

Texarkana Independent School District

District Improvement Plan

2023-2024



Mission Statement

The mission of Texarkana ISD, a culturally diverse and premier learning community, is to develop and empower every individual by providing innovative and varied opportunities to lead and excel in a global society through strong family, community, and staff partnerships.

North Star Goal

Texarkana Independent School District North Star Goal

By 2026-27 school year, at least 75% of TISD students will attend an A or B rated school and no D or F rated campuses.

Core Beliefs

1. Every student will have access to the resources available to help them develop the knowledge and skills necessary to become productive members of society.
2. Education is a shared responsibility of the entire community.
3. Communication and parental involvement is critical.
4. Diversity gives value and strength to all individuals contributing to the success of the whole.
5. Mental, emotional, physical, and spiritual health are essential for success.
6. All will have positive relationships in a nurturing and compassionate environment.
7. High expectations will be the standard to yield success and growth.
8. Expectations are inclusive of all stakeholders.
9. All will be inspired and successful.
10. All successes will be celebrated.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Profile

Texarkana ISD is a dynamic urban school district located in the Northeast corner of Texas consisting of nine elementary campuses, one middle school, and one high school. In addition, students are also served in-district through our OPTIONS Early Graduation High School and our TISD Virtual Academy, Digital Academy of Texas. The district encompasses an area of 34 square miles and shares a border with Texarkana, Arkansas public schools. The majority of the city of Texarkana, Texas lies within the TISD boundaries, along with the cities of Wake Village and Nash, Texas. The Texas Education Agency classifies the Texarkana community as an “independent town”. Texarkana ISD has grown to become the largest district in Bowie County and the largest district served by the Region VIII Education Service Center.

Parent and Stakeholder Data

According to 2019 U.S. Census Bureau census reporter profiles, 26% of Texarkana’s population is under the age of 18 and the median age is 36 years old with a total population of 36,688. The Census reporter states the median income for Texarkana is \$45,080, lower than the \$61,874 across the United States. 21.7% of residents live in poverty in Texarkana, Texas while the state shows a 14.7% poverty rate. White (49%), African American (38%), and Hispanic (8%) are the largest populations by race/ethnicity in the city of Texarkana, Texas. 23.3% of residents in the city of Texarkana, TX have earned a Bachelor’s degree or higher, while the other 88.3% have a high school diploma/GED or higher level of education.

Student/Staff Demographic Data

With an enrollment of nearly 7,180 students during the 2022-23 school year, Texarkana ISD is proud of its diverse population of students. 45.1% of the student body is comprised of African Americans, 17.1% - Hispanic-Latino, 29.8% - White, and 8% - two or more races, American Indian, Asian, and Pacific Islander. 75% of the students come from economically disadvantaged homes and 9.3% are Emergent Bilingual.

The diversity of our teaching staff does not match the diversity of our students. During 2022-23, 45.1% of our students were African American, while 2021-22 data show approximately 16% of teachers in TISD are African American. White teachers make up the largest group of teachers in TISD at 75%. Only 6.8% of TISD teachers identified as Hispanic, which is an underrepresentation of our Hispanic student population.

Texarkana ISD offers students a wealth of opportunities throughout the district beginning at Dunbar with STEAM as well as opportunities for STEM and CTE that will provide students choices for career and/or college pathways..

Teacher Data

With approximately 51% of the students considered at-risk during the 2022-23 school year, Texarkana ISD places a huge priority on recruiting and retaining the highest quality classroom teachers to serve students at all campuses. Using the 2021-22 Texas Academic Performance Report data, the average years of experience for classroom teachers is 11.6 years, while the state level is at 11.1. Professional staff makes up the largest percentage of the staff in Texarkana ISD at 62.0%. Of that 62.0%, 48% are teachers, 9.9% professional support, 3.3% campus administration, and 1% central administration. 33.5% of teachers in TISD hold a Master's degree, while the state percentage is 25.2%. 65% of teachers across the district have more than six years of experience and 34.1% have less than five years.

Texarkana ISD adopted the state-recommended appraisal system, Texas Teacher Evaluation and Support System (TTESS) as the district's teacher evaluation system. The major focus of TTESS is to ensure ongoing professional growth for teachers. TTESS is a system that allows for continuous conversations between principals and teachers, opportunities for goal setting and reflection, and feedback for improvement. TISD developed and implemented alternative appraisals that better align with the requirements of specialized teaching positions such as dyslexia, ESL, and interventionists. The alternative assessments are modeled after TTESS, but address components specific to the program being evaluated.

The average class size for the district in grades Kindergarten through 6th grade is 18.4 students. There is an average of 12.6 students in English Language Arts at the secondary level, 17.9 in Foreign Language classes, 15.2 in mathematics, 15.8 in science, and 18.0 in social studies courses, which is lower than the state average across all secondary areas, except foreign languages. The district strives to ensure that class sizes remain below the state average. The addition of para-professionals and interventionists throughout campuses will ultimately lower the student to adult ratio in classrooms. The key to building a high-quality staff is retention and to support that goal across TISD, all teachers will receive an annual stipend of \$1000 in addition to competitive salaries across the region.

Additional items that encourage teacher retention are high-quality professional development, coaching support, and additional planning time. To provide opportunities for additional planning time, TISD will provide teachers with substitutes for two additional planning days. It is imperative that the district has a quality pool of substitutes available to support teacher opportunities for learning and planning and therefore has increased the substitute pay to recruit the highest quality people to TISD. An additional district-wide instructional coach for mathematics, a Reading Academy Facilitator, and additional professional development and coaching are being provided to all teachers in order to help our teachers feel supported and successful.

Business and Community Data

Texarkana ISD is proud to have the ongoing support of our community with over 200 local businesses and organizations serving as Partners in Education members. There are more than 1,000 active members participating in our Volunteers in Public Schools program who served over 48,000 hours in our TISD campuses working with students and teachers throughout the school year. All campuses throughout the district participate in at least one mentor program including Tiger Mentors, REACH, Boys to Men Leadership Academy, Precious Gems Social Club for Girls, and the Texas High School DREAM Academy. In order to meet the goal of our REACH program by preparing underserved students in academics that have the potential for acceptance and success in postsecondary education, an additional REACH teacher will be placed at the high school. This will also support the goal of encouraging more economically disadvantaged students to take upper-level advanced coursework. In addition to other community programs, Texarkana ISD has partnered with Dr. Adolph Brown to implement the Professional School Based Mentoring philosophy, which is a “Best Practice” resource used to build capacity, effectively engage family and community, and achieve positive school outcomes.

Demographics Strengths

Texarkana ISD is proud of its diversity across the district providing students with opportunities to interact with many ethnicities and cultures. Leader in Me across the district supports students and teachers in building strong leadership skills that encourage collaboration and teamwork. Although TISD has a large percentage of teachers with 5 years or less experience, the district also has a wealth of knowledge and experience with 65% of its teachers having 6 or more years of experience. Teachers and district staff support new and novice teachers with a strong curriculum, professional development, and ongoing coaching and feedback.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 34.1% of Texarkana ISD teachers have 5 or less years of experience with over 60% at the highests needs campuses. **Root Cause:** The applicant pool for teachers continues to lessen making it more difficult to find experienced teachers to hire. Many new teachers have degrees outside of education and enter education as alternative certified teachers with no background in education.

Student Learning

Student Learning Summary

Student Performance Needs Assessment

The Texas Education Agency announced an additional delay for up to a month for release of the 2022-23 accountability ratings. The district will update the accountability section with 2022-23 results upon receipt from TEA. Currently the 2021-22 accountability information

Texarkana ISD received an overall B rating for the 2021-22 school year. Highest ratings for the district were in school progress for relative performance for economically disadvantaged students. Two campuses (Morris and Wake Village) received A ratings, while Options, Highland Park, Waggoner Creek, and Texas High School all received a B rating. Westlawn and its feeder school were not ranked, and Nash and Spring Lake Park received a C rating for this past school year.

