignment and sequence. **Strategy's Expected Result/Impact:** Consistent rigor in instruction and alignment in the curriculum. **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs, Region 10 Personnel, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Principals will utilize strategies and guidelines from TTESS and walk through training to evaluate and grow teachers. **Strategy's Expected Result/Impact:** Teachers will be evaluated on the educational impact they have on students in the classroom. **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs, Superintendent				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers and staff will use intervention programs and targeted intervention to support student learning and bridge gaps in learning. Interventionists will work directly with students who did not achieve at least an "approaches" performance level on the reading or math STAAR test, providing accelerated instruction to help students meet grade-level standards. **Strategy's Expected Result/Impact:** Students recieving intervention and accelerated instruction will meet grade-level standards, **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs, Superintendent				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Trenton ISD will provide an innovative and authentic instructional experience that challenges and empowers all students to be active participants in their own learning.

Performance Objective 2: TISD will coordinate the use of local and federal funds to evaluate and serve students with identified as a student in a special population, including students served by special education, students served under section 504, emergent bilingual (EB) students/English Learners (EL), students in foster care, homeless students, economically disadvantaged students, and students with a family member serving in the military.

HB3 Goal

Evaluation Data Sources: Review of MTSS data, including referrals
Review of RDA District Report
Review of TELPAS and STAAR Scores for special populations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: TISD will use Title 1 funds to screen identified students at the elementary school for characteristics of dyslexia. **Strategy's Expected Result/Impact:** Students will be identified for dyslexia services **Staff Responsible for Monitoring:** Elementary Principal, Elementary Counselor, Director of Testing and Federal Programs, Director of Curriculum & District Programs **Results Driven Accountability** **Funding Sources:** - 211 Title I, Part A - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing professional development in ESL strategies to all teachers in the district, and require all teachers who teach ELAR to be ESL certified. **Strategy's Expected Result/Impact:** More students served by the ESL program will re-classify due to Advanced High TELPAS scores. STARR performance of EL students will improve. ESL teacher will be free to focus efforts with students who have the highest needs in the area of language acquisition. **Staff Responsible for Monitoring:** Director of Curriculum & District Programs, Superintendent, ESL Teacher, Director of Federal Programs and Testing **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: TISD will invest in curriculum materials and programs targeted to improve learning in our special populations; including students served by special education, students served under section 504,(including students with Dyslexia) emergent bilingual (EB) students/English Learners (EL), students in foster care, homeless students, economically disadvantaged students, and students with a family member serving in the military. **Strategy's Expected Result/Impact:** More students served by the ESL program will re-classify due to Advanced High TELPAS scores. STARR performance of all students in our special populations will increase The discrepancy between economically disadvantaged and non-economically disadvantaged students will continues to close. **Staff Responsible for Monitoring:** Director of Curriculum & District Programs, Superintendent, ESL Teacher, Special Education Teachers, Director of Federal Programs and Testing **Results Driven Accountability - Equity Plan**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: PLC time will become more focused on Researched Based Instructional Strategies, lesson design, and high quality instructial material use to ensure the rigor is being met. **Strategy's Expected Result/Impact:** We will see consistent implementation of Research Based Instructional Strategies during walkthroughs. Growth will be seen in students from BOY to MOY testing. **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs, Superintendent **Equity Plan**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Trenton ISD will recruit and retain high quality and effective teachers and administrators, and provide a positive work environment where teachers know they are appreciated.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

HB3 Goal

Evaluation Data Sources: Retention Rates
T-TESS Evaluations
Staff Development Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: First-year teachers will be assigned a veteran teacher to assist them with lesson planning and data desegregation to help improve student performance. **Strategy's Expected Result/Impact:** 1. Improved retention rates of staff 2. More effective teaching **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: TISD will implement recruitment and retention strategies to recruit highly qualified teachers and retain staff members. **Strategy's Expected Result/Impact:** Teachers will want to stay in the district because of the culture of being appreciated. Teachers will want to join us in the district because of the culture of being appreciated.				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Trenton ISD will recruit and retain high quality and effective teachers and administrators, and provide a positive work environment where teachers know they are appreciated.

