

Texarkana Independent School District

Texas High School

2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Texas High School Vision: Texas High School will develop 21st Century Learners through a challenging curriculum and global partnership, which produces graduates who are college and career ready.

Texas High School Mission: Texas High School will offer excellence in education for all student -- today and tomorrow.

Demographics

Demographics Summary

Texas High school is committed to excellence in academics and success for all students. In addition to our strong focus on academics, our staff and students receive leadership training in Covey's 7 Habits of Highly Effective People. Texas High School serves a divers population of approximately 1771 students. Approximately 66% of students are identified as low socioeconomic. Currently, Texas High School is approximately 34% White, 19% Hispanic, 41% African American, and 6% other races.

	2018-19	2019-20	2020-21	2021-22	2022-23	Sept 1, 2023	
Total	1773		1770	1707	1719	1771	
African American	686		689	681	690	723	40.82%
Hispanic	272		303	301	299	327	18.46%
White	705		656	616	608	602	33.99%
Other	110		122	109	122	119	6.72%
SpEd	159		196	188	208	225	12.70%
Econ Disadvantaged	885		922	1135	1074	1106	62.48%

Teaching Experience:	Percentage	Staff Demographics	Percentage
0-5 Years	29%	African-American	25%
6-10 Years	21%	Native American/Asian	1%
11-15 Years	16%	Hispanic/Latino	6%
16-20 Years	14%	White	68%
21+ Tears	21%		

Turn Over 22-23	Percentage
Auxiliary Staff	14%
Paraprofessional	23%

Turn Over 22-23	Percentage
Teaching Statt	18%
(28 Teacher left THS after the 22-23 school year)	

Partners in Edu									
Chick fil a			Texarkana Eme				Bright Star Church		TEXAR
Local Habit			Texas Roadhou				Chicken Express		Joel Orr
United Way			The Eye Guys				Daines Insurance		Robbins Toyota
Walmart			Tardy Bell				DWT		Junior League
Patterson's			Tamolly's				Dixie Diner		Gusano's Pizza
Express Employ			Rowe Casa Org				Cane's		Dillard's

AP Enrollment Numbers		
	Total AP Students	% Free/Reduces
2022-23	285	40.35
2023-24	282	33.69
DC Enrollment		
2022-23	764	29.32
2023-24	815	56.56

Demographics Strengths

1. Texas High School enrollment has recovered to Pre-COVID numbers.
2. Texas High School's Attendance is within half of a percentage point of Pre-COVID numbers.

3. Over 800 students enrolled in dual credit courses.
4. Texas High School's low socio students enrolled in a dual credit class increased 30.24%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Twenty-eight teachers left Texas High School after the 2022-2023 school year. **Root Cause:** There is a teacher shortage across the country.

Student Learning

Student Learning Summary

Texas High School
Spring 2019 - 2023

Grade/EOC	Performance	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Increase/Decrease
English I	Approaches	59	69	65	71	↑
	Meets	44	54	52	50	↓
	Masters	12	15	9	14	↑
English II	Approaches	64	69	70	80	↑
	Meets	49	57	58	63	↑
	Masters	8	11	11	8	↓
Algebra I	Approaches	68	72	73	77	↑
	Meets	32	32	37	28	↓
	Masters	10	10	16	6	↓
Biology	Approaches	85	77	83	88	↑
	Meets	55	47	53	49	↓
	Masters	20	15	21	14	↓
US History	Approaches	94	89	89	97	↑
	Meets	76	74	69	75	↑
	Masters	50	48	42	40	↓

Targeted Improvement for the Campus:

Texas High has increased scores in all subjects in the area of Approaches. We have had an increase in the number of students that Mastered the English 1 test and the scores have increased for English II, and US History for the number of students that scored Meets on the EOC test.

In order to increase the percentage of students performing at MEETS and MASTERS, we plan to use student data on Unit tests and Interim exams to target the TEKS in the areas where students are struggling. Any students who did not meet the expectations for the EOC exam will also attend a daily Enrichment period with targeted instruction for 30 minutes at least twice a week.