When reviewing trend data for the district, sharp declines were seen from 2019 to 2021 as expected; however, the district is beginning to rebound and lessen some of the wide gaps created following the pandemic. At the meets level, although still slightly below the state average, students in grades 3, 6-8, and English I and II either scored the same or higher in 2023 than 2022.

Mathematics has seen sharp declines since 2019; however, students scoring at the meets level in 2023 either remained the same or was within a small percentage of 2022. Students in grade 8 and Algebra I showed an increase in their meets performance indicating a potential shift away from declining performance.

Science and social studies at 5th and 8th grades continue to see decreases in overall performance as well with 37% of 5th graders scoring meets in 2022 and declining to 30% in 2023. Students taking the 8th grade social studies assessment showed a decrease from 29% to 20% scoring meets in 2023. This continuing data trend lends credence to the impact that learning loss is having on our high-poverty at-risk students. Economically disadvantaged students are scoring well below their non-economically disadvantaged peers.

Comparison trend data show gaps in performance with White, American Indian, and Asian students performing at higher levels than African American and Hispanic students. These declines and gaps in student performance show the need for immediate intervention to mitigate the learning loss. TISD leaders met with each campus to determine their academic, behavioral, and safety needs for the upcoming 2023-24 school year. District departments met to contribute ideas from a district-wide perspective. All needs and requests were captured and discussed in great detail with prioritization going to campuses showing the greatest effects of learning loss.

Campuses and district leadership see the need to strengthen Tier I instruction across all campuses and grades. Professional development and coaching by the Kagan group continues with an emphasis on campuses with the highest needs. Eight TISD campuses are now involved in the journey toward the implementation of PLCs with collaboration and training from the Solution Tree group. In addition, 2 campuses are implementing the PLC process through work with TEA approved VIPs through the RSSP and ESF programs. Additional professional development support will be provided by district directors and coordinators specializing in content-specific learning opportunities. The district will continue its literacy initiative by implementing reading academies with a district Reading Academy Facilitator providing support to K-3 teachers. District coordinators will also provide training to all teachers on incorporating writing

into daily instruction and how to implement a writer's workshop approach in PK-5th grade classrooms.

Texarkana ISD has joined a network of 22 districts serving 700,000 students throughout Texas to participate in a four year program that provides district leaders with technical assistance, professional learning communities, and support in applying for grants and other financial resources. The SGS Strategy includes four levels: Analyze School Performance, Expand Great Options, Improve Access to Options, and Create New Organizational Structures. Initial work with SGS has supported the district in establishing our North Star Goal to have at least 75% of our students attending A or B rated schools by 2026 with no schools rated as D or F. When analyzing school performance, the SGS strategy supports the district in tiering schools based on specific criteria that prioritizes support based on the needs of the school. District leadership has scheduled campus tiering support meetings based on the level of support needed through the tiering process. The frequency of the support meetings is dependent upon the tiering level of the campus and looks at a variety of indicators: teacher need and level of experience, barriers or obstacles to success, student performance, and how the campus is moving toward meeting their campus improvement plan goals.

In addition to strengthening Tier I instruction through strong coaching and professional development, data show a great need in providing targeted and intensive support to our students who have experienced the greatest learning loss throughout our campuses. Additional intervention support in the form of certified teachers and instructors is being hired where there are needs for additional pull out and push in for small group learning. Para-professionals are being hired to lower the student-to-staff ratio within classrooms - especially in the lower grades. Instructional resources are being provided to the interventionists to provide new material that students have not experienced and which is designed to focus on specific areas of need. Campuses are being provided with high-quality instructional materials as identified by the Texas Education Agency, and high needs schools are partnering with TEA-approved providers for intensive support to improve the quality of instruction. TISD is also participating in the TEA High Impact Tutoring Program to strengthen interventions across the district. To support students with special needs, additional special education teachers will be hired for campuses to provide a continuum of services that meet the academic needs of students.

There is a need for engaging instruction in both reading and mathematics and TISD has invested in manipulatives to be used in all ELAR and mathematics classrooms as well as additional books for use in the content areas to integrate reading and writing across the curriculum. To provide additional materials for teacher use in the classroom and to encourage reading for all students, all teachers will be provided with classroom libraries designed to promote student interest in reading. With approximately 50% of TISD teachers having less than 5 years of teaching experience, it is imperative that teachers are provided with continuous and ongoing support to improve their capacity. Planning time is a critical component in developing high-quality lessons aligned to the standards and differentiated to support all students. Along with days built into the district calendar for teacher planning, TISD will provide all teachers in grades K-8 with two additional days of data analysis and instructional planning. New and novice teachers will have opportunities to learn from their more experienced teachers within their teams and campus. In order to provide additional support that is focused on the greatest areas of need, TISD has moved all instructional coaches previously based at a specific campus to instructional services. This allows for coaching and support to be deployed to the greatest areas of need at the highest tiered campuses with the highest level of teacher need. TISD will also implement a district-wide coaching model deploying coaches to campuses showing the greatest areas of need.

Another area that lends support to improved student performance is the health and emotional wellness of children and teachers. To support wellness and lower discipline referrals -- which ultimately will increase student performance, TISD is providing testing assistants and academic support specialists to all campuses where the counselor is the Campus Testing Coordinator or campuses that have a high volume of testing. This will allow the counselor to focus

their time on supporting students with emotional needs. In addition to testing, these specialists will also provide academic support during non-testing times.

Every Student Succeeds Act

Texarkana ISD ensures that records are kept that demonstrate that Federal funds, including funds from Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Carl Perkins grant, and the Individuals with Disabilities Education Act, are used to support activities that address specific educational needs of the school identified by a comprehensive needs assessment and are articulated in the school-wide program plan. Our Title I campuses are served through "school-wide" practices. These records do not need to identify, by program, the specific activities supported by those program funds. However, the district and campuses ensure that school-wide campus programs contain sufficient resources and activities to reasonably address the intent and purposes of each of the consolidated Federal programs, particularly as they relate to the lowest-performing students. The District has demonstrated our Maintenance of Effort and continues to meet expectations of the State Performance Plan for special education. TISD has transitioned into EDGAR compliant business practices pertinent to the expenditures related to federal grants while continuing to maintain compliance with all Title programs that we participate in.

Texarkana ISD has many students who are from single-parent homes. Obtaining meaningful parental involvement is a challenge and the District uses Title I funds to employ a district-wide parent and family engagement liaison to facilitate parent participation and community involvement with campuses. To improve student performance and to create additional educational opportunities, Texarkana ISD also uses Title I dollars to support the employment of supplemental teachers and paraprofessionals, as well as employing instructional coaches. Instructional coaches are necessary to support and monitor the use of research-based instructional strategies used in the classroom for a diverse population of students. With a growing number of English learners in our community, Texarkana continues to need to have well-trained Bilingual and English as a Second Language staff to meet the language acquisition needs of students. As a result of learning loss due to COVID 19, ESL students were not able to exit the ESL program creating the need for additional ESL staff to serve elementary students. These staff support instructional activities during the school year, as well as deliver summer school opportunities to bilingual students. The increased attention given to student mental health and student safety has led the District to secure the use of additional instructional support to keep students on campus, as opposed to discipline removals. The District continues its efforts to support more skill-based discipline settings and the District continues to use resources to ensure student safety with improved infrastructure such as camera installation, controlled entrances, and services to students experiencing behavior interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data show significant gaps in learning between ethnicities. **Root Cause:** Lack of a systemic process for reading instruction allowing for a differentiated approach for higher grade levels.

Problem Statement 2: Special education student performance continues to decline and is well below their non-special education peers. **Root Cause:** Lack of a systemic approach to ensure instruction on grade level material in Tier I classes.

District Processes & Programs

District Processes & Programs Summary

Instructional Services Department

The mission of Texarkana ISD Instructional Services is to empower students and educators by engaging them in a culture of learning through collaboration and innovation, while cultivating a growth mindset within our education community and nurturing a visionary future.

