



IMAGINE 2026 COMPREHENSIVE REVIEW WHERE WE'VE BEEN, WHERE WE ARE NOW, AND WHERE WE ARE GOING

PART I. TIME FRAME, CONTEXT, AND EXPECTED OUTCOMES

TIME FRAME

The Imagine 2026 Strategic Plan was developed during the 2021-2022 school year. A draft of the Strategic Plan was developed in the fall, and the Action Teams worked in the spring of 2022. They presented their work to the Strategic Plan Team, which finalized the Imagine 2026 Strategic Plan in May. In June 2022, Dr. Brubaker presented the Imagine 2026 Strategic Plan to the Board of Trustees for approval. Implementation Year 1 took place during the 2022-2023 school year, and Implementation Year 2 during the 2023-2024 school year. A comprehensive review was completed in Summer 2024.

CONTEXT

The Imagine 2026 Strategic Plan was developed to propel the Texarkana Independent School District toward a comprehensive mission statement focusing on measurable student-centered goals supported by objectives and strategies and allocating the district's resources and efforts to accomplish its mission. 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.

This report evaluates the progress made in the second year of implementation of the Imagine 2026 Strategic Plan addressing the questions of where have we been, where are we now, and where are we going. The report aims to guide TISD in effectively achieving its mission. In addition, this report will adjust the district's current plan and provide direction for creating synchronized actions to continue implementing its Imagine 2026 Strategic Plan.

EXPECTED OUTCOMES

1. Revise and update the Imagine 2026 Strategic Plan
2. Clarify progress to date, define staff expectations and responsibilities, and include measurable outcomes and additional focus areas
3. Align individual school plans with the revised Imagine 2026 Strategic Plan

PART II. PROCESS

Information contained in this report was compiled through meetings with key personnel responsible for overseeing the six objectives outlined in the Imagine 2026 Strategic Plan.

FRAMEWORK FOR COMPREHENSIVE REVIEW DOCUMENTATION

1. List initiatives identified in the Strategic Plan and update progress toward each objective using the Impact Rubric

Objectives

- Academic Performance
- Learning Environment/Facilities
- Social-Emotional Support
- Parent/Community Involvement
- Technology
- Human Resources
- Alignment of Financial Resources

Impact Rubric Guide

- No Evidence of Goal Attainment: The organization should consider strategic abandonment or complete reconstruction of this portion of the plan.
 - Developing: There is some evidence of success. Consider current barriers and construct a plan for accelerating success.
 - On Target: There is considerable evidence of success. Celebrate victories and continue moving forward.
 - Transformation/Innovation: There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success.
2. Note future direction for initiatives supporting the objectives including organized abandonment.
 3. List the accomplishments of each initiative with revisions and future focus areas to implement to achieve the objective successfully.
 4. Note additional accomplishments aligned to the plan objectives.

PART III. IMPACT RUBRIC

ACADEMIC PERFORMANCE

Objective 1: Each student will be immersed in innovative, engaging learning experiences that are diverse, flexible, and authentic.
 Objective 2: Each student will have access to career-focused pathways and resources that will enrich their career exploration.
 Objective 3: By the 2026-2027 school year, at least 75% of TISD students will attend an A or B-rated school and no D or F-rated campuses.**

**The North Star Goal (Objective 3) was added to the strategic plan during the 2023-2024 school year in response to the Texas Education Agency's revision of the state testing format and its 2023 Refresh of the accountability system.

