

Texarkana Independent School District

District Improvement Plan

2024-2025



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 a total enrollment of nearly 7,319 students during the 2023-24 school year, Texarkana ISD is proud of its diverse population of students. 42.4% of the student body is comprised of African Americans, 20.6% - Hispanic-Latino, 28.8% - White, 6.5% - two or more races, 0.4% - American Indian, 1.3% - Asian, and .08% - Pacific Islander. 74.3% of the students come from economically disadvantaged homes and 9.3% are Emergent Bilingual.

Since 2019, the district's economically disadvantaged population has increased from 65.7% to 74.3% for the current 2023-24 school year. The highest concentrations of students from low income homes are at Highland Park (93.1%); Theron Jones (96.9%); Westlawn (92.4%); Spring Lake Park (91.3%) and Dunbar (98.7%). Nash and Wake Village are continuing to remain steady in the upper 80's with a low income population of 89.6% at Nash and 85.0% at

Wake Village. Enrollment is continuing to rise increasing by 200 students from 2023 to 2024. Student ethnicity continues to evolve across the district. As reported on the 2023 Texas Academic Performance Report (TAPR), the district was comprised of 45.1% African American; 17.1% Hispanic; 29.8% White, 6.4% Two or More Races; and 1.2% Asian. In 2018, 44.6% of the student population was African American; 14.3% Hispanic; 34.3% White; 5.1% Two or More Races; and 1.2% Asian. Minimal changes were noted in 2019; however, in 2021 the district saw a decrease in African American (41.8%) and an increase in the Hispanic population (19.4%), as well as a decrease in the White (31.7%).

The diversity of our teaching staff does not match the diversity of our students. During 2023-24, 45.1% of our students were African American, while 2022-23 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 6.9% 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, CTE, and P-TECH that will provide students choices for career and/or college pathways..

Teacher Data

With approximately 58% of the students considered at-risk during the 2023-24 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 2022-23 Texas Academic Performance Report data, the average years of experience for classroom teachers is 11.4 years, while the state level is at 11.0. Professional staff makes up the largest percentage of the staff in Texarkana ISD at 63.0%. Of that 63.0%, 47.2% are teachers, 10.3% professional support, 4.3% campus administration, and 1.2% central administration. 33.7% of teachers in TISD hold a Master's degree, while the state percentage is 25.0%. 63% of teachers across the district have more than six years of experience and 37% have five years or less.

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 appraisals 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 ranges from 16.9 in third grade and 20.8 in sixth grade. There is an average of 12.9 students in English Language Arts at the secondary level, 19.1 in Foreign Language classes, 14.3 in mathematics, 16.0 in science, and 17.4 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 ultimately contributes to lower ratios of

adults to teachers. The key to building a high-quality staff is retention and to support that goal across TISD, the district strives to remain competitive in regard to salaries when compared 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, during the 2023-24 school year Texarkana ISD 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 (37%), the district also has a wealth of knowledge and experience with 63% 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): 37% of Texarkana ISD teachers have 5 or less years of experience with 58-60% at the highest 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

In the previous three years, the district has seen an overall decline in academic performance. In 2021-22, there were 46.7% of students attending an A or B rated school. That percentage decreased in 2022-23 to 30% and continued to decrease in 2024 based on Projected Accountability to 24% of our students attending an A or B rated school.

In Domain 1, overall achievement scores are declining. In reading language arts, district wide performance showed 49% of students scoring meets or higher in 2023 compared to 46% in 2024, which indicates a decrease in overall performance for reading language arts. In 2023, mathematics scores showed that 34% of students scored meets compared to 32% in 2024. Mathematics scores are lower than reading language arts scores and also showed a decrease. Science scores show a significant decline between this year and the previous school year with 42% of students scoring meets or better in 2023 and 34% in 2024. This is attributed in part to changes in the science standards and the need for aligned resources and curriculum. For the 2024-25 school year, the new science adoption will be implemented across all grades with a large portion of instructional time spent on hands-on activities. Social studies scores remained relatively stable for meets and above performance with 44% in 2023 and 43% in 2024.

At the middle school and elementary levels, 85% of student performance is dependent upon growth. Domain 2 measures student growth based on a point system resulting from students who move through performance levels of Low Did not meets, High Did not meets, low approaches, high approaches, meets, and masters. Based on the information from the 2024 preliminary data from TEA, Westlawn, Spring Lake Park, and Texas Middle School all received component score that equated to a letter grade of F. Highland Park had a component score that equates to a D. Nash was rated a C for growth. Morriss, Wake Village and Waggoner Creek all earned component scores that equated to an A or B rating.