Test	year	Percentage of Sub Groups Approaching Mast.						
English I	2019	AA 39%	Hispanic 52%	White 84%	Eco.D 48%	LEP 7%	Sp. Ed. 8%	At Risk 42%
	2021	AA 51%	Hispanic 72%	White 87%	Eco.D 60%	LEP 43%	Sp. Ed. 7%	At Risk 46%
	2022	AA 51%	Hispanic 68%	White 92%	Eco.D 64%	LEP 37%	Sp. Ed. 25%	At Risk 44%
	2023	AA 55%	Hispanic 78%	White 88%	Eco.D 68%	LEP 35%	Sp. Ed. 12%	At Risk 44%
Algebra I	2019	AA 60%	Hispanic 73%	White 78%	Eco.D 65%	LEP 98%	Sp. Ed. 20%	At Risk 53%
	2021	AA 64%	Hispanic 83%	White 79%	Eco.D 67%	LEP 74%	Sp. Ed. 31%	At Risk 61%
	2022	AA 87%	Hispanic 87%	White 73%	Eco.D 73%	LEP 91%	Sp. Ed. 33%	At Risk 53%
	2023	AA 72%	Hispanic 88%	White 82%	Eco.D 76%	LEP 88%	Sp. Ed. 42%	At Risk 71%
Biology	2019	AA 74%	Hispanic 87%	White 94%	Eco.D 79%	LEP 67%	Sp. Ed. 40%	At Risk 76%
	2021	AA 98%	Hispanic 85%	White 94%	Eco.D 71%	LEP 72%	Sp. Ed. 30%	At Risk 59%
	2022	AA 78%	Hispanic 88%	White 91%	Eco.D 76%	LEP 51%	Sp. Ed. 48%	At Risk 67%
	2023	AA 80%	Hispanic 91%	White 96%	Eco.D 86%	LEP 46%	Sp. Ed. 38%	At Risk 56%
US History	2019	AA 90%	Hispanic 91%	White 98%	Eco.D 92%	LEP 73%	Sp. Ed. 44%	At Risk 84%
	2021	AA 78%	Hispanic 91%	White 98%	Eco.D 91%	LEP 71%	Sp. Ed. 35%	At Risk 70%
	2022	AA 77%	Hispanic 92%	White 98%	Eco.D 90%	LEP 73%	Sp. Ed. 34%	At Risk 70%
	2023	AA 84%	Hispanic 90%	White 90%	Eco.D 89%	LEP 70%	Sp. Ed. 41%	At Risk 56%
English II	2019	AA 49%	Hispanic 60%	White 80%	Eco.D 53%	LEP 8%	Sp. Ed. 19%	At Risk 34%
	2021	AA 48%	Hispanic 77%	White 87%	Eco.D 58%	LEP 29%	Sp. Ed. 10%	At Risk 42%
	2022	AA 54%	Hispanic 78%	White 88%	Eco.D 64%	LEP 34%	Sp. Ed. 35%	At Risk 44%
	2023	AA 59%	Hispanic 84%	White 92%	Eco.D 73%	LEP 31%	Sp. Ed. 29%	At Risk 44%

CNA for Targeted Improvement for Special Populations:

A needs assessment and root cause analysis was done to determine the cause of our special education score percentage not meeting the state expectation for consecutive years. This team was made up of campus and district level representatives from special education and general education. Through initial discussion two areas were identified to be examined. Class placement/size and lack of language skills specifically vocabulary and writing skills. After looking at data, it was agreed that class placements and class size are not the issue. It was agreed upon that many of our students come to us with very limited literacy skills. It was agreed upon that the current literacy initiative will have long term benefits for our campus and district, but that the lack of understanding or ability to decipher unfamiliar words are having a negative impact on their mastery and test scores. It was also suggested and agreed upon that their limited vocabulary is one of the roadblocks to them producing written responses (short and long) that express their feelings or opinions as well as structural challenges with written expression. Data examined in this meeting included class roll sheets, Sped student schedules, test data and trends pulled from AWARE and from our school report cards.

As a result, we have limited the number of students placed in classes and target vocabulary

Student Learning Strengths

Texas High School students continue to receive prestigious honors, awards, and scholarships for their performance. 2023 honors for seniors are listed as follows:

2023 Data

18 students graduated in 2023 with an Associate's Degree. THS has had 71 students graduate with an Associate's degree since 2015.