| | No Evidence of Goal Attainment The organization should consider strategic abandonment or complete reconstruction of this portion of the plan. | Developing There is some evidence of success. Consider current barriers and construct a plan for accelerating success. | On Target There is considerable evidence of success. Celebrate victories and continue moving forward. | Transformation/Innovation There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success. |
|--|---|--|---|---|
| Academic Performance Plan #1: Texarkana ISD will produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce. | | Curricular Additions: Adopted several new courses to the Texas Middle School Course Guide; Purchased Project Lead the Way for the Texas Middle School Synergistic Lab P-TECH Academy/Teach TISD: "Grow Your Own" initiative; moving into year two of implementation; participants will hold an associate's degree at high school graduation; will finish final two years of post-secondary at Texas A&M University-Texarkana; degree is paid in full for each student; TISD will add additional pathways as possible; Health Science has been selected as the next area of concentration ACE (Afterschool Centers on Education): Ongoing career alignment at all ACE sites | | |
| Academic Performance Plan #2: Texarkana ISD will extend and maximize a rigorous curriculum that will engage all learners. | | | Solution Tree: Most campuses have participated in the professional development and have begun implementation. 3/9 elementary campuses are in the final year of training, 3/9 are in the second year; the middle school is complete; the high school is beginning year 1. (Funding: ESSER/ Temple Foundation) Kagan Cooperative Learning: All teaching staff have been trained; district coaches have been trained; job-embedded coaching has been and will continue taking place on each campus; new district staff is trained annually Blended Learning Model: New curriculum model beginning at TMS; completed planning year; beginning year one Fall 2024 (Funding Source: School Action Fund) Parks Elementary: Grant funding for the development of the Career Exploration Academy model with plans to expand to all schools in the future; opening Fall 2025 (Funding Source: Bond 2022 and School Action Fund) Place-Based Learning at Waggoner Creek: Beginning year one of the new curriculum model with Kindergarten; will proceed with successive grade levels each year; pilot team has been trained ACE: Finishing year 3 of the 5-year grant; program functioning well; free after-school childcare and summer programs; all grant-funded Expansion of STEM: Mobile STEM Lab will deploy Fall 2024. Tango Flight program is operational. | |
| Academic Performance Plan #3: Texarkana ISD will improve the school readiness of young children using creative, hands-on, interactive experiences within a research-based early childhood program. | | | New Paul Laurence Dunbar Early Learning Center: Scheduled to open Fall 2025; will employ an experiential learning model Place-Based Learning at Waggoner Creek: Beginning year one of a new curriculum model with Kindergarten; will proceed with successive grade levels each year; pilot team has been trained | |
| North Star Goal: By the 2026-2027 school year, at least 75% of TISD students will attend an A or B-rated school and no D or F-rated campuses. | | Goal-Setting Framework: The district expanded 7 Habits training to all campuses and departments. Each staff member and student is trained in effective goal-setting strategies in the accompanying professional development. Each campus, department, student, and staff member is asked to set goals aligned to the North Star Goal. Tiering System: District leadership structured and began using a tiering system based on data to determine support/funding needs for each campus. Support includes but is not limited to regularly scheduled data analysis meetings with the assigned Tiering Coach and support team, Content Coordinators, Special Education Coordinators, Instructional Coaches, Behavior Support Specialists, prescriptive professional development, and implementation of HQIM curriculum. Blended Learning Model: New curriculum model beginning at TMS; completed planning year; beginning year one Fall 2024 (Funding Source: School Action Fund) Kagan Cooperative Learning: All teaching staff have been trained; district coaches have been trained; job-embedded coaching has been and will continue taking place on each campus; new district staff is trained annually | | |
| Strategic Abandonment: After reviewing significant data, it was determined that certain academic software programs produced little to no return on investment. Those contracts were not renewed. | | | | |

LEARNING ENVIRONMENT/FACILITIES

Objective 1: Each student will have access to well-maintained, state-of-the-art facilities that support innovative learning and creativity in a safe and secure environment.