Performance Objective 2: Create an ongoing TISD Professional Development Plan.

HB3 Goal

Evaluation Data Sources: 1. Implementation evidence: Professional development will be more focused on the needs of new hires.
2. Impact evidence: New hires & veteran teachers will be more prepared to deal with the individualized needs of their students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: TISD teachers will receive training and support on TEKS Resource System Implementation and data analysis through AWARE to ensure curriculum alignment and data based decision making. **Strategy's Expected Result/Impact:** Improved student instruction, improved STAAR scores **Staff Responsible for Monitoring:** Principals, Director of Curriculum & District Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: TISD teachers will receive training and support in the implementation of MAP testing in the district. **Strategy's Expected Result/Impact:** Improved student instruction and intervention, Improved STAAR scores **Staff Responsible for Monitoring:** Director of Curriculum & District Programs, Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will attend professional development workshops/webinars/online through the Education Service Center and/or Texas Education Agency or other providers of quality PD. **Strategy's Expected Result/Impact:** Teachers will improve their skills, therefore improve the quality of education provided to TISD students. **Staff Responsible for Monitoring:** Director of Curriculum & District Programs, Principals				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Trenton ISD is committed to the highest standards of financial management.

Performance Objective 1: TISD will maintain a healthy fund balance and strive to maintain a superior fiscal rating.

Evaluation Data Sources: Annual FIRST Rating

Strategy 1 Details	Reviews			
Strategy 1: Ensure that the fund balance reduces to no less than 3.5 months of the balance.	Formative			Summative
Strategy's Expected Result/Impact: 1. The Fund Balance is in the annual November audit presentation records. 2. Maintain a high fiscal rating and ensure the district is in a healthy financial state. **Staff Responsible for Monitoring:** Superintendent; Business Manager	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Keep financials, including the proposed budget, adopted budget, and monthly utility costs posted on the school website.	Formative			Summative
Strategy's Expected Result/Impact: 1. Website posting records 2. TEA compliance **Staff Responsible for Monitoring:** Superintendent; Business Manager; Technology Department	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Better communication on how staffing plans are determined and how it is decided that new staff members should be added.	Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Meeting minutes and the Budget analysis. 2. Impact evidence: The master schedules on each campus will be better balanced. **Staff Responsible for Monitoring:** Superintendent; Business Manager; Principals; Counselors	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop, update, and maintain written procedures providing guidance on financial activities. * Purchasing, and bid Compliance * Budget Development and Amendments * Timekeeping and Attendance * Facilities Maintenance and Work Orders * Transportation * PEIMS **Strategy's Expected Result/Impact:** 1. Implementation evidence: Current practice, policy, and procedure review. including procedure manual development and training documentation. 2. Impact evidence: Training provided to better inform employees over critical aspects and procedures. **Staff Responsible for Monitoring:** Business Manager; PEIMS Coordinator; Transportation Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Trenton ISD is committed to providing quality school facilities, infrastructures, and grounds. Trenton ISD will routinely assess needs for future projects.

Performance Objective 1: TISD will provide quality school facilities.

Evaluation Data Sources: Periodic review of district projects and future project requests.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish targets for future facility needs and costs for district sites that are appropriately based on utility rates, facility sizes, the types of buildings, and use. **Strategy's Expected Result/Impact:** Current utility data, campus maps, HVAC and roofing reports. Campus needs will be addressed and budgeted for in a timely manner. **Staff Responsible for Monitoring:** Superintendent				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct a facilities study every three years. **Strategy's Expected Result/Impact:** The results of the study will be reported to the superintendent. Maintenance and facility upkeep will be based on the study. **Staff Responsible for Monitoring:** Superintendent; Principals; Director of Maintenance; Athletic Directors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Trenton ISD is committed to developing programs and services that promote community satisfaction and build community relationships.