The department chooses to pursue this mission by providing a viable and rigorous curriculum aligned to state standards coupled with evidence-based best practices and high-quality professional development leading to the growth and success of all students. The elementary and secondary curriculum is supported by best practices for instruction and formative assessment to advance student learning. The elementary curriculum is composed of foundational and enrichment curriculum areas including early childhood, English Language Arts and Reading, Spanish language arts and reading (bilingual), mathematics, science, social studies, fine arts, health, and physical education. Secondary curriculum is composed of content that supports the implementation of the Foundational Graduation plan and endorsements across all five areas. The work of the Instructional Services department is to support a focus on curriculum and best practices through high-quality professional development organized and developed by content specialists, instructional technology coordinators, multilingual coordinators, director of special programs and various other support staff members. Based on student learning and performance, the district saw a need to dig deeper into the systemic processes, policy, and expectations in place regarding curriculum and instruction.

Recently, TISD revised current divisions of responsibility and the organizational structure to increase collaboration across departments and to facilitate better communication and coordination of the most critical district functions:

- Identification of Essential standards and revision of curriculum documents to support implementation of focused instruction.
- Revision of assessments to align with curriculum units with a focus on essential standards.
- Improve curriculum planning to better direct curriculum development, implementation, monitoring, evaluation.
- Specific revision of English Language Arts and Reading/Spanish Language Arts and Reading to include suggested strategies for instructional delivery.
- Create a focused, specific description of what effective ELAR and SLAR instruction looks like in every classroom
- Put high-quality curriculum with aligned resources and materials in place to support that vision.
- Develop consistent, coordinated systems across the district to train and coach teachers in effective reading instruction and assessment, and in planning instruction in response to student needs
- Develop a plan for the Bilingual/ESL program for English Language Learner students that outlines program models and expectations for service delivery across the system, for both the ESL and bilingual programs

- Prioritize having sufficient resources and materials to support the effective delivery of the curriculum
- Establish processes by which enrollment and achievement data are closely monitored to assure equity and equal access across the system

These recommendations will be used to drive our efforts in continuous improvement for the next three to five years. These recommendations will be the foundation of our measurable objectives moving forward. These recommendations also support the need to recruit and retain high-quality teachers as well as support those teachers who are employed in the Tiger Family.

Literacy

After completing a literacy audit during the 2016-17 school year, Texarkana ISD embarked on a literacy initiative encompassing Prekindergarten through 12th grade. Based on decisions made by the Literacy Steering Committee, the primary focus of the 2017-18 school year was in Kindergarten – 2nd grade and focused on phonics instruction. In 2018-19, 3rd - 12th grade began a designated series of modules on the foundations of reading through LETRS. The Kindergarten - 2nd grade focused on the reading block-specific components of work stations, mini-lesson, guided reading. Based on classroom observation, targeted component “look for” data, and teacher feedback, 2019-20 was spent refining the implementation and solidifying the reading block for maximum impact and student learning. **2020-21 was scheduled for the beginning phases of implementation of the writing phase of our literacy plan. Due to COVID-19, professional development for writing was delayed during 2020-21, started in 2021-22 and will continue through 2022-23.**

Special Education

As a result of the needs assessment, the focus for the 2022-23 and 2023-24 school years for the Texarkana ISD Special Education Department will start with a District wide professional development implementation to increase student achievement and ensure learning for all using data to guide the process, training and implementation. Universal Design Learning principles will be emphasized through cooperative groups (Kagan structures), which will provide multiple means of engagement for ALL students to interact, as well as, create different ways for students to demonstrate their understanding.

To advocate for our students, a District Identification Support Team will be established to review current processes, identify improvement in protocols, and create and maintain an evaluation matrix. Team members will seek to uphold best practices, most appropriate measures and prescribe training for diagnosticians, speech pathologists, physical therapists, and occupational therapists within the TISD special education department.

The development of campus Behavior Support Teams were also identified as an ongoing focus. With the guidance of Mike Desparrois Consulting, each campus behavior specialist will undergo a series of training, support, and coaching to ensure fidelity of implementation to build proactive practices for Tier 1 & 2 behavior interventions, with an emphasis on students remaining in the least restrictive environment. Mike Desparrois and Dr. Juliana Carpenter will also target and create support for students in need and teachers who provide their services. Support staff such as administrators, specialty teachers, therapists, paraprofessionals, school psychologists, counselors, and social workers will work closely in addressing the educational needs of all special education students. **As a part of the COVID relief funding through ESSER and to address learning loss, TISD is adding 8 special education**

teachers across the district in high needs areas to support student learning.

State Compensatory Education

TISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 and enrichment curriculum. SCE provides for accelerated instruction and supplemental support to identified students through intervention at the elementary by outside supplemental interventionists to provide pull-out, as well as, enrichment opportunities at Texas Middle School. Texas High School provides accelerated instruction in the month of June for eligible students.

Every Student Succeeds Act

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Texarkana ISD has many students who are from single-parent homes. Obtaining meaningful parental involvement is a challenge and the District uses Title I funds to employ a district-wide parental liaison to facilitate parent participation and community involvement with campuses. To improve student performance and to create additional educational opportunities, Texarkana ISD also uses Title I dollars to support the employment of supplemental teachers and paraprofessionals, as well as employing instructional coaches. Instructional coaches are necessary to support and monitor the use of research-based instructional strategies used in the classroom for a diverse population of students. With a growing number of English learners in our community, Texarkana continues to need to have well-trained Bilingual and English as a Second Language staff to meet the language acquisition needs of students. These staff support instructional activities during the school year, as well as deliver summer school opportunities to bilingual students.

Strategic Compensation

TISD utilizes strategic compensation programs that yield benefits in multiple areas of school and student performance. There is a need for strategic compensation in the form of competitive compensation rates that attract effective teachers in low-performing, hard-to-staff schools, and content areas. Compensation is awarded to math and science positions at the middle school as they are hard to staff content positions. Class size reduction teacher

positions are funded at Theron Jones and Westlawn which are low-performing, hard-to-staff campuses with elevated enrollment at kindergarten, first grade, and third grade. Class size reduction has allowed an additional fourth-grade teacher at Wake Village elementary where increased enrollment and special program student needs forcing an elevated class size beyond the district expectation of twenty-four. **In addition, Texarkana ISD will participate in the Teacher Incentive Allotment, Cohort D, to ensure that TISD teachers are provided every opportunity to increase their annual compensation. As an additional recruitment and retention incentive, TISD will use ESSER funding to provide all classroom teachers with an annual stipend in the amount of \$1,000.**

Health, Emotional Wellness, and Safety

The increased attention given to student mental health and student safety has led the District to secure the use of additional instructional support to keep students on campus, as opposed to discipline removals. **To continue the support of keeping students on campus and in the classroom, TISD has employed behavior specialists at identified campuses. Additional funding through ESSER will provide more campuses with behavior support specialists that not only contribute to decreasing discipline referrals but address the aspect of learning loss by keeping students in the classroom. This support will also contribute to teacher retention. To provide counselors with the time needed to support students' emotional wellness, the district is adding testing assistants/academic support specialists for the purpose of taking on the day-to-day aspects of testing that keep counselors from being able to support students. When these specialists are not working with testing, they will also support learning loss by providing academic support to students.**

The District has a need to support more skill-based discipline settings and the District has a need to ensure student safety with improved infrastructure such as camera installation, controlled entrances, and services to students experiencing behavior interventions. In 2018-19, Title IV funds allowed for IP camera installation at all of our campuses as well as security entrance doors. During the 2023-24 school year, Texarkana ISD will continue to expand the focus on safety by installing fencing around all schools as well as implementing electronic access to campuses versus key entry.

To ensure sufficient security and protection of students, staff, and property, the board employs police officers and crosswalk guards. Currently, TISD employs 1 telecommunicator, 9 full-time police officers, 5 part-time police officers, 4 full time security officers, 2 part-time security officers, 1 school marshall, and 1 full time Chief of Police. The district will provide 1 security officer for each campus for the 2023-24 school year. In accordance with the law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district police officers are listed in policy CKE (LOCAL). The law enforcement duties of school police officers are:

1. Protect the real and personal property of the District and maintain the safety of students, staff, and visitors.
2. Patrol assigned campuses and routes moving about within district jurisdiction. Preserve the peace; prevent unlawful acts, suppress disturbances, and provide service, aid, relief, and information to students, personnel, and visitors.

3. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
4. Assist in the reduction of truancy.
5. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
6. File appropriate criminal charges as applicable with the proper agency.
7. Enforce all laws of both felony and misdemeanor degrees in accordance with the approved procedures and policy.
8. Initiate investigations when deemed necessary based on sound information concerning an alleged criminal offense.
9. Investigate motor vehicle accidents on District property.
10. Assist the Transportation Department with problem bus stops areas and/or chronic disruptions on school buses.
11. Assist staff with after-hour functions.
12. Take student(s) into custody if there are reasonable grounds to believe the Reporting Crimes Security Personnel 4 “Parent” Defined student(s) is engaging in delinquent conduct or conduct indicating a need for supervision under the Family Code.
13. Cooperate and work with other governmental entities and law enforcement agencies in sharing information and assistance, consistent with TISD Board Policy and the Department manual.
14. Write effective legal incident reports.
15. Testify in court as needed.
16. Help provide traffic control at athletic events, school openings/closings, or at any other time as needed.
17. Provide protection to escort district personnel as needed.
18. Operate all equipment including firearms according to established safety procedures.
19. Administer First Aid to the best of ability and training.

Trauma-Informed Care Policy

Requires that districts now address sex trafficking and preventative measures against sex trafficking in their district improvement plan and communications with parents and students, in addition to existing provisions regarding sexual abuse and other maltreatment of children. Other maltreatment includes abuse

and neglect. The policy will be updated pending TASB recommendation. All employees have been assigned the 6 part TEA recommended Trauma-Informed Care Training with follow-up discussions after each 2 part training session through Public School Works.

Technology

As part of an ongoing technology initiative and as a follow-up to the three year Chromebook Academy implementation, Texarkana ISD is committed to ensuring that every student has a device for learning. With over 100 teachers receiving extensive training in the integration of technology using Chromebooks and with 45 of the academy members earning their Level 1 Google Educator Certification, the district has a strong support system of teachers, instructional coaches, and district administrators to ensure quality implementation of the Digitize TISD 1:1 initiative. The next phase addressed the need for teachers to be mobile within their classroom with a laptop, replace additional elementary labs, and continue the Chromebook Academy for effective teacher training and increased student devices. **At this time, all teachers have received their new laptops so that they can teach anywhere/anytime and be free to move about the classroom with their laptop to further enhance their instruction using technology.**

The final phase for ensuring that all students have access to technology began in 2021-22 with a pilot of 6th grade. Students were issued individual chromebooks and a study of the effectiveness of the deployment and usage was completed. At the start of the 2022-23 school year, all 7-12 grade students were issued their chromebook and plans for ongoing professional learning has begun. In order to support this implementation effort, the district is using ESSER funding to provide one additional digital learning coach. In January 2023, all K-5 students received their Chromebook, and TISD will be operating in a 1:1 technology enriched learning environment. ESSER funding has provided TISD with a way to ensure all students have equitable access to technology.

Recruitment and Retention

Among its strengths, TISD currently has the highest starting teacher salary in Region 8 and conducted a compensation study in 2021-22 that resulted in across the board pay increases for teachers and staff. TISD's starting teacher salary is well above the state average. In addition, new and existing Secondary Math, Secondary Science, and Bilingual teachers receive a \$3,500.00 stipend for teaching in these shortage areas. **Beginning with the 2021-22 school year and continuing for the 2023-24 school year, TISD will provide all classroom teachers with a \$1000 annual stipend as a recruitment and retention tool.** TISD holds an annual on-site Teacher Job Fair, which produces more applicants than any other recruitment event in which the District participates. Human Resources representatives attend university career fairs and regional events to make contact with college education majors and provide information about the District and its job openings. The Tiger Induction Program, a pre-service professional development program for new teachers, includes training on policies, procedures, instructional strategies, diversity, special education, and differentiating instruction. **In partnership with Texas A&M University – Texarkana, STEM teachers have the opportunity to complete a Master's Degree in Curriculum and Instruction, paid in full by the District. TISD STEM teachers are now completing an online training program to obtain a National STEM Certification through National Institute for STEM Education (NISE) and Rice University.**

Having a pool of applications, resumes, and other applicant documents accessible via computer, principals gain access to applicants in a timely manner. The system also allows for timely communication among Human Resources, applicants, and Principals, as well as documentation of interviews and job fair recruitment. First-year teachers are offered a 13-month payroll option, so they are not waiting until late September for their first paycheck. The Human Resources Department begins each January distributing and collecting teacher “Letters of Intent” in order to plan well before the end of the school year for upcoming staffing needs.

In addition to a number of strengths, TISD also recognizes areas of weakness that must be addressed to recruit and retain the best teachers. The approval of the new TISD compensation plan for 2022-23 and beyond was a beginning step. Stipends that reward longevity and teaching at hard-to-staff campuses must be funded and maintained. Ongoing appreciation and recognition activities to boost teacher morale need to be expanded. Improved exit interviews providing more valid data must be implemented consistently. Texarkana ISD has relocated the campus-based instructional coaches to Instructional Services in order to provide intensive coaching and support to teachers identified as Tier 3 teachers within the greatest areas of need. A teacher mentoring program is necessary for supporting and retaining beginning teachers, and each TISD teacher is assigned a mentor teacher at their campus. TISD also partnered in 2022-23 with Texas A & M University and US Prep to support pre-service teachers in preparation for entering the classroom.

Finally, a number of potential threats to the recruitment and retention of great teachers pose challenges for TISD. For a number of years, the nation has faced a teacher shortage, which continues as increasing numbers of “Baby Boomers” reach retirement age. A lack of qualified candidates plagues schools nationwide. Texas Association of School Boards (TASB) reports that there are simply not enough qualified and certified candidates to fill positions in critical shortage areas, such as science, technology, and math. Teacher turnover among younger teachers demands a strategic approach, as the younger generations in the workforce have less long-term commitment to their employers. The number of college graduates in education, including area programs, does not match the demand for teachers. While Alternative Certification Programs (ACPs) help to fill this void, most ACP candidates need much more preparation before entering the classroom than is currently provided. Increased standards and requirements for teacher certification, particularly in areas such as Foreign Language and Bilingual Education, make obtaining teacher certification more difficult. Minority applicants continue to be a challenge to recruit, as the gap between the number of minority teachers and the growing diverse student population widens.

In response to the needs listed above, TISD is planning for the implementation of a high-quality professional development and coaching program to ensure that multiple layers of support are provided to teachers when they begin their career with TISD and as they continue throughout their career. Instructional coaches have been relocated to the Instructional Services department and will continue the additional instructional coach in mathematics to support Tier 3 teachers having the greatest areas of need with a concentration at the highest tiered campuses. A Reading Academy Facilitator to support teachers in K-3 who are completing the reading academies also continues to support the completion of reading academies. In addition, interventionists and intervention instructors are being hired to support teachers and students by lowering the student to adult ratio and working collaboratively with classroom teachers to provide targeted and intentional support to students with learning gaps. As additional support to campuses and classroom teachers, the district is adding over 30 paraprofessional positions in general education, special

education, bilingual, and behavior specialists. Increased substitute pay to ensure a quality sub-pool will provide the district with opportunities for an additional two days of instructional planning for all classroom teachers.

The district is supporting teaching and learning through an initiative to support teachers in increasing student engagement and decreasing discipline through professional development and coaching using Kagan Cooperative Learning Structures, combined with ongoing training and coaching in the use of technology. A district-wide expectation for all teachers and staff to work in collaborative teams to implement professional learning communities has produced the opportunity to redefine curriculum documents and instructional planning to focus on essential standards. The PLC process is being implemented across multiple campuses beginning in 2021-22 with all campuses implementing professional learning communities by 2023-24. ESSER funding has provided the opportunity for the district to give our teachers and leaders the instructional support needed to ensure gains in student achievement throughout all grade levels.