| | No Evidence of Goal Attainment | Developing | On Target | Transformation/Innovation |
|---|--|---|---|--|
| | The organization should consider strategic abandonment or complete reconstruction of this portion of the plan. | There is some evidence of success. Consider current barriers and construct a plan for accelerating success. | There is considerable evidence of success. Celebrate victories and continue moving forward. | There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success. |
| Learning Environment/Facilities Plan #1: All-inclusive state-of-the-art Career and Technology Education facility constructed to house all CTE programs. | | | The new center will open Fall 2025. (Funding source: Bond 2022) | |
| Learning Environment/Facilities Plan #2: We will have a state-of-the-art Pre-K Center. | | | The new Dunbar Early Learning Center will open Fall 2025. (Funding source: Bond 2022) | |
| Learning Environment/Facilities Plan #3: TISD will construct new elementary campuses as needed to reduce overcrowding and address aging facilities. | | | Parks Elementary will open Fall 2025. The Wake Village remodel will be complete January 2025. (Funding source: Bond 2022) | |
| Learning Environment/Facilities Plan #4: To provide an aesthetic, safe, secure, and updatable access control for students and staff at all campuses. | | | | Plan is complete. Access control system has been installed in all facilities; AI phones are in use at all campuses; a school marshal has been hired, trained, and placed on each campus; positions added within the district police department; metal detectors are operational on the middle and high school campus and at district events; security fencing has been installed around all schools; impact resistant film is being placed on all exterior windows and will be complete early Fall 2024 |
| Learning Environment/Facilities Plan #5: To provide safe and secure loading for all students and staff. | | | | Plan is complete. After research, it was noted that changes were needed at Spring Lake Park, Highland Park, Dunbar, and Texas High School. All scheduling adjustments and physical adaptations have been made. |
| Learning Environment/Facilities Plan #6: 21st Century learning environment in all buildings, including flexible furniture for easy movement. | | Planned incorporation for all new facilities; adaptations to older facilities will be addressed at a later date | | |
| Learning Environment/Facilities Plan #7: To provide a safe and dry environment for students and staff at all campuses. | Needs were absorbed by the construction of new buildings funded by Bond 2022. | | | |
| Additional Initiatives Identified After Imagine 2026 Adoption and Implementation | | | | |
| Long-Range Planning Committee (LRPC) | | | | Instituted an LRPC charged with creating a 10-year facilities improvement plan; the bond election was phase one; the LRPC will address additional aging facilities as applicable |
| HVAC Upgrades | | | | Upgrades were completed with ESSER funding. |
| Parking Needs for Westlawn Elementary | | Purchased building adjacent to Westlawn Elementary; plans for demolition are in process; will provide needed additional parking | | |

SOCIAL-EMOTIONAL SUPPORT

Objective 1: Each student is guaranteed a learning environment that supports their social, emotional, physical, and mental health.

| | No Evidence of Goal Attainment | Developing | On Target | Transformation/Innovation |
|---|--|--|---|---|
| | The organization should consider strategic abandonment or complete reconstruction of this portion of the plan. | There is some evidence of success. Consider current barriers and construct a plan for accelerating success. | There is considerable evidence of success. Celebrate victories and continue moving forward. | There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success. |
| Social Emotional Support Plan #1: Implement a support system for staff so that they are better equipped to take care of themselves and students. | | Virtual counseling option available to staff through TRS insurance plans; the district has hosted several recent staff wellness fairs, additional structured planning is needed | | |
| Social Emotional Support Plan #2: Meet additional staffing needs of the departments and campuses to better support social-emotional learning. | | Behavior Support Specialists: The district hired several specialists through the use of ESSER funding. Funding moving forward will need to be considered. TCHATT Implementation: TCHATT will provide virtual counseling and therapy to students while on campus with parental consent. Parents can also register for sessions after hours. Implementation begins in the 2024-25 school year. This is in response to additional counseling needs identified. | | |
| Social Emotional Support Plan #3: All staff are provided regular and ongoing district-wide professional development in social-emotional learning. | | Training regarding trauma-informed practices is provided to all staff through Public School Works. Handle with Care training is provided to applicable employees. Behavior Training: Provided training for all administrators, Westlawn Elementary staff, and Texas High staff. Staff is also provided ongoing follow-up professional development by in-house staff. The district is beginning to look at specific students and how specific needs may be addressed. Will continue to address needs based on tiering system. The district also identified specific teachers to attend TBI and/or Behavior Strategies training. State funding was used for this training. Northeast Texas Mental Health Group: Conducted a pilot which included training on trauma-informed practices; year-long cohort; will share information with staff; will need additional funding if the district would like to expand and continue this effort | | |
| Social Emotional Support Plan #4: Provide all students grades Pre-K-12 with the tools to process their social-emotional health effectively, empowering students to respect themselves and others. | | | | Leader in Me has been implemented district-wide with a focus on empowering student voice and choice. A District Lighthouse Team was chartered - the team planned a city-wide service learning project. Each campus is at a different implementation phase. Six have achieved Lighthouse status, and others are working toward certification. The district is also working toward Lighthouse Certification as a whole. |
| Social Emotional Support Plan #5: Implement, monitor, and evaluate procedures to prioritize the development of social-emotional learning within the district. | | Stronger Connections Grant: This grant will build student services as part of a social-emotional support plan as a pilot for the Texas Student Support Services Department and TEA. Three campuses are participating - Spring Lake Park, Texas Middle School, and Texas High School. | | See notes above regarding Leader in Me implementation. |
| Social Emotional Support Plan #6: The district fully supports partnerships with families and community stakeholders for implementation of social-emotional learning to support academic goals and whole child development. | | TCHATT: Will begin implementation of online telehealth service for students while in school. Working to create a family resource center funded through our Stronger Connections Grant. This may be a way to use one of the elementary schools being replaced by Parks Elementary. Additionally, the district hosted Family Nights to share available services and ideas for home development. Student Mentorship Program/Young Tiger Leaders: Reboot of the student mentorship program; working to become more focused on leadership to align with the Leader in Me | | |