Performance Objective 1: The district will identify existing parent and community engagement programs at campuses and the district level. The district will explore opportunities to involve a greater number of stakeholders on campuses that have lower engagement levels.

Evaluation Data Sources: Programs identified and listed, along with engagement rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Survey school principals to identify existing campus-based parent and community engagement opportunities offered. Survey the community on interests and needs of the community that could be provided by the school. **Strategy's Expected Result/Impact:** Obtain data on opportunities offered and community interests and needs in order to build a successful family & community engagement program. **Staff Responsible for Monitoring:** Principals, Counselors, SEL Coordinator, Director of Curriculum & District Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase communication with various stakeholder groups, campus personnel, parents, and community members through ParentSquare and the district's website. **Strategy's Expected Result/Impact:** Increased awareness of student support initiatives and developing a better line of communication with the community. **Staff Responsible for Monitoring:** Superintendent; Principals; Technology Department; Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Trenton ISD is committed to developing programs and services that promote community satisfaction and build community relationships.

Performance Objective 2: Develop students Socially and Emotionally

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement programs and resources for addressing identified social-emotional learning that includes character education, mental health education, and bullying prevention. **Strategy's Expected Result/Impact:** Improved school climate. **Staff Responsible for Monitoring:** Social Emotional Learning Coordinator; Principals; Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs and resources for addressing suicide prevention **Strategy's Expected Result/Impact:** Establish a student support model to include prevention and intervention components for suicide early warning signs to increase student mental health and well being. **Staff Responsible for Monitoring:** Social Emotional Learning Coordinator; Principals; Counselors; All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care. **Strategy's Expected Result/Impact:** Teachers and staff will be trained on implementation of trauma- and grief-informed care, including how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. **Staff Responsible for Monitoring:** Social Emotional Learning Coordinator, Counselors, Director of Curriculum & District Programs				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Trenton ISD is committed to providing a safe and orderly learning environment that is conducive to learning with the understanding that dating violence and sex trafficking will not be tolerated at Trenton Independent School District.

Performance Objective 1: Provide a safe campus environment

Evaluation Data Sources: Safety drills documentation
Student discipline records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct required safety drills, including but not limited to, fire, evacuation, weather, and shelter in place. **Strategy's Expected Result/Impact:** Increased campus safety through preparedness of students and staff. **Staff Responsible for Monitoring:** Social Emotional Learning Coordinator, Principals, Chief of Police				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Evaluate, Revise, and Implement District Emergency Operation Plan **Strategy's Expected Result/Impact:** District Emergency Operations Plan will be in place if an emergency arises **Staff Responsible for Monitoring:** Superintendent, SEL Coordinator, Principals, TISD Chief of Police				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Trenton ISD is committed to providing a safe and orderly learning environment that is conducive to learning with the understanding that dating violence and sex trafficking will not be tolerated at Trenton Independent School District.

Performance Objective 2: Trenton ISD will address and communicate that dating violence will not be tolerated in any form, including physical, emotional, digital, and/or sexual.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and communicate guidelines for students who are victims by allowing persons affected by harassment to report the harassment in more than one location to protect the confidentiality and ensure impartiality. **Strategy's Expected Result/Impact:** By having posted hot lines and other contact information available in convenient locations, including counselors' offices, timely reports will help reduce the frequency of harassment. **Staff Responsible for Monitoring:** SEL Coordinator, Principals, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Trenton ISD will ensure that campuses make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help **Strategy's Expected Result/Impact:** By providing educational materials that address Risk Factors for Teen Dating Violence Victimization and Risk Factors for Teen Dating Violence Perpetration, cases of dating violence will decrease. **Staff Responsible for Monitoring:** SEL Coordinator, Principals, Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Trenton ISD is committed to providing a safe and orderly learning environment that is conducive to learning with the understanding that dating violence and sex trafficking will not be tolerated at Trenton Independent School District.