A strategic planning initiative has produced the need to provide a state of the art learning environment for our early childhood students. The Imagine 2026 Long Range Planning Committee involved 39 community members from across the district including parents, community and business leaders, representatives from civic organizations, and elected officials. The impact for our students with the addition of the new Dunbar learning facility will provide the district with space to double enrollment to ensure that all students are provided with the highest quality learning environment in their most formative years. Imagine 2026 also focused on safety across all aspects of our district, as well as potentially a new elementary school that will combine Spring Lake Park and Highland Park. In addition, the district plans to construct a state of the art facility for Career and Technical Education fields giving students the opportunity to pursue college or career endeavors.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The TISD teacher turnover rate is 18.6%. **Root Cause:** Many teachers leave the profession within the first 3-5 years of service due to a lack of support and the challenges facing teachers today. Compensation, student behavior, and workload are among the reasons that teachers leave.

Problem Statement 2: Students with disabilities need specially designed instruction and related services to improve their access to enrolled grade level curriculum, instruction, and assessment. **Root Cause:** The presence of identified disabilities impacting student learning influences the development of accommodations and modifications.

Perceptions

Perceptions Summary

Texarkana ISD strives for continuous growth in order to Innovate, Lead, and Excel. The goal is to ensure that our students and staff have opportunities to grow intellectually, socially, and emotionally. In order to have a better understanding of the expectations and values of our stakeholders, TISD conducted surveys as part of the comprehensive needs assessment process with parents, students, and staff. The Measurable Results Assessment (MRA) was given to all parents, students, and staff as part of the needs assessment related to climate, culture, and leadership. Staff members also responded to a district survey related to employee satisfaction. The TISD District Quality Improvement Council (DQIC) will meet three times annually to discuss district goals/objectives, professional development, accountability, and other items as needed. The DQIC consists of teachers, professional support staff, community, parents, and business members.

The mission of Texarkana ISD, a culturally diverse and premier learning community, is to develop and empower every individual by providing innovative and varied opportunities to lead and excel in a global society through strong family, community, and staff partnerships.

One of the most important aspects in creating a strong culture is bridging the gap between home and school. TISD has approximately 1047 active members of Volunteers in Public Schools, over 49,000 district volunteer hours, over 205 local business and organization partners, and over 2,000 active parent access accounts. Communication efforts for all things include Media Releases, social media messaging at both the district and individual campuses, our TISD web page (www.txkisd.net), parent/guardian email notifications, and our mobile app. In addition, TISD has 3,061 active parent access accounts and 4,663 students have at least one parent/guardian with an account. The district has two campuses that provide bilingual instruction to over 300 students, and when needed, information is disseminated in both English and Spanish to parents at the bilingual campuses.

We believe that every child deserves to feel safe at school and, TISD supports safe and exceptional schools with clean, well maintained facilities; fresh and nutritious food at all schools; and reliable transportation. Through ESSER and an upcoming TISD Bond, new facilities, improvements to air quality, and many other aspects of safety have been addressed and will be addressed over time. The TISD Child Nutrition department is committed to increasing student access to whole, fresh foods by embracing clean label commitments and an approach to menu development that decreases the use of processed foods and promotes the use of scratch prepared, chef created, and diverse menus featuring locally sourced products.

In response to the ongoing need for additional safety, TISD employs a chief of police with 6 full time and 5 part-time police officers trained in CPR, first aid, and AED, as well as 2 full time and 3 part-time security officers who are responsible for providing security on all campuses. For the 2023 school year, security officers will now be present at every TISD campus daily. We have 20 crosswalk guards to ensure the safety of students and parents during school arrival and departure times. In addition to security and police officers, TISD has invested in upgraded security cameras to provide more coverage for all our

buildings and district-wide upgrades to our security alarm systems. Each campus has a raptor system where all guests must provide their ID for scanning and receive a visitor pass before entering the campus around students. In addition, the district has access control systems where guests must be identified by a camera then manually allowed entrance to the reception area. The district fencing project is being completed soon providing more security for students and staff within the schools.

Student, Staff, and Family Measurable Results Assessment (MRA)

- The district's overall MRA score for 2023 was 76 with the Leadership score at 75, Culture at 77 and Academics at 76.
- Overall student leadership, which includes personal development, positive well-being, self-advocacy, interpersonal development, and prosocial behaviors was 77. In leadership, family and community engagement (75) and Staff Leadership (75) were both lower than student leadership.
- Culture showed the highest rating for the district at 77 which was a combined score of 79 for supportive staff environment and 75 for supportive student environment.
- Within Academics, student led practices received the highest score at 79 and instructional efficacy under empowering teachers was the lowest at 73.

In response to data, TISD has undertaken major multi-year initiatives to increase the overall effectiveness of Tier 1 instruction.

The district has invested in a multi-year plan to become a professional learning community district to increase data-driven instruction and create powerful professional learning communities focused on student learning.

To increase student engagement, differentiated instruction, and ensure that all students are provided with an engaging classroom experience, a district-wide initiative to implement cooperative learning began in 2021-22 and continues through 2023-24. The initiative includes professional development sessions with follow-up coaching embedded for implementation.

Digitize TISD is at the forefront of our professional learning with all students now having technology at their fingertips, teachers will need ongoing learning opportunities and support to integrate technology. The district will focus on the SAMR model in order to help teachers redefine teaching without substituting technology for direct instruction.

Employee survey data indicate the following areas of need:

- Targeted Intervention time during the school day as most important to address learning loss
- Counseling, teacher training, and behavior interventionists, and behavior support specialists are important to address students' social emotional wellness

Discipline data from the 2022-23 school year indicates that the overall number of incidents increased in 2022-23 as compared to 2021-22. In 2021-22 at the close of the fifth six weeks, the district collectively documented 3,611 total referrals through the end of the year, while the 2022-23 data showed 4,163

referrals. All subgroup (African American, Hispanic, White, Special Education, and Economically Disadvantaged) populations also saw an increase from 2020-21 to 2021-22. This data reflects some of the challenges facing educators with students being back in school for the first full year since COVID. Many students were still at home due to COVID, quarantining, etc.

With the increase in the total number of incidents, some other areas saw increases as well raising concerns for behavior:

- Special education ISS placements continue to increase with African American special education students showing the highest number of incidents.
- Total number of ISS placements increased from 1180 in 2020-21 to 1621 in 2021-22.
- DAEP placements increased from 58 to 105 and sped DAEP placements increased from 15 to 23 for the 2020-21 and 2021-22 school years.

Additional discipline information show that:

- The majority of incidences come from disrespectful behavior, failure to comply, repeated interference with teaching, and repeated violent behavior.
- Scuffling was documented 729 times and fighting 357 times throughout the 2021-22 school year.
- THS ISS placements increased by 78 placements from 2020-21 to 2021-22 and TMS ISS Placements increased from 373 to 475 from 2020-21 to 2021-22

TISD is committed to student safety and creating positive school environments for all students. The district approved the addition of 504 coordinators that could directly impact student behavior by alleviating that responsibility from counselors allowing them additional time for group and individual guidance counseling. In addition to 504 coordinators, TISD has invested in a behavior coordinator and additional behavior specialists across the district to provide positive behavior support. Training will be provided to ensure that our behavior specialists have a toolbox of positive behavior supports and interventions. Behavior specialists are being maintained at high needs campuses for the 2022-23 school year based on needs assessment survey data and discipline data for the previous school year.

Attendance has become a focus area for the district in moving back toward pre-COVID attendance percentages. In 2019-20, Texarkana ISD's average daily attendance had reached a high point of 95.08%. In 2020-21, attendance percentages were at 91.96% with an increase to 94.36% in 2021-22.

However, the district experienced a decline in 2022-23 with an average daily attendance of 92.87%. The first six weeks ADA was 94.57%; however, the district percentage did not go above 94% again and the highest percentage occurred during the 6th six weeks at 93.23%. The district will continue to work with principals to develop action plans for increasing the attendance rate across the district.