PARENT/COMMUNITY INVOLVEMENT

Objective 1: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

| | No Evidence of Goal Attainment | Developing | On Target | Transformation/Innovation |
|--|--|--|--|---|
| | The organization should consider strategic abandonment or complete reconstruction of this portion of the plan. | There is some evidence of success. Consider current barriers and construct a plan for accelerating success. | There is considerable evidence of success. Celebrate victories and continue moving forward. | There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success. |
| Parent/Community Involvement Plan #1: Texarkana ISD will have a professional marketing analysis completed. | | | | This plan has been completed. The data was used for rebranding efforts. |
| Parent/Community Involvement Plan #2: Texarkana ISD will launch a new district website. | | | The new website, after rebranding, was launched in 2022. The district will continue to make edits and updates, and it is considering launching the corresponding mobile application. | |
| Parent/Community Involvement Plan #3: Texarkana ISD will explore the feasibility and create a Social Media position to coordinate district and campus communication across all social media platforms. | | The job duties have been added to an existing position. | | |
| Parent/Community Involvement Plan #4: Texarkana ISD will expand career and technology education in elementary and secondary schools. | This plan was folded into the Academic Performance plan. | | | |
| Parent/Community Involvement Plan #5: Texarkana ISD will expand summer learning programs for students and parents. | | | ACE Summer Programs are fully functional. | |
| Parent/Community Involvement Plan #6: Texarkana ISD will increase the inclusion of Spanish language communication across all digital platforms and printed materials. | | | | All print communication is deployed in a minimum of two languages (English and Spanish). Through the use of the new mass communications system, most digital communication is deployed in four languages. |
| Parent/Community Involvement Plan #7: Texarkana ISD will expand alumni outreach for district marketing efforts. | | The Education Foundation has been restructured for effectiveness. The district will need to consider additional efforts regarding alumni outreach. | | |

TECHNOLOGY

Objective 1: Each student will develop ethical digital citizenship skills.
 Objective 2: Each student will have equitable access to technology that is fundamental to student success.