Performance Objective 3: Trenton ISD will address and communicate that human sex trafficking will not be tolerated in any form.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All suspected incidents of human sex trafficking will immediately be reported to all appropriate law enforcement agencies. **Strategy's Expected Result/Impact:** No cases of human sex trafficking will need to be reported by Trenton ISD personnel. **Staff Responsible for Monitoring:** SEL Coordinator, Principals, Counselors, Trenton ISD Chief of Police				

 No Progress  Accomplished  Continue/Modify  Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	TISD will use Title 1 funds to screen identified students at the elementary school for characteristics of dyslexia.
1	2	2	Provide ongoing professional development in ESL strategies to all teachers in the district, and require all teachers who teach ELAR to be ESL certified.
1	2	3	TISD will invest in curriculum materials and programs targeted to improve learning in our special populations; including students served by special education, students served under section 504,(including students with Dyslexia) emergent bilingual (EB) students/English Learners (EL), students in foster care, homeless students, economically disadvantaged students, and students with a family member serving in the military.

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]

TISD provides universal screening for students for dyslexia and mental health. We use MAP data from BOY, MOY, and EOY assessments.This data, along with other forms of classroom assessment, is used to determine students who are below benchmark and may be in need of additional intervention opportunities. There are a variety of different intervention options depending on the needs of the student.

Our reading and math specialists work with classroom teachers to ensure fidelity of implementation of state academic standards, which will have a direct impact on student learning and to collaborate on student academic needs.

All students, regardless of their socioeconomic background, have access to the same highly-qualified teachers who are licensed in the appropriate field.

At the conclusion of each school year we meet to evaluate the effectiveness of our programming and interventions as a whole using academic data.

1.2: Identifying students who may be at risk for academic failure;

Those who are below benchmark and receive intervention are progress monitored more frequently to make sure they are responding to instruction. If they are not responding in the manner we expect, we adjust our approach (method, frequency, and/or intensity) to find something that works for the individual student. Our grade level PLCs work closely with our interventionists to consistently review data to discover learning trends and instructional needs.

Descriptor 2: Teacher Quality

How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates that other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)]

Comparability of Services is a fiscal requirement for recipients of Title I, Part A funds under the Every Student Succeeds Act (ESSA). This requirement is an assessment of services provided at Title I, Part A and Non-Title I, Part A campuses. Local educational agencies (LEAs) that receive Title I, Part A funds must use their state and local funds to provide comparable services at their campuses receiving Title I, Part A funds and their campuses that are not receiving Title I, Part A funds. TISD is exempt from this requirement due to having only one campus per grade span.

Descriptor 3: School Improvement and Support Activities

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)]

Trenton will seek training for new curriculum resources and support the teachers in lesson internalization. We will evaluate our options for support and train campus leaders to continue support.
Name at least one evidence-based intervention that is incorporated into this strategy :
Trenton Elementary will support teachers with new curriculum training and time for internalization of lessons.

Due to HQIM being a focus area on our ESF, Trenton Elementary School is focusing on restructuring our K-3 phonics instruction using Reading Horizons and replacing our K-4 math curriculum with Bluebonnet math in the upcoming 2025-2026 school year pending board approval. We have a several year strategic plan...2026-2027 - Bluebonnet Reading/Language Arts - due to our transition year into a new building.

Descriptor 4: Measure of Poverty

The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]

TISD is exempt from this requirement due to having only one campus per grade span.

Descriptor 5: Nature of Programs

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]

TISD is exempt from this requirement due to having no schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs within district boundries.

Descriptor 6: Services to Homeless Children and Youth

The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)] This description should

also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.

Our Middle School Counselor, Misty Warren, is the homeless liaison for the district. Homeless students are identified by school administrators and counselors, teachers, and/or other educational staff in the district. Training on identification and process occurs annually at the back to school inservice. Homeless students and their families are provided various resources to allow access to educational services. These resources include school supplies, as well as community resources around basic needs. If transportation to/from their location is necessary, the district will provide that transportation or reimburse parents for the cost of mileage to/from school.

Each year the liaison shares information to neccessary staff members regarding homeless students. This communication includes the rights and definition of homeless students. Additional training on process/paperwork is held with school counselors. An informal list of local resources has been created and is updated regularly. School counselors are aware of this information, and communicate it regularly to families in need.