Leader In Me

Texarkana ISD will continue to be a Leader in Me District for the 2023-24 school year and will begin the development of a proposal for a rubric that will support the district's journey toward becoming a Lighthouse District. TISD currently has the following Leader in Me campuses: Dunbar Early Education

Center, Highland Park (LIM Lighthouse Campus), Morriss (LIM Lighthouse Campus), Nash (LIM Lighthouse Campus), Spring Lake Park (LIM Lighthouse Campus), Theron Jones (LIM Lighthouse Campus), Wake Village (LIM Lighthouse Campus), Westlawn, Texas Middle School, and Texas High School. Waggoner Creek and Texas Middle School are finalizing their last years of training during 2023-24. The district supports Leader in Me financially by securing funds for all annual memberships and one coaching day per campus. Texarkana ISD's Digital Academy of Texas has also completed their initial 7 Habits training to build leadership skills for their students and staff in a virtual environment and are now a TISD Leader in Me campus.

As a potential Lighthouse district in the coming future, district and campus leaders are developing a plan for all staff members to be trained in the 7 Habits of Highly Effective People with an expectation and emphasis on building leadership skills in everyone.

All campuses promote the 7 Habits of Highly Effective People and continuously strive to create school cultures embodying those habits within each classroom and throughout the campus. Counselors in TISD have been trained to deliver parent workshops aligned to the 7 Habits of Highly Effective Families in order to strengthen school and community relationships, and the district will pursue training for any new counselors who have not received that training. The Leader in Me creates a common language and a foundational set of life principles to guide students, families, and staff in their daily lives.

Campuses elicit family involvement in the 7 Habits of Highly Effective Families by hosting events aligned with the 7 Habits such as, Habits Focused Engineering Encounters where families are invited to participate from all grade levels; parent nights aligned to a specific habit with themes; and family fun and educational nights aligned to the habits along with a campus newsletter. The district also hosts a Leader in Me Luncheon for parents and community members to attend where students from all campuses are recognized for their leadership characteristics.

Priority Problem Statements

Problem Statement 1: 34.1% of Texarkana ISD teachers have 5 or less years of experience with over 60% at the highest needs campuses.

Root Cause 1: The applicant pool for teachers continues to lessen making it more difficult to find experienced teachers to hire. Many new teachers have degrees outside of education and enter education as alternative certified teachers with no background in education.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The TISD teacher turnover rate is 18.6%.

Root Cause 2: Many teachers leave the profession within the first 3-5 years of service due to a lack of support and the challenges facing teachers today. Compensation, student behavior, and workload are among the reasons that teachers leave.

Problem Statement 2 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS





Goals

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 1: At least 75% of 1st and 2nd-grade students will score "developed" on the TPRI/Tejas Lee EOY screener and 50% will read at the Instructional level and score "developed" in comprehension on both stories by June 2024.

Evaluation Data Sources: 1-2 TPRI Scores
TTESS Classroom Observations
Informal Classroom Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: The elementary RLA Coordinator will support PK-2 classroom teachers with research-based instructional processes. Strategy's Expected Result/Impact: Increase the percentage of students scoring "developing" on TPRI and Tejas Lee. Increase teacher effectiveness. Staff Responsible for Monitoring: Director of Academics Title I: 2.4 Funding Sources: FTE - 211 - Title I, Part A - \$65,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: District trainers will develop a plan to provide LETRS (Language Essentials for Teachers of Reading and Spelling) training to all newly hired teachers in order to sustain the literacy initiative. Strategy's Expected Result/Impact: Increase student reading levels, KEA, TPRI/Tejas Lee, and STAAR assessment results. Effective, well supported teachers. Staff Responsible for Monitoring: Director of Academics Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The Reading Academy Facilitator will provide coaching for all K-3 teachers participating in the Reading Academies Strategy's Expected Result/Impact: All teachers complete the reading academies and improve reading instruction to ensure all students are at or above grade level. Staff Responsible for Monitoring: Director of Academics Title I: 2.6 Funding Sources: Reading Academy Facilitator - 281 - ESSER Funds - \$61,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: District trainers will develop a plan to provide training on the structure of the reading block training to all newly hired teachers in order to sustain the literacy initiative. Strategy's Expected Result/Impact: Increase student achievement in reading. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize district-created Phonics and Small Group Look-For forms to identify teachers in need of support and areas needed for professional development related to phonics and comprehension instruction. Strategy's Expected Result/Impact: Improve teacher effectiveness in delivering phonics/comprehension instruction to increase student growth. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: 75% of students will meet or exceed expected growth on 3-8 STAAR Reading Language Arts/Spanish Language Arts and English EOCs by June 2024.

Evaluation Data Sources: STAAR Assessment Results
Grading Period/Unit Assessments
District/Campus Benchmarks
TTESS Walk-throughs and Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Hire additional intervention teachers, special education teachers, and instructors across the district to provide targeted small group instruction to decrease learning loss and increase student performance. Strategy's Expected Result/Impact: All students show growth toward reading at or above grade level. Staff Responsible for Monitoring: Chief Academic Officer Funding Sources: Intervention/Instruction for Targeted Support to Decrease Learning Loss - 281 - ESSER Funds - \$700,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Essential Standards will be identified and vertically aligned in all Curriculum Enhancement Documents for RLA/SLA in grades K-8. Strategy's Expected Result/Impact: Identification of essential standards will allow more instructional time devoted to TEA-identified focus standards. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: District trainers will create a plan to provide professional development that focuses on phonics, small group instruction in reading and writing, and reading and writing workshop to all newly hired staff in order to sustain the district literacy initiative. Strategy's Expected Result/Impact: Increase student achievement through teacher effectiveness with instructional delivery. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details		Reviews			
Strategy 4: Utilize district-created Look-For forms that address the literacy instructional block to identify teachers in need of support and professional development needs.		Formative			Summative
		Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 3: 75% of students will meet or exceed expected growth in 3-8 STAAR mathematics and Algebra I EOC by June 2024.

Evaluation Data Sources: STAAR Assessment Results
District/Campus Benchmarks
TTESS Walk-throughs
Classroom Observations





Strategy 1 Details	Reviews			
Strategy 1: Essential Standards will be identified and vertically aligned in all Curriculum Enhancement Documents for Math in grades K-8. Strategy's Expected Result/Impact: Identification of essential standards will allow more instructional time devoted to TEA-identified focus standards. Staff Responsible for Monitoring: Director of Academics Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for all math teachers which includes a focus on rigor, depth of knowledge, number talks and number sense and the use of manipulatives. Strategy's Expected Result/Impact: Improve students' ability to reason mathematically which increases performance from approaches to meets or masters on STAAR. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize district-created Look-For forms that address the math instructional block to identify teachers in need of support and professional development needs. Strategy's Expected Result/Impact: The use of this instructional progression will increase student's level of understanding as well as engagement. Staff Responsible for Monitoring: Director of Academics Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Retain a district-level instructional coach for mathematics support to provide support and coaching for identified teachers. Strategy's Expected Result/Impact: Improve teacher performance and student achievement Staff Responsible for Monitoring: Director of Academics Funding Sources: Support for Teachers with Coaching - 281 - ESSER Funds - \$108,000	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 4: 75% of students will meet or exceed expected growth in STAAR science grades 5 and 8, and biology EOC by June 2024.





Evaluation Data Sources: STAAR Assessment Results District/Campus Benchmarks Data Walks TTESS Walk-throughs and Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Conduct at least 1 (2 if possible) vertical team meetings in science per year for grades 4-12 to identify problem areas, align vocabulary, and align strategies teaching across all campuses and grades. Strategy's Expected Result/Impact: Vertical alignment of science curriculum documents and opportunities for teacher collaboration. Staff Responsible for Monitoring: Director of Academics Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on new science TEKS and identify and align essential standards. Strategy's Expected Result/Impact: Increase student performance from approaches to meets or masters on STAAR. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor the use of research-based instructional strategies by targeted visits in science classrooms to identify teachers in need of support and professional development needs. Strategy's Expected Result/Impact: The use of research based strategies will increase student engagement and increase student performance. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Update Curriculum Enhancement Documents to reflect new Science TEKS and provide suggested resources and activities.	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 5: By May 2025, 100% of core courses and 70% of elective (technology, fine arts, PE, and CTE courses) will have curriculum documents aligned to the TEKS to support teaching and learning for all students.