| | No Evidence of Goal Attainment | Developing | On Target | Transformation/Innovation |
|---|--|---|---|---|
| | The organization should consider strategic abandonment or complete reconstruction of this portion of the plan. | There is some evidence of success. Consider current barriers and construct a plan for accelerating success. | There is considerable evidence of success. Celebrate victories and continue moving forward. | There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success. |
| Technology Plan #1: The technology infrastructure plan will broaden to support current and new initiatives while strengthening the safety aspects related to technology. | | | | This plan has been completed. A hardened backup appliance has been purchased, infrastructure cabling has been upgraded, new data cabinets have been installed, a new internet filter (Content Keeper) has been secured, and additional fiber has been installed. Several other improvements are being considered potentially through grant funding. |
| Technology Plan #2: Students and staff will utilize technology in a safe and secure manner while practicing strong digital citizenship skills and using district-provided authentication measures within all district systems. | | Artificial Intelligence (AI): Some staff training has taken place; planning much more for the 2024 school year Digital Citizenship training is currently embedded into various lesson plans. Multifactor Authentication: Operational for all staff accounts Incident IQ: Purchased and operational | | |
| Technology Plan #3: Providing teachers, administrators, and all staff with systems that seamlessly share data, content, and services will improve efficiency, learning outcomes, and classroom/school management. | | Single Sign On: Currently using Google and Clever with the SSO option. Some discussion has taken place regarding interoperability, but more research is needed. | | |
| Technology Plan #4: Staff and students will have technology systems that are current and improve productivity, instruction, and safety. | | | 1:1 Initiative: All students have been provided Chromebooks for home and school use. Replacement Cycle Funding: The district is considering the use of funding through the 313 Agreement. Security Camera upgrade complete Cisco Phone System upgrade complete | |
| Technology Plan #5: Teachers will have access to technology that supports effective classroom environments fundamental to student success. | | Canvas was purchased as a Learning Management Software. District-wide use of instructional technology including STAAR formatted items Needs assessments are being planned. | | |
| Technology Plan #6: Collaborative experiential workspaces that allow for development of students' creative and critical skills required for success in the 21st-century workforce will be operational on each elementary campus and Texas Middle School. | | Lab spaces have been inventoried, and campus leaders have been surveyed about lab use. Planning for experiential workspaces is forthcoming. | | |
| Technology Plan #7: A mobile STEM lab will be created and deployed across the city for various events, including regular visits to all elementary campuses during school hours, to increase access to new technologies. | | | Launching Fall 2024 | |
| Technology Plan #8: By providing teachers necessary instructional support, all students will have equitable access to technology fundamental to student success. | | Purchased Canvas as a Learning Management System for all staff. Courses are currently being developed. Through the 1:1 Initiative, teachers received training on the following topics: Google Workspace, Digital Citizenship, Classroom Management with Technology, Student Engagement with Technology, Differentiation Using Technology, and the SAMR Integration Model. Teachers received an incentive stipend if they met the minimum 7 hours of required training. Training was disseminated through a mixture of asynchronous and synchronous sessions. | | |
| Technology Plan #9: Teachers and students will have more time for productive teaching and learning with onsite technical support to ensure that software, hardware, and wireless connectivity are working properly. | | Campus library staff is assisting with device rollout and collection. ETech Parts, GovConnection Workorder System | | |

HUMAN RESOURCES

Objective 1: Each student will be guided by professional, high-performing, dedicated staff who reflect and embrace the diversity of the students they serve.