Descriptor 7: Parent and Family Engagement Strategy

The strategy the LEA will use to implement effective parent and family engagement under Section 1116. [Section 1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.

Trenton ISD's Parent and Family Engagement Plan is located on the District website.

Descriptor 8: Early Childhood Education Programs and Transition Plans

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]

We have many strategies to ensure a smooth transition for students from one grade level (or program) to another. Strategies include:

- School Staff identify those students who may need a little more than the standard transition approach
- Meet the Teacher meetings held in August prior to the start of school.
- For many students with ARDs, meetings are conducted in the Spring. These meetings include representatives (administration, special education teachers, and student services) from the school they will attend in the Fall.
- The district has a transition process for students moving between schools which include Minnow and Fish Camps

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]

Trenton ISD is exempt for this requirement since there are no Targeted Assistance campuses in the District.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

Trenton ISD has several programs in place to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Prior to entering Trenton Middle School, students attend a summer Minnow Camp to familarize incoming middle school students with campus staff, procedures, requirements, and expectations.

Prior to entering Trenton High School, students attend a summer Fish Camp to familarize incoming highschool students with campus staff, procedures, requirements, and expectations. Incoming students discuss graduation requirements, select a graduation track, review CTE course opportunities, and dual credit/enrollment course options. Additionally, students are given information and resources regarding internships and other off campus educational and career options.

Descriptor 11: Discipline Disproportionality

How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, F19 which may include identifying and supporting schools with high rates of discipline, A19 disaggregated by each of the subgroups of A19; [Section 1112(b)(11)]

The district continues to establish and develop supports for all students with behavioral and social/emotional challenges. Trenton ISD uses various curriculum, including PBIS, Full Connect, Character Strong, and Second Step: Bullying Prevent and Child Protection Units to deliver instruction to all students. Counseling staff is available at each level to provide an increasing level of intensity of support. We load behavioral data into our student information system, and code attendance if they are out of school due to discipline reasons. Our district does an annual training on Crisis Prevention Intervention to help mitigate escalating behavior. ARD and 504 Committees meet as needed for students experiencing behavioral and social/emotional challenges in order to develop effective strategies to help students remain in the appropriate learning environment for greatest academic success.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b) (12)]

Students review CTE course opportunities, and dual credit/enrollment course options. Additionally, students are given information and resources regarding practicums and internships and other off campus educational and career options. TISD currently has practicums various fields including, welding, agriculture, education, and other career preperation.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b) (13)]

Trenton ISD provides learning opportunities in, but not limited to, the core subject areas of language arts, mathematics, science, and social studies. GT students are served through our pull-out program delivered by GT teachers trained at the Region 10 Service Center. These teachers have completed a 30-hour GT preparation program required by the State of Texas and complete a 6-hour training update annually.

A student may be referred to the assessment process by anyone, but written parental permission is required to assess a student for the GT program. Students are assessed using at least three of the following qualitative and quantitative measurements.

- Kaufman Brief Intelligence Test, 2nd Edition (KBIT2)
- Gifted and Talented Evaluation Scales, 2nd Edition (Gates2)
- NWEA MAP Growth Assessment
- End of Year Report Card Grades/Transcript
- Portfolio of Student Work
- STAR Student Diagnostic Report

After collecting all of the data needed, the GT committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established at each campus.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Julie Ball

District Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$2,000.00
				Sub-Total	$2,000.00

Addendums

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

At Risk Criteria

A student at risk of dropping out of school includes each student who is under 25 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Excludes any student who did not advance from PK or kindergarten to the next grade level only as the result of the request of the student's parents)
4. did not perform satisfactorily on a STAAR and/or EOC assessment, and who has not in the previous or current school year subsequently performed on that 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 alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
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.
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 10.07, Penal Code

Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect — The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment — This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child — This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

Report by Any Person — Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional — Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

Restrictions on Reporting

Psychotropic Drugs and Psychological Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

"Person responsible for a child's care, custody, or welfare" means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;

5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or

6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Chapter 42, Human Resources Code.