48 Cum Laude Graduates

26 Magna Cum Laude Graduates

44 Summa Cum Laude Graduates

3 National Merit Commended Scholars

3 National African American Recognition Awards

2 National Hispanic Recognition Awards

1 TASSP All-State Academic Excellence Team

1 TASSP Teens Serving Texas Winner

118 Honor graduates

\$16,167,240 in scholarship offers to Seniors 2023

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Meets and Masters percentages have decreased. **Root Cause:** A change in the the EOC question types and not having enough practice with this new type of questioning.

School Processes & Programs

School Processes & Programs Summary

Texas High School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to increase our ability to use all components of the TEKS Resource System, we believe we will see increased success on state EOC exams and other achievement measures. All Texas High School teachers were training in the Kagan cooperative learning strategies this year as a way to increase the level of student engagement, and will receive ongoing coaching throughout the year in the implementation of Kagan strategies through walk throughs. Special education students receive services in the general education classroom with support from the collaborative teacher, or within a resource setting as determined by their Individualized Education Plans. Special education teachers receive support and training from administration, as well as Instructional Services in order to stay abreast of best practices and help students feel supported both academically and social-emotionally.

Facilities also play a role in student success, as equipment, supplies, and materials are used in the education of students. Texas High School is fortunate to have cutting edge technology, equipment, and facilities that significantly complement the educational process. Safety standards are a priority on the campus in order to provide accessibility to students and staff with disabilities, as well as keep students safe through the security of entrances and proper signage throughout the campus. New safety initiatives are in place this year such as fencing around the perimeter of the campus, the raptor alert system, access control for staff. Some of these measures are mandated by the state (such as locked classroom doors), and others are district improvements to campus safety.

The climate of Texas High School is supportive, however we hope that the continued implementation of LIM will help increase the positivity of the culture and environment. The academic, culture, and leadership action teams are working hard to support this through intentional goal setting and student leadership. The LIM program provides more opportunities for student leaders to participate in making our school a positive place to learn and grow.

Texas High school teachers team in PLCs weekly. The PLC teams work together to identify goals, answer provided guiding questions, and analyze data to guide learning. They also meet as departments to stay cohesive and to offer support for growth of students and each other as professionals in the field. Professional Development is a priority throughout our district and on our campus. Our faculty meetings are designed in a way to continue the enhancement of our instruction and professional growth. A group of administrators and one teacher are being trained in PLC at work coaching this year to strengthen professional learning committees.

Technology is a process of change and cycle of improvement annually. Each classroom has a standard set up with a teacher computer, student computer, data projector, document camera, white board, and audio system. All students have been issued a Chromebook for instructional purposes which makes our campus 1:1. In addition, teachers received mandatory technology professional development, along with technology check ins provided by Instructional Services, to help ensure quality instruction now that our campus is 1:1 with technology.

School Processes & Programs Strengths

At Texas High School, students are academically enriched through a wide array of more than 552 courses offered in a comprehensive academic program with a broad range of choices to meet the interests and abilities of students. Featuring The Ross Perot STEM Academy, students focus on science, technology, engineering and math course content that is integrated within all core subject areas. The curriculum is innovative and college-focused with instruction on inquiry, problem-solving, decision making, discovery and project-based learning. Through the Dual Credit Program, and in collaboration with Texarkana College, Texas High School graduates more students with an Associate's Degree and high school diploma simultaneously than any other school in the area.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There isn't a process or system in place for conducting weekly Professional Learning Communities (PLCs) for all content areas especially the EOC tested areas. **Root Cause:** Inconsistent timing and expectations across content areas.

Perceptions

Perceptions Summary

Each student that enters Texas High School has an individualized graduation plan. We have high expectations for our students and provide them with a rigorous curriculum that will prepare them for post-secondary readiness. In addition, we have a strong CTE program that provides our students with skills to build a career with opportunities for certifications while in high school. THS boasts strong CTE numbers and high certification rates, The results of the MRA survey conducted in the 2022-2023 school year indicate that Texas High engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning, scoring a (+72) in Community engagement. Although this falls in the “Satisfactory” level on the MRA scoring rubric, it is on the low side of the scale. This proves an indicator that work should be done to bring more community involvement into the CTE program. Our campus sets an emphasis on college and career readiness, focusing on education and careers in a post secondary market. Bringing focus to marketable skills by partnering with in-community businesses will help to further extend the success of our college and career readiness programs.