| | No Evidence of Goal Attainment The organization should consider strategic abandonment or complete reconstruction of this portion of the plan. | Developing There is some evidence of success. Consider current barriers and construct a plan for accelerating success. | On Target There is considerable evidence of success. Celebrate victories and continue moving forward. | Transformation/Innovation There is strong evidence of success within the parameters of the original written plan and beyond. There may even be evidence of additional complementary initiatives implemented as a result of the shift in focus resulting from the initial needs assessment and plan. Document the additional initiatives, celebrate, and consider ways to continue building upon this success. |
|---|---|--|---|---|
| Human Resources Plan #1: We will recruit a high-quality, diverse staff that reflects the student population. | | The pay structure was updated in 2022 based on a TASB salary study. The district will continue to monitor & update. Teacher Incentive Allotment: The initial plan was accepted, but the data validation process was rejected. The district has rewritten the plan, the new plan has been approved by TEA, and the district is preparing to launch the new data validation process with a smaller cohort. The district has been able to attract several international candidates. A social media channel for HR has been created, and posts for openings are updated regularly. Indeed has been employed for job postings. Created a uniform hiring process including an adjusted application process. Began using a virtual job fair process. Updated process for Teach TISD. Have completed some work with TAMU-T and US Prep. TASB completed a staffing ratio review for TMS and THS. Anecdotal reports from campus principals and the HR team suggest that the number of fully certified teachers among new hires in TISD has increased from the 2021-2022 school year to the 2023-2024 school year. The P-TECH Academy is operational, and the district is hopeful this will increase the number of certified applicants in the future. | | |
| Human Resources Plan #2: We will maximize professional growth that ensures student success. | | Partnerships with TAMU-T and GCU to provide coursework at a reduced cost P-TECH Academy is operational. Job-embedded training implemented for Kagan, Leader in Me, Solution Tree, and the Blended Learning model | | |
| Human Resources Plan #3: We will foster a culture that retains a high-performing staff. | | Increased contribution from the district toward staff insurance plans Currently revamping the teacher mentoring program. Teacher Incentive Allotment: The initial plan was accepted, but the data validation process was rejected. The district has rewritten the plan, the new plan has been approved by TEA, and the district is preparing to launch the new data validation process with a smaller cohort. Holdsworth Collaborative: TISD was one of 17 districts selected for the Austin-based Holdsworth Collaborative. Through this process, a district team is developing a process to develop candidates for campus leadership positions. The first milestone has been the development of a Leadership Definition, a description of the competencies and qualities that empower principals to function effectively in their role. The Leadership Definition is being shared with the staff and community. It is based on the Leader in Me framework. Job descriptions and interview questions will be modified to align with this set of expectations. Solution Tree/Professional Learning Communities Training Employee Infant Care Program: Launch in Fall 2025 | | |

FINANCIAL RESOURCE ALIGNMENT

Parameter 7: We will demonstrate fiscal integrity and responsibility.

\$189 Million Bond Election

Additional Funding Secured totaling \$52,599,400

- *HB 8: Funding for providing certain students with Dual Credit classes*
- *School Action Fund: Provided \$200,000 for the planning year (2023-24) and an additional continuation grant of \$500,000 for 2024-26. The grant provided professional development to the Texas Middle School staff to effectively plan for a transition to the Blended Learning instructional model.*
- *ACE: This \$1.7 million grant provided funding that allowed the district to offer free after-school childcare to eligible families.*
- *Stronger Connections Grant: This \$840,000 provided selected Texas LEAs funding to develop, implement, and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community (SEC. 4108 [20 U.S.C. 7118]). Funded activities and practices should prioritize safety, create a sense of belonging, implement trauma-responsive approaches, and teach positive behaviors to provide safe and supportive learning environments that improve academic achievement and the well-being of students. The Texas Stronger Connections Grant will provide professional development and funding for training for Safe and Supportive Schools Programs, technical assistance to support development, implementation, and sustainable practices, development of family and community engagement partnerships, external coaching to support safe and healthy development and implementation, trauma-informed practices, emergency plan development, and site assessments, and development of personnel for Student Support Team framework and implement school-related related Initiatives.*
- *Temple Foundation Grant: This \$810,000 grant was used to provide professional development offered by Solution Tree centered on the creation of Professional Learning Communities throughout the district.*
- *Texas Pioneer Foundation: This \$49,400 grant was used to establish the Tango Flight program.*
- *Federal Communications Commission (FCC) Emergency Connectivity Fund: Provided \$2.6 million over the last 2 years to help schools provide devices and services their communities needed for remote learning during the COVID-19 emergency period.*
- *313 Agreement: The district was able to partner with a local taxpayer and the Texas Comptroller to secure an additional \$10 million over 10 Years, which will be used to fund the technology replacement cycle.*
- *ESSER funding: Provided over \$29 million since 2020. Items completed include: staffing new positions to address learning loss, social/emotional well-being of students during the pandemic, teacher retention stipends, new HVAC replacements districtwide, and professional development.*
- *Autism Grant 2022-2024 totaling \$5.7 million*
- *Additional state funds for safety and security totaling over \$1 million for safety upgrades to campuses, mapping, and additional funds for implementation of school marshals at every campus per House Bill 3*
- *Stronger Foundations Grant totaling \$200,000 for additional High-Quality Instructional Materials (HQIM)*

Joining the CFO Strategy Network has given the district new tools that help facilitate cohesion between the academic and financial teams. These tools allow the district to more specifically identify and strategically target campus needs based on a tiering system.