Evaluation Data Sources: Curriculum Timeline
 District Common Instructional Framework
 Walkthrough data
 Focus Component Walks Data
 Classroom Observation
 Lesson Plans
 Professional Development and Meeting Agendas
 Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly meetings with key staff members to monitor the development of core and non-core curriculum documents. Strategy's Expected Result/Impact: Curriculum documents completed and uploaded to District TISD Drive Masters for Curriculum. Core documents current and updated in TEKS Resource System. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule monthly meetings to review the progress on the development of curriculum documents Pre-AP courses in grades 6-12 using Springboard for grades 6-8 and College Board course guides and frameworks for 9-12. Strategy's Expected Result/Impact: Increase percentage of students scoring at meets and masters on STAAR. More students choosing AP Courses. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Develop a plan to enhance curriculum documents with effective strategies and resources that will provide scaffolding and support, relative to diverse linguistic needs. Strategy's Expected Result/Impact: Increase student achievement for multilingual learners. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 6: By May 2025, the district will have created a framework that explores career awareness, exploration, and preparation for postsecondary and career opportunities for grades PK-12

Evaluation Data Sources: Course Guides. Increased student participation in career courses.
Published events and lessons at all elementary campuses.

Strategy 1 Details	Reviews			
Strategy 1: Middle and High School campuses will guide students to make informed choices to facilitate the transition from secondary to the workforce and/or college. Strategy's Expected Result/Impact: Students will better understand how their course choices affect future choices once they graduate high school. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services/ Director of CTE	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Establish partnerships with local businesses to provide student involvement and future job opportunities. Strategy's Expected Result/Impact: Increase the awareness of careers and job opportunities locally by providing students with externships, field trips, and job shadowing experiences. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services/ Director of CTE	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 7: 75% of PK and kindergarten students will reach "On Target" in phonological awareness, letter-sound correspondence, and overall math on the CLI Engage CIRCLE and Kindergarten Entry Assessment by June 2024.





Strategy 1 Details	Reviews			
Strategy 1: Utilize district-created Look-For forms for PK and literacy and math to identify teachers in need of support and areas needed for professional development related to pk and kindergarten foundational instruction. Strategy's Expected Result/Impact: Increase the effectiveness of Tier 1 instruction in PK and kindergarten. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: By May 2025, increased student engagement will decrease discipline referrals by 7%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Establish Behavior Support Teams with norms, roles, and responsibilities on 80% of our campuses for targeting and creating supports for students in need and teachers who provide their services. Strategy's Expected Result/Impact: Reduced student discipline referrals and class removals. Staff Responsible for Monitoring: Director of Special Populations Title I: 2.6 - Results Driven Accountability Funding Sources: Add Behavior Support Specialists - 281 - ESSER Funds - \$120,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase counselor opportunities to provide individual, small group, and classroom counseling for all campuses by hiring testing assistants/academic support specialists across the district where counselors serve as the testing coordinator. Strategy's Expected Result/Impact: Reduced student discipline referrals and improve school culture Staff Responsible for Monitoring: Coordinator of Assessment Title I: 2.6 Funding Sources: Hire Testing Assistants/Academic Support Specialists across the district - 281 - ESSER Funds - \$266,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Fully implement the Professional Learning Communities model across all grade levels and content areas through the guidance of a Solution Tree Associate Coach at Wake Village, Westlawn, TMS, Spring Lake Park, Highland Park, Waggoner Creek, Dunbar, and Morriss. Strategy's Expected Result/Impact: A deeper understanding of the essential standards by teachers leads to more effective lesson planning. Implementation of common formative assessments over essential standards that provides timely data for making instructional adjustments and providing individual students just in time intervention of the content. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Embedding opportunities for student engagement through the use of Kagan Structures as part of the lesson cycle. Strategy's Expected Result/Impact: Provide the opportunity for all students to engage in the content through research-based collaborative structures. Utilizing class and team building structures to enhance the culture of the classroom community. Utilize the structures as a common formative assessment to make in-the-moment instructional adjustments. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 2: By June 2024, TISD Blended Learning Model at Texas Middle School will be fully developed to transform teaching and learning as evidenced by meeting the Success Criteria for all gates and deliverables.

Evaluation Data Sources: Design Team agendas, sign-in sheets,
Teacher Training agendas, sign-in sheets.
Fully developed implementation plan by May, 2024.

Strategy 1 Details	Reviews			
Strategy 1: Recruit a design team from internal and external stakeholder groups at Texas Middle School. Strategy's Expected Result/Impact: Design Team established and actively collaborating. Identify the purpose, mission, vision, and goals of the school action. Determine the conditions for change at the district and campus level. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Design Team to finalize major components of the school action and model, including HQIM selection and adoption, and instructional vision. Strategy's Expected Result/Impact: HQIM selection process completed. Training on the new HQIM curriculum for teachers. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Prepare to implement: Develop detailed plans for the implementation of effective instruction, including HQIM, data-driven instruction, and research-based instructional strategies. Strategy's Expected Result/Impact: detailed plans for positive behavior, school climate, and culture detailed plans for highly effective staff development to ensure all staff have training and support for implementation of the school model Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Prepare to Launch: submit complete school design plan for final TEA review. Strategy's Expected Result/Impact: Approved school design plan. Instructional leadership planning and training. Finalized logistical and operational considerations, including facility readiness, staffing and budgeting. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 3: By June 2025, 100% of the PreK content curriculum will be developed to connect themed experiences, and student interests, and align to PreK standards; following curriculum development, professional development will be provided to all PreK teachers in order to execute the aligned curriculum and themed foundations for learning.

Evaluation Data Sources: Planning team meeting sign-in sheets and agendas.

Curriculum document development.





Professional development sessions designed for implementation.

Strategy 1 Details	Reviews			
Strategy 1: Identify staff that will serve on the curriculum writing team. Strategy's Expected Result/Impact: A team of individuals with a deep understanding of prekindergarten guidelines and instruction. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Curriculum writing team members will participate in professional development for the design and instructional delivery of the new PK center for the experience rooms. Strategy's Expected Result/Impact: Teachers trained in the new design and instructional delivery in anticipation of the opening of the new PreK experience based center. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Curriculum writing team members will utilize the identified PreK essential standards to develop robust curriculum documents for guiding PreK teachers. Strategy's Expected Result/Impact: Curriculum documents provide teachers with the essential standards, resources, instructional delivery routines, and common formative assessments. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 4: By June 2024, Texarkana ISD will design a proposed rubric for becoming a Lighthouse District.

Evaluation Data Sources: Completed proposed rubric for identification of a Lighthouse District.

Strategy 1 Details	Reviews			
Strategy 1: Establish the District Lighthouse Team. Strategy's Expected Result/Impact: District Lighthouse Team meeting sign-in sheets and agendas. Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Meet regularly with the district Leader in Me Coach to complete the self-assessment and rubric development. Strategy's Expected Result/Impact: Completion of the Leader In Me self-assessment from the perspective of a district. A finalized version of a proposed District Lighthouse assessment rubric. Submission of the proposed District Lighthouse assessment rubric to the Leader In Me Board of Directors. Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.





Performance Objective 1: By June 2024, increase the percentage of Tier 1 and 2 teachers to 80% across all campuses.