Texas High School also has a very diverse staff with educators that span the spectrum from veteran teachers to those that are first year educators, all of whom care about students and work to ensure they have a quality and meaningful education that will prepare them for life after high school. Our staff feel that they have an open mind and take initiative. They do feel that they do not always take care of their own physical well being. They also feel that the families do not reinforce the school's social-emotional learning initiatives at home. Teacher MRA surveys indicate that teachers work to improve their teaching methods through reflection on lesson effectiveness and collaboration in planning lessons at the moderately effective level. Staff members also believe they practice the habits of personal effectiveness, allowing them to authentically teach students personal responsibility and persistence.

Parents have many opportunities for involvement at Texas High School. From Tiger Camp as parents of freshmen, to evening workshops for Juniors and Seniors, we have many workshops that are geared to enlighten and enlist the help of parents. Although, families indicated on the MRA survey that they feel that improvement is needed in supporting and motivating their child's learning, and the ability to support their child's emotional and social development.

Results of the 2022-2023 MRA for Texas High School were less than stellar with an overall LIM score of +67. This score falls in the “needs improvement” rating for the MRA. Leadership, Culture and Academic scores also fell in the “needs improvement” range, with scores of +69, +69, and +65 respectively.

Perceptions Strengths

We have a large number of parents who attend Meet the Teacher, pep rallies, and other events that are hosted by the school. Teachers report that overall they feel that the school is an inviting and supportive place for students to learn, they feel that the school is a safe place to learn, and that teachers are willing to help out whenever there is a problem.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community involvement is essential in building relationships with our campus & community. More opportunities are needed to allow our students to see real world, hands on jobs in our area. **Root Cause:** Issues surrounding the lack of involvement with the community and Career and Technical programs stem from the COVID shut down. Texas High has been in a rebuilding process, in this area, since that time.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data





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: Expand the Ross Perot STEM Academy by 2% in the Economically Disadvantaged and At-risk populations for the 2023-2024 school year.

High Priority





Evaluation Data Sources: The STEM Academy has had growth in Economically Disadvantaged Students as well as At Risk students. We have come very close to meeting the demographics as a school as a whole. Other areas of growth have been in the number of females enrolled in the STEM Academy.

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of economically disadvantaged and at-risk students for the STEM Academy by 2%, by intentionally recruiting incoming freshman at the 8th grade orientation in Feb. We will identify economically disadvantaged and at-risk students in 8th grade and will target these students for program enrollment and provide program information to parents. Strategy's Expected Result/Impact: Population of STEM academy will more closely reflect the demographics of the school population. Staff Responsible for Monitoring: Assistant Principal of STEM Academy. Title I: 2.6	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 2: Increase the % of students of color enrollment in AP and DC courses from 48% to 52% as determined by 24-25 course requests at the end of the 2023-24 school year.





Evaluation Data Sources: Course Offerings, student schedules, Associate degree graduates, and number of students taking AP exams will be indicators of strengthening of the AP/DC student enrollment and participation

Strategy 1 Details	Reviews			
Strategy 1: Increasing awareness and participation in AP Ambassadors program by 2%, by having monthly meetings, participating in the club drive, Tiger Camp, 8th grade orientation, CTE showcases, and partnering with elementary campus to provide support with Sharpen the Saw clubs. Strategy's Expected Result/Impact: Increased number of students enrolled in courses Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increasing awareness of the REACH program by more social media coverage of events and by adding 2 REACH students to the City Council Board for youth. REACH students are typically 1st generation college students and are required to be in at least 1 AP/DC course. Strategy's Expected Result/Impact: Increased number of students enrolled in AP/DC courses. Staff Responsible for Monitoring: Associate Principal for College and Career Readiness	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Texas High School will partner with Equal Opportunity Schools to identify students of color and low-income students and help increase participation rates in AP and DC courses. Strategy's Expected Result/Impact: Increased identification and enrollment of low income and students of color in AP courses. Staff Responsible for Monitoring: Associate Principal for College and Career Readiness	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 3: Increased Career and Technical Education (CTE) student attainment of industry based certifications by 2%.