Part IV. SUMMARY

KEY HIGHLIGHTS/ACCOMPLISHMENTS OF YEAR ONE AND TWO IMPLEMENTATION

Academic Performance

- Solution Tree
- Kagan Cooperative Learning
- Tango Flight
- ACE
- P-TECH Academy
- New Learning Models: Experiential, Place-Based, Career Exploration, Blended Learning
- North Star Goal
- Leader in Me Goal Setting Framework
- Tiering System

Learning Environment /Facilities

- Long-Range Planning Committee (LRPC)
- Bond Election
 - All-Inclusive Career and Technical Education Center (Texas High School, opening January 2025)
 - New Paul Laurence Dunbar Early Learning Center (opening Fall 2025)
 - Parks Elementary (opening Fall 2025)
 - Wake Village Remodel (opening January 2025)
- HVAC Upgrades
- Safety/Security Upgrades
 - Access Control Systems
 - School Marshals
 - Metal Detectors
 - Security Fencing

Social-Emotional Support

- District-Wide Implementation of Leader in Me

Parent/Community Involvement

- Marketing Analysis
- New Website Launch
- ACE Summer Programs
- Restructured Education Foundation
- Increase in Multilingual Communication

Technology

- Infrastructure Improvements
- Single Sign-On
- 1:1 Initiative
- Phone and Security Camera Upgrade
- 313 Agreement
- Mobile STEM Lab

Human Resources

- Rewrite and Approval of New TIA Plan
- Holdsworth Collaborative/Leadership Definition Development

Financial Alignment

- Bond Election
- School Action Fund Grant
- ACE Grant
- Stronger Connections Grant
- Temple Foundation Grant
- Texas Pioneer Foundation Grant
- Federal Communications Commission Emergency Connectivity Fund
- 313 Agreement
- Stronger Foundations Grant
- CFO Strategy Network

CLOSING REMARKS

The Board of Trustees, Superintendent, and staff are to be commended for successful implementation of the Imagine 2026 Strategic Plan. This report documents a culture of continuous improvement that goes from a mission statement to a sense of mission in transforming TISD to the aspirations and innovation of the strategic plan in order to serve all students.

Specific highlights after the second year of Imagine 2026 Strategic Plan implementation include targeted professional development programs including Solution Tree, Blended Learning, and Kagan Cooperative Learning; the development of the P-TECH Academy and Teach TISD; the expansion of the Leader in Me district-wide; and training all departments in the implementation of the 7 Habits. All of these initiatives have helped to create a ubiquitous culture of leading and learning. Along with strategic individual, campus, and departmental-level goal setting, district leadership created and began using a tiering system to determine and provide systemic support to campuses in order to better facilitate the meeting of the district's North Star Goal.

Immediate use of Bond 2022 funding for the renovation and expansion of aging school facilities allowed for the building of a new Career and Technical Center which will house the district's Culinary, Vet-Tech, Photography, and Video Programs among others. The new Dunbar Early Learning facility will allow for an expansion of the existing Pre-Kindergarten program to include all eligible three and four-year-old students who reside within the district as well as some tuition-based students. The new school will also allow for a shift from the current curricular model to one of immersive experiential learning. Parks Elementary will serve students currently attending Highland Park and Spring Lake Park Elementary through a new Career Exploration Academy model. In addition, Wake Village Elementary received a substantial expansion and remodel. Of particular importance given current school safety concerns sweeping the nation, the district prioritized providing improved security measures and staffing.

Finally, to be commended is the level of financial alignment to the Strategic Plan. Not only did the community approve the appropriation of \$189 Million in bond funding, but district leaders secured an additional \$52,599,400 in grant funding.

The first two years of implementation have been extremely successful with anticipated additional success on the horizon.