Family Code 261.001(5)

Reporting Abuse, Neglect, or Exploitation in a JJAEP

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)–(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student	The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]
Interference with Investigation	A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*
Confidentiality	A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

The policies must be consistent with the Family Code, Chapter 261, and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
    a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and

b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.

3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;

4. Confidentiality provisions relating to a report of suspected child abuse or neglect;

5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and

6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;

2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution and Staff Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;

2. Instructions to call 911 for emergencies; and

3. Directions for accessing the DFPS Texas Abuse Hotline website[1] for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)–(f)

[1] Texas Abuse Hotline website: https://www.txabusehotline.org/

Trauma-Informed Care Policy

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
    a. Increasing staff and parent awareness of trauma-informed care; and
    b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

The training must address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. The training may include two or more listed topics together.

For any training under this provision, a district shall maintain records that include district staff members who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)–(d), (f)

FEDERAL GRANT FUND EXPENDITURES
FY 2024-2025

Improving Basic Programs

TITLE I, Part A - 211

Compliance Checklist

Total Allocated:	$78,939.00	
Less: SSA Fee	$1,578.78	2% of total allocation
PY Carryover:		
Total Available	**$77,360.22**	

As of: 7/17/2024

Description	Budget	Activity Code	Description
6100 Salary	$71,343.00	sw	academic support and intervention
6200 Cont Services	$2,499.00	sw	computer aided instructional programs
6300 Supplies	$2,080.00	sw	supplies and materials, including required homeless support
6400 Travel/Misc			
6600 Assets	$1,438.00		technology instructional hardware
Total:	**$77,360.00**		

Trenton Independent School District

District Improvement Plan

2024-2025 Title I Summary

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Title I - Previous

Title I - Updated

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]

TISD provides universal screening for students for dyslexia and mental health. We use MAP data from BOY, MOY, and EOY assessments.This data, along with other forms of classroom assessment, is used to determine students who are below benchmark and may be in need of additional intervention opportunities. There are a variety of different intervention options depending on the needs of the student.

Our reading and math specialists work with classroom teachers to ensure fidelity of implementation of state academic standards, which will have a direct impact on student learning and to collaborate on student academic needs.

All students, regardless of their socioeconomic background, have access to the same highly-qualified teachers who are licensed in the appropriate field.

At the conclusion of each school year we meet to evaluate the effectiveness of our programming and interventions as a whole using academic data.

1.2: Identifying students who may be at risk for academic failure;

Those who are below benchmark and receive intervention are progress monitored more frequently to make sure they are responding to instruction. If they are not responding in the manner we expect, we adjust our approach (method, frequency, and/or intensity) to find something that works for the individual student. Our grade level PLCs work closely with our interventionists to consistently review data to discover learning trends and instructional needs.

2: Description 2

How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates that other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)]

Comparability of Services is a fiscal requirement for recipients of Title I, Part A funds under the Every Student Succeeds Act (ESSA). This requirement is an assessment of services provided at Title I, Part A and Non-Title I, Part A campuses. Local educational agencies (LEAs) that receive Title I, Part A funds must use their state and local funds to provide comparable services at their campuses receiving Title I, Part A funds and their campuses that are not receiving Title I, Part A funds. TISD is exempt from this requirement due to having only one campus per grade span.

3: Description 3

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)]

Trenton will seek training for new curriculum resources and support the teachers in lesson internalization. We will evaluate our options for support and train campus leaders to continue support.

Name at least one evidence-based intervention that is incorporated into this strategy :

Trenton Elementary will support teachers with new curriculum training and time for internalization of lessons.

Due to HQIM being a focus area on our ESF, Trenton Elementary School is focusing on restructuring our K-3 phonics instruction using Reading Horizons and replacing our K-4 math curriculum with Bluebonnet math in the upcoming 2025-2026 school year pending board approval. We have a several year strategic plan...2026-2027 - Bluebonnet Reading/Language Arts - due to our transition year into a new building.