Evaluation Data Sources: Number of industry based certifications earned





Strategy 1 Details	Reviews			
Strategy 1: Increase student activity in CTSO's through more student involvement in TISD events, Regional , State and National competitions. Strategy's Expected Result/Impact: Increased number of CTE student's completing industry based certifications Staff Responsible for Monitoring: Assistant Principal for Student Success Funding Sources: - 199 - General Fund, - 244 - Perkins Career & Technical Ed	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Academic advisors will be trained in CTE programs of study to increase enrollment in CTE courses. PD sessions will be provided for all academic advisors. Strategy's Expected Result/Impact: Increased numbers of students in CTE programs of study Staff Responsible for Monitoring: Assistant Principal of Student Success and Associate Principal for College and Career Readiness	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a system for intentional tracking of CTE students to increase the number of CTE concentrators and completers. The system will be used to monitor CTE course completion and guide future scheduling decisions. Strategy's Expected Result/Impact: Increased number of students completing CTE programs of study and receiving industry based certifications. Staff Responsible for Monitoring: Associate Principal for College and Career Readiness	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 4: We will increase by 2% the number of students in special education performing at accomplished level on math and English EOC's.

High Priority

Evaluation Data Sources: Testing results and accountability reports





Strategy 1 Details	Reviews			
Strategy 1: Provide instructional coaching training to help provide ongoing support and coaching to other special education teachers. Strategy's Expected Result/Impact: Teachers will have an increased understanding of and number of strategies for effective instruction that they will utilize on a daily basis. Staff Responsible for Monitoring: Assistant principal for special populations	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students with diagnostic tutoring that includes the assistance of a collaborative special education teacher as well as a content area teacher to help target student growth. Strategy's Expected Result/Impact: Students will be able to have acceleration in their particular area of need based on past testing data. Staff Responsible for Monitoring: Assistant Principal of special populations	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide collaborative and specialized teachers with professional development and follow-up training on a variety of vocabulary methods to improve student understanding in the core content areas. Strategy's Expected Result/Impact: Increases understanding and test scores in content areas for special education students. Staff Responsible for Monitoring: Assistant principal for special populations Additional Targeted Support Strategy	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: We will increase meets and masters by 5% on the Algebra I and Biology EOC assessments.

High Priority

Evaluation Data Sources: interim testing, unit assessment and EOC scores





Strategy 1 Details	Reviews			
Strategy 1: Meet Weekly as a Professional Learning Community (PLC) for planning and data analysis. Strategy's Expected Result/Impact: Teachers will collaborate with each other to provide quality instruction as well as analyzing data to drive instruction. Staff Responsible for Monitoring: Assistant Principal of STEM Academy and Assistant Principal for Curriculum and Instruction.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will set goals and track their progress for interim, semester and EOC assessments. Strategy's Expected Result/Impact: Students will have buy-in and ownership of their results on tests. Staff Responsible for Monitoring: Assistant Principal of STEM Academy & Assistant Principal for Curriculum and Instruction.	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: We will increase by 3% from approaches to meets on the English I EOC assessments and we will increase 5% from meets to masters for English II.

High Priority

Evaluation Data Sources: interim testing, unit assessments, and EOC scores





Strategy 1 Details	Reviews			
Strategy 1: Meet weekly as a PLC (Professional Learning Community) for planning and data analysis. Strategy's Expected Result/Impact: Teachers will collaborate to provide high-quality instruction and analyze data to drive instructions. Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction & Assistant Principal of STEM	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will set goals and track their progress for Unit tests, Interim, Benchmarks, and EOC assessments. Strategy's Expected Result/Impact: Students will have buy-in and ownership of their results in tests. Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction and Assistant Principal of STEM	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Incorporate short responses on each Unit test and include more differentiated instruction for students by adding bell ringers to focus on the TEKS that the student needs more practice with. Strategy's Expected Result/Impact: Students will have more teacher feedback on their writing and they will have more individualized instruction in the specific areas that they are struggling with which should lead to an increase in understanding and higher test scores. Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction and Assistant Principal for STEM.	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: US History will increase masters by 3%.

High Priority

Evaluation Data Sources: Unit assessments, and EOC scores





Strategy 1 Details	Reviews			
Strategy 1: Meet once every two weeks as a Professional Learning Community (PLC) for planning and data analysis. Strategy's Expected Result/Impact: Teachers will collaborate with each other to provide quality instruction as well as analyze data to drive instruction. Staff Responsible for Monitoring: Assistant Principal for SS and Assistant Principal for Curriculum and Instruction.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will set goals and track their progress for Unit tests, Semester Exams, and EOC assessments. Strategy's Expected Result/Impact: Students will have buy-in and ownership of their results on tests. Staff Responsible for Monitoring: Assistant Principal for SS and Assistant Principal for Curriculum and Instruction.	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 8: Texas High School will track the 2024 graduating class and all future classes to ensure that 80% of students meet at least one of the College, Career, Military Readiness indicators as established by the Texas Education Agency for evaluating school performance.