High Priority

Evaluation Data Sources: Campus Tiering Meetings
Feedback from Look Fors and Walkthroughs
PLC agendas and Lesson Plans
Coaching Documentation

Strategy 1 Details	Reviews			
Strategy 1: Build capacity of teachers to ensure growth for ALL students through the implementation of collaborative professional learning communities at all campuses. Strategy's Expected Result/Impact: Improved teacher capacity. Increased student growth and learning Increased collaboration among and across teams and grade levels Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule campus support meetings based on the tiering level of the campus to analyze data, determine instructional coaching needs, and address barriers to ongoing student growth. Plan interventions and support to ensure growth for all students. Strategy's Expected Result/Impact: Student growth Teacher growth Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a district-level coaching model that provides intentional coaching support for Tier 3 teachers identified by the campus. Strategy's Expected Result/Impact: Increase teacher effectiveness and retention. Staff Responsible for Monitoring: Director of Academics	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize informal look-for forms to identify specific areas for coaching needs or additional professional development to support implementation with fidelity of research-based instructional initiatives (Guided reading, phonics, math stations, instruction aligned to the common instructional framework, Kagan structures, Leader in Me, and Gomez and Gomez). Strategy's Expected Result/Impact: Improved student achievement Teacher capacity Teacher retention Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Using the Initial Teacher Observation form, campus leaders will tier teachers based on observations of indicators for behavior/classroom management, content knowledge, direct instruction, and formative assessment proficiency to determine levels of support needed at the beginning, middle, and end of year to ensure teacher growth. . Strategy's Expected Result/Impact: Increase the percentage of Tier 1 and 2 teachers. Increase visibility in the classroom. Increase levels of support for Tier 3 teachers. Improve student learning by building teacher capacity. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 85% of all teachers in TISD will receive Days 4-5 of Kagan Cooperative Learning Training. Strategy's Expected Result/Impact: Teachers will plan instruction that implements structures to increase engagement and lower discipline referrals. Increase student performance Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Funding Sources: Professional Development - 281 - ESSER Funds - \$79,878	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide teachers and district Kagan coaches with three coaching opportunities to support job embedded professional learning for the implementation of cooperative learning structures. Strategy's Expected Result/Impact: Increased student engagement, better instructional delivery, and increased student achievement. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Funding Sources: Job-Embedded Coaching and Feedback - 281 - ESSER Funds - \$39,735	Formative			Summative
	Dec	Feb	Apr	June





Strategy 8 Details	Reviews			
Strategy 8: Purchase resources and materials to support the implementation of Kagan Cooperative Learning Structures Strategy's Expected Result/Impact: Increased student engagement, better instructional delivery, and increased student achievement. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Funding Sources: Materials for Kagan Implementation - 281 - ESSER Funds - \$35,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Provide additional intensive coaching support in students engagement structures for Westlawn Elementary to provide 5 day coaching events for 3 separate weeks to support teacher retention and improved instructional delivery. Strategy's Expected Result/Impact: Increased student engagement, better instructional delivery, and increased student achievement. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Funding Sources: Coaching for Strong Implementation - 281 - ESSER Funds - \$26,490	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 2: By June 2024, increase the teacher retention rate to 88%.

Evaluation Data Sources: Retention Data
Evaluation Data
Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Provide a mentor for all newly hired 0-3 year teachers to provide guidance and support for classroom organization and instructional planning. Strategy's Expected Result/Impact: Increased teacher effectiveness, student performance, and teacher retention. Staff Responsible for Monitoring: Coordinator of Teacher Mentoring and Academic Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to interview and select participants for the Pathway to Teaching program to support growing our own teachers and increasing our applicant pool. Strategy's Expected Result/Impact: Increased number of participants resulting in increased teacher applicant pool. Staff Responsible for Monitoring: Coordinator of Teacher Mentoring and Academic Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the number of students in TEACH TISD at Texas Middle School to increase awareness and to prepare them for the P-TECH Pathway in Education and Training at Texas High. Strategy's Expected Result/Impact: Participation in program leading to increased pool of teacher applicants Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Hire additional paraprofessionals to support classroom instruction, reduce the student to teacher ratio, and increase teacher retention. Strategy's Expected Result/Impact: Improvement in overall teacher morale and student performance. Staff Responsible for Monitoring: Chief Innovation Officer Funding Sources: Additional Paraprofessionals District-Wide with emphasis in high needs campuses and classrooms - 281 - ESSER Funds - \$356,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Partner with local institutions of higher education to provide unique Future Educator experiences for members of TEACH TISD and utilize the TEACH TISD Program to grow the diversity of our own future leaders while also identifying other programs to encourage minorities to pursue a career in education as well as the leadership pipeline in TISD. Strategy's Expected Result/Impact: Increased participation in TEACH TISD with increase student diversity. Staff Responsible for Monitoring: Deputy Superintendent		Formative			Summative
		Dec	Feb	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>					





Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 1: By May 2024, increase parent and community encounters by two percent.

Evaluation Data Sources: Calendar of Events

Sign in sheets





Agendas

Strategy 1 Details	Reviews			
Strategy 1: Revitalize TISD's Volunteers in Public Schools at the campus and district level. Strategy's Expected Result/Impact: Increased parent involvement and community involvement Staff Responsible for Monitoring: Executive Director of Student and Family Support Services/CTE Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Lead campuses in identifying targeted academic skills that can be supported outside of school and develop parent/community workshops to empower and equip parents to provide the support. Staff Responsible for Monitoring: Chief Academic Officer Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of the Latino Family Literacy Program at campuses only serving ESL students and develop a plan for training and continued implementation of the program. Strategy's Expected Result/Impact: Increase the reading ability of English Language Learners. Staff Responsible for Monitoring: Coordinator of Multilingual Education Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 2: By May 2024, increase school-to-business partnerships by five percent.

Evaluation Data Sources: Number of business partnerships renewed.
Number of new business partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Review business partnerships and update periodically based on need. Strategy's Expected Result/Impact: Updated agreements and increased business partnerships. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate current needs versus list of current partnerships to identify specific types of partners that are needed for future relationships. Strategy's Expected Result/Impact: Increase number of business partnerships. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor the economic development of Texarkana and the surrounding areas for new partnerships. Strategy's Expected Result/Impact: Economic Development Reports - impacts on business partnerships to help schools. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.





Performance Objective 3: Increase student enrollment in REACH and community outreach by five percent at Texas Middle School.

Evaluation Data Sources: Sign-in sheets

Agendas

Discipline reports

Field trip requests

Strategy 1 Details	Reviews			
Strategy 1: Increase REACH student involvement in community events (example: main speakers for Superintendents Leader in Me Luncheons each six weeks) Strategy's Expected Result/Impact: Retention of the enrolled REACH students and increased diverse enrollment. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Target 5th grade Boys to Men Leadership Academy and Precious Gems Social Club for Girls members at campuses with community groups to enroll in REACH in the 6th grade. Strategy's Expected Result/Impact: Increase enrollment in REACH from these organizations. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Increase exposure opportunities within the REACH program to higher learning opportunities. (Example: guest speakers from TAMU-Textarkana, college tours, etc.) Strategy's Expected Result/Impact: Increase interest and enrollment in the REACH program by a more diverse student population. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 4: Facilitate and monitor the implementation of our school-based mentoring programs

- Evaluation Data Sources:** Sign-in sheets
Agendas
Tracking forms from Mentors
Discipline reports
Training and Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Assign TISD Staff and Community Members to mentor students identified by their campus. Strategy's Expected Result/Impact: Increase in academic performance and decrease in discipline referrals. Staff Responsible for Monitoring: Executive Director of Student and Family Support Services	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE		\$65,000.00
Sub-Total					\$65,000.00
Budgeted Fund Source Amount					\$500,000.00
+/- Difference					\$435,000.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500,000.00
+/- Difference					\$500,000.00
281 - ESSER Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Academy Facilitator		\$61,000.00
1	2	1	Intervention/Instruction for Targeted Support to Decrease Learning Loss		\$700,000.00
1	3	4	Support for Teachers with Coaching		\$108,000.00
2	1	1	Add Behavior Support Specialists		\$120,000.00
2	1	2	Hire Testing Assistants/Academic Support Specialists across the district		\$266,000.00
3	1	6	Professional Development		\$79,878.00
3	1	7	Job-Embedded Coaching and Feedback		\$39,735.00
3	1	8	Materials for Kagan Implementation		\$35,000.00
3	1	9	Coaching for Strong Implementation		\$26,490.00
3	2	4	Additional Paraprofessionals District-Wide with emphasis in high needs campuses and classrooms		\$356,000.00
Sub-Total					\$1,792,103.00
Budgeted Fund Source Amount					\$5,000,000.00
+/- Difference					\$3,207,897.00
Grand Total Budgeted					\$6,000,000.00
Grand Total Spent					\$1,857,103.00

281 - ESSER Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$4,142,897.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD's ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	TEC 37.001 Family Code 71.0021 TEC 37.0831		
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL, EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

<p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none">• An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and• Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.			
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