4: Description 4

The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]

TISD is exempt from this requirement due to having only one campus per grade span.

5: Description 5

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]

TISD is exempt from this requirement due to having no schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs within district boundries.

6: Description 6

The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)] This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.

Our Middle School Counselor, Misty Warren, is the homeless liaison for the district. Homeless students are identified by school administrators and counselors, teachers, and/or other educational staff in the district. Training on identification and process occurs annually at the back to school inservice. Homeless students and their families are provided various resources to allow access to educational services. These resources include school supplies, as well as community resources around basic needs. If transportation to/from their location

is necessary, the district will provide that transportation or reimburse parents for the cost of mileage to/from school.

Each year the liaison shares information to neccessary staff members regarding homeless students. This communication includes the rights and definition of homeless students. Additional training on process/paperwork is held with school counselors. An informal list of local resources has been created and is updated regularly. School counselors are aware of this information, and communicate it regularly to families in need.

7: Description 7

The strategy the LEA will use to implement effective parent and family engagement under Section 1116. [Section 1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.

Trenton ISD's Parent and Family Engagement Plan is located on the District website.

8: Description 8

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]

We have many strategies to ensure a smooth transition for students from one grade level (or program) to another. Strategies include:

- School Staff identify those students who may need a little more than the standard transition approach
- Meet the Teacher meetings held in August prior to the start of school.
- For many students with ARDs, meetings are conducted in the Spring. These meetings include representatives (administration, special education teachers, and student services) from the school they will attend in the Fall.
- The district has a transition process for students moving between schools which include Minnow and Fish Camps

9: Description 9

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]

Trenton ISD is exempt for this requirement since there are no Targeted Assistance campuses in the District.

10.1: Coordination with institutions of higher education, employers, and other local partners;

How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

Trenton ISD has several programs in place to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Prior to entering Trenton Middle School, students attend a summer Minnow Camp to familarize incoming middle school students with campus staff, procedures, requirements, and expectations.

Prior to entering Trenton High School, students attend a summer Fish Camp to familarize incoming highschool students with campus staff, procedures, requirements, and expectations. Incoming students discuss graduation requirements, select a graduation track, review CTE course opportunities, and dual credit/enrollment course options. Additionally, students are given information and resources regarding internships and other off campus educational and career options.

11: Description 11

How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, F19 which may include identifying and supporting schools with high rates of discipline, A19 disaggregated by each of the subgroups of A19; [Section 1112(b)(11)]

The district continues to establish and develop supports for all students with behavioral and social/emotional challenges. Trenton ISD uses various curriculum, including PBIS, Full Connect, Character Strong, and Second Step: Bullying Prevent and Child Protection Units to deliver instruction to all students. Counseling staff is available at each level to provide an increasing level of intensity of support. We load behavioral data into our student information system, and code attendance if they are out of school due to discipline reasons. Our district does an annual training on Crisis Prevention Intervention to help mitigate escalating behavior. ARD and 504 Committees meet as needed for students experiencing behavioral and social/emotional challenges in order to develop effective strategies to help students remain in the appropriate learning environment for greatest academic success.

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b) (12)]

Students review CTE course opportunities, and dual credit/enrollment course options. Additionally, students are given information and resources regarding practicums and internships and other off campus educational and career options. TISD currently has practicums various fields including, welding, agriculture, education, and other career preperation.

13.1: Assist schools in identifying and serving gifted and talented students;

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b) (13)]

Trenton ISD provides learning opportunities in, but not limited to, the core subject areas of language arts, mathematics, science, and social studies. GT students are served through our pull-out program delivered by GT teachers trained at the Region 10 Service Center. These teachers have completed a 30-hour GT preparation program required by the State of Texas and complete a 6-hour training update annually.

A student may be referred to the assessment process by anyone, but written parental permission is required to assess a student for the GT program. Students are assessed using at least three of the following qualitative and quantitative measurements.