High Priority





Evaluation Data Sources: ACT, SAT scores, Dual Credit hours. IBCs, College preparatory courses

Strategy 1 Details	Reviews			
Strategy 1: Academic Advisors will receive training and guidance to ensure that students are enrolled in a program of study to successfully complete an IBC and/or 9 hours of dual credit to demonstrate CCMR. Strategy's Expected Result/Impact: Achieve the 80% objective for CCMR Staff Responsible for Monitoring: Associate Principal for College and Career Readiness TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: A tracking spreadsheet will be maintained for every grade level to record when each student achieves any one of the CCMR indicators. Strategy's Expected Result/Impact: Achievement of the 80% goal for CCMR Staff Responsible for Monitoring: Associate Principal for CCMR TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A committee including the campus Principal, Associate Principal of College and Career Readiness, CTE leaders, and Academic Advisors will meet at least 4 times per year (2 fall/2 spring) to discuss CCMR goals and develop strategies to ensure students are on track to achieve at least one indicator. Strategy's Expected Result/Impact: Achieve the 80% goal for CCMR Staff Responsible for Monitoring: Associate Principal for College and Career Readiness TEA Priorities: Connect high school to career and college	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 1: All students will participate in the Leader in Me school-wide transformation model in order to instill confidence and recognize that everyone has genius and everyone can be a leader.





Evaluation Data Sources: Documentation of LIM activities and initiatives by student lighthouse team as well as staff action teams.

Strategy 1 Details	Reviews			
Strategy 1: Student lighthouse team will plan and run the trait award ceremony each 6 weeks. The trait award ceremony recognizes students district wide, for exemplifying the designated trait of the grading period. Strategy's Expected Result/Impact: Provide more students with an opportunity to demonstrate a wide variety of leadership skills, such as; planning and organizing, networking and mentoring. Staff Responsible for Monitoring: Associate Principal for CTE/ LIM	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Staff and students will engage in predesigned and student generated lessons once every two weeks that encourage innovative learning opportunities. Strategy's Expected Result/Impact: Students will seek similar learning opportunities in other class settings, as they strive for more technologically advanced lessons. Staff Responsible for Monitoring: Associate Principal of CTE/LIM	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Staff will model personal/professional WIG implementation and goal tracking for students by creating, displaying, and tracking department and campus wide WIGs. Strategy's Expected Result/Impact: Increased implementation of students planning and tracking academic goals, with the eventual development of student portfolios. Staff Responsible for Monitoring: Associate Principal of CTE/LIM	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: All staff, along with lighthouse students will serve on one of three LIM action teams and set school-wide goals for leadership, culture, and academics. Strategy's Expected Result/Impact: Foster an atmosphere of leadership within the campus, by developing leadership opportunities for more students and staff. Staff Responsible for Monitoring: Associate Principal of CTE/LIM	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 2: Students will be provided with social emotional support in order to meet the needs of our students through developmentally appropriate guidance curriculum and responsive services in partnership with parents/guardians, staff, and community members.





Evaluation Data Sources: counselor documentation of guidance lessons delivered, completion of monthly counselor comprehensive plan activities

Strategy 1 Details	Reviews			
Strategy 1: Counselors will implement and document completion of the comprehensive school counseling program as outlined in the 21-22 plan. Strategy's Expected Result/Impact: increased advocacy for our diverse student population in academic, personal/social/emotional growth and college/career readiness. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will identify students in need of Social and Emotional support and provide them with Adult mentors who are trained through Professional School-Based Mentoring. Strategy's Expected Result/Impact: Reduction in serious student discipline incidents Staff Responsible for Monitoring: Associate Principal for CTE	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: We will improve performance of all student groups by ensuring that targeted professional development is in place to enhance effective curriculum delivery.





Evaluation Data Sources: PD sign-in sheets, student EOC performance

Strategy 1 Details	Reviews			
Strategy 1: The majority of campus teachers will be training in Kagan cooperative learning strategies, as well as receive follow-up training and on-site coaching to help increase use of engagement strategies during instruction. Strategy's Expected Result/Impact: Increased level of engagement in the classroom, increased understanding of academic concepts, increased unit assessment scores. Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be provided specific technology training specific to google, go guardian, and other requirements of the 1:1 chromebook initiative. Strategy's Expected Result/Impact: Increase teacher efficacy in the integration of technology and the student use of Chromebooks during instruction. Staff Responsible for Monitoring: Assistant Principal of 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 2: We will reduce the number of overall campus discipline incidents by 3%.

Evaluation Data Sources: TEAMS discipline reports, building relationship with identified students that struggled in 8th grade, collaborating with primarily freshmen teachers, bi-weekly discipline meetings, continuous parent contact.





Strategy 1 Details	Reviews			
Strategy 1: Implement a bi-weekly discipline team meeting that includes AP's, coaches, behavior specialists, diagnosticians, counselors, T-Wise coordinator, and ISS staff to identify students who frequently have discipline issues, and create plans for intervention and strategies to reduce the overall campus discipline by 3% Strategy's Expected Result/Impact: Reduced campus discipline incidents, more students that can identify trusted adults on campus Staff Responsible for Monitoring: Associate Principal for CTE	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use Leader in Me Monopoly Incentive board (WIGs) to encourage improved behavior, attendance, & academic achievement. Strategy's Expected Result/Impact: Lower discipline referrals, increase attendance & motivate students to put forth more effort regarding grades. Staff Responsible for Monitoring: Lott, Anderson, Thompson, Turner	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 3: Texas High School will reduce the number of teachers leaving after the 2023-2024 school year by five or more.

High Priority





Evaluation Data Sources: Teacher retention data.

Strategy 1 Details	Reviews			
Strategy 1: Experienced teachers will be assigned to mentor teachers new to the profession and new to the district. Strategy's Expected Result/Impact: New teachers will be provided the support they need to be successful and happy at Texas High School. Staff Responsible for Monitoring: THS administration and Department Heads TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: THS will hold round table discussion between staff and administration each month. Strategy's Expected Result/Impact: Better communication and collaboration at Texas High School. Staff Responsible for Monitoring: Administration and staff.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Principal will meet with all teachers in small groups each semester to make sure all voices are heard. Strategy's Expected Result/Impact: Better communication and collaboration at Texas High School. Staff Responsible for Monitoring: Renner	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Administrative team will conduct more than 500 informal classroom visits each semester in addition to TTESS Observation and TTESS Walk Throughs Strategy's Expected Result/Impact: Teacher will be provided classroom support. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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: We will increase work-based learning, internship opportunities, and job shadowing opportunities by 5%.

Evaluation Data Sources: Documentation of students participating in work-based learning, internships, and job shadowing

Strategy 1 Details	Reviews			
Strategy 1: THS will increase industry leader membership on the CTE Advisory board by 2% in order to make connections with potential business for internship opportunities. Strategy's Expected Result/Impact: Increased opportunities for students to have experience in the workforce. Staff Responsible for Monitoring: Associate Principal for CTE	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: THS will increase industry leaders as guest speakers for on-campus WBL opportunities. Strategy's Expected Result/Impact: Deeper connections for students with industry leaders, opportunities to students to receive first hand knowledge of career interest areas. Staff Responsible for Monitoring: Associate Principal for CTE	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: THS will create a Google Sheet to intentionally document on and off-campus student WBL, internship, and job shadowing participation. Strategy's Expected Result/Impact: Create a baseline for the number of students participating in WBL, internships, and job shadowing. Staff Responsible for Monitoring: Associate Principal for CTE	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Ben Renner	Principal
Non-classroom Professional	? ?	?
Non-classroom Professional	? ?	?
District-level Professional	LaKesha Taylor	Director of STEM & CTE
Parent	Brian Mathews	Parent
Community Representative	Jim Harris	Community Representative
Parent	? ?	Parent
Business Representative	Taylor Barr	Business Rep
Business Representative	Sarah Carpenter	Business Rep
Non-classroom Professional	? ?	?
Classroom Teacher	Christie Page	Classroom Teacher
Classroom Teacher	? ?	Classroom Teacher
Classroom Teacher	Kelsey Rankin	Classroom Teacher
Classroom Teacher	Nathan Upchurch	Classroom Teacher
Classroom Teacher	Michael Folse	Classroom Teacher

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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