- Kaufman Brief Intelligence Test, 2nd Edition (KBIT2)
- Gifted and Talented Evaluation Scales, 2nd Edition (Gates2)
- NWEA MAP Growth Assessment

- End of Year Report Card Grades/Transcript
- Portfolio of Student Work
- STAR Student Diagnostic Report

After collecting all of the data needed, the GT committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established at each campus.

Trenton Independent School District
Parent and Family Involvement Plan

Trenton ISD Vision Statement

> *Trenton I.S.D. acknowledges that students are individuals who learn in different ways, at different times, and at different rates. As we partner with families and the community, it is our responsibility to take these students at their points of development and advance them to their highest potential in an orderly, safe, positive climate conducive to teaching and learning.*

The Elementary and Secondary Education Act (ESEA) describes parent and family engagement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including but not limited to parents playing an integral part in assisting with their child's academics, parents encouraged to be active role models in their child's campus, and that parents are partners in their child's education and are included in the decision-making process of Trenton ISD.

Trenton Independent School District has three campuses within our District. Trenton Elementary School is the district's only Title 1 Campus. As a result of this designation, Trenton Elementary School receives Federal Title 1 Funding to help meet the purpose and intent of the Title I Program to provide supplemental funding to schools with high concentrations of students from low-income homes to improve the quality of education programs and ensure these students have the opportunity to meet challenging state academic standards. Title I aims to close achievement gaps and ensure all children, particularly those from disadvantaged backgrounds, receive a fair, equitable, and high-quality education.

Trenton ISD strongly believes that all TISD students and their parents and families are a “valuable link” in the educational chain. We feel privileged to work with parents and families and to be actively involved in helping students, parents and families build stronger family and communication bonds.

Trenton Independent School District will provide the necessary coordination, technical assistance, and other support to assist our Title I school in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Trenton ISD will involve parents in the joint development of the district's plan Section 1112 and the process of school review and improvement Section 1116.
- District meetings that include parents/caregivers, families, community members and campus personnel to provide feedback and input on campus plans, policies and budget allocation. Meetings will be scheduled at a convenient time and location to participate in a comprehensive review of policy, budget and program for parent and family engagement.

The goals of the Trenton ISD Parent and Family Involvement Policy include:

- Creating strong school and home partnerships through effective communication between school and parents
- Improve student attendance, academic performance and completion rate
- Increase parental/family engagement in their student’s education

Trenton ISD will take the following actions to involve parents and family in partnering with the district for enhancing student success. Our motto of #TigersTogether reminds us that we are a team working collaboratively for the success of all students.

- Actively recruit parents/caregivers to participate in campus and district parent advisory capacities on various committees and to provide evaluation on Title 1 campus elements
- Schedule meetings, such as the Annual Title 1 Parent Meeting and Parent/Teacher Conferences, at convenient times and locations to partner with district staff on matters relating to student progress
- Provide regular updates on student progress through various formats, including report cards, progress reports, sharing of additional

assessment results, classroom observations, emails, ParentSquare notifications, and phone conversations.

- Encourage and welcome parents and family to district campuses through various activities including but not limited to campus open house/meet the teacher nights, grandparents meals, Annual Title 1 Parent Meetings, school extra-curricular programs and events, parent-teacher conferences, Fall Fest, Homecoming, committee inclusion, and parental surveys.

Trenton Independent School District will regularly conduct reviews and evaluations of the District and Campus Parent and Family Involvement Policies in order to incorporate feedback from all stakeholders.

Trenton Independent School District will offer various activities and opportunities to stakeholders to be involved including, but not limited to:

- Opportunity to serve on various district and campus committees
- Meet the Teacher Nights
- Fall Fest
- Summer Resources Expo
- Parent/Grandparent Days
- Book Fairs
- Fine Arts Programs

Trenton Independent School District hopes this Parent and Family Engagement Plan promotes shared responsibility between the school and family in order to increase and enhance the collaboration of district staff with parents and family. All efforts will be focused on improving the education of all students in order to help them become lifelong learners who will be able to be successful and compete in an ever-changing world.