Domain 3 federal requirements are based on students who are scoring at meets or better in reading and math. Points are earned based on whether or not a campus meets or exceeds their prior year performance as well as the current year target, interim target, and long term target. This domain centered around closing the gaps – also focuses on the following subgroups: All students, High Focus (which includes Eco Dis, EB, Sped, Homeless, Foster, and Migrant), and the campuses two lowest performing ethnicities. It is important to note that the high focus group is predominantly the entire campus based on the economic status and other subgroups identified in the high focus group. African is identified as one of the lowest performing subgroups on all campuses. Hispanic and two or more races are the most common other subgroups identified as the lower performing groups.

Based on declining accountability ratings, campuses were tiered either 1, 2, or 3 to determine the level of supports needed for improving academic performance. For the 2024-25 school year, Highland Park, Spring Lake Park, Westlawn, and Texas Middle School were designated as a Tier 3 school based on multiple factors and will receive priority support at the district level. Dunbar, Nash, Theron Jones, Wake Village, and Waggoner Creek were designated as a 2 with Morriss being the only Tier 1 campus. Each campus has been assigned a tiering coach who will schedule a regular cadence of meetings to support the campus needs.

In addition to strengthening Tier I instruction, data show a great need in providing targeted and intensive support to our students who are experiencing the greatest struggles academically. In addition to support with interventionists, the district is providing a supplemental curriculum (IXL), which will put the students on an individualized learning path where ongoing growth can consistently be monitored.

Tier 3 campuses are utilizing a High Quality Instructional Material (HQIM) for their curriculum. Campuses are being provided with other 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. There is a need for engaging instruction in both reading and mathematics and TISD is investing 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. 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..

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, Texarkana Independent School District
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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. 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 (Prioritized): 24% of Texarkana ISD students attend A and B rated schools. **Root Cause:** Lack of a systemic process and tools for progress monitoring student growth.

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. For the 2024-25 school year, the district will conduct a pilot using High Quality Instructional Materials (HQIMs) recommended by the Texas Education Agency at Spring Lake Park, Highland Park, and Westlawn. Texas Middle School is using an HQIM for reading and mathematics in grade 6 as part of the School Action Fund Grant for Blended Learning.

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, and 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. The district will continue to utilize the Literacy Framework for 2024-25 for Grades K-2, 3-5, and 6-12.

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 Dr. Juliane Carpenter, 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. 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.

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.**

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 that not only contribute to decreasing discipline referrals but also address the aspect of learning loss by keeping students in the classroom. This support will also contribute to teacher retention.**

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 2024-25 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.

In response to the ongoing need for additional safety, TISD employs a chief of police with 8 full time and 4 part-time police officers trained in CPR, first aid, and AED, as well as 4 full time and 2 part-time security officers who are responsible for providing security on all campuses. For the 2024-25 school year, 12 school marshals will now be present at every TISD campus daily. The district has 22 crosswalk locations conducted by school marshals and security officers. 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. Security film is scheduled to be added to all exterior windows and doors where fencing is not located.

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 and students have been issued Chromebooks and the district operates in a 1:1 environment for learning.**

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. TISD holds an annual 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.

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.

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 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 2024-25.

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, which will open in August 2025 as Parks Elementary School. In addition, construction is in progress for 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 **805 active members** of Volunteers in Public Schools, over **22,490 district volunteer hours**, over **242 local business and organization partners**, and a monetary value of district wide volunteer hours of **\$753,190.10**.

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. New facilities are currently under construction with remodeling also occurring at Wake Village. Many campuses received new HVAC units to help with not only the air quality but the costs of heating/cooling. 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 8 full time and 4 part-time police officers trained in CPR, first aid, and AED, as well as 4 full time and 2 part-time security officers who are responsible for providing security on all campuses. For the 2024-25 school year, 12 school marshals will now be present at every TISD campus daily. The district has 22 crosswalk locations conducted by school marshals and security officers. 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. **Security film is scheduled to be added to all exterior windows and doors where fencing is not located.**

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

- The district's overall MRA score increased from 76 in 2023 to 77 in 2024.
- In 2023, the Leadership score was 75, Culture-77 and Academics-76. In 2024, Leadership 77 and Culture 79 both showed improvement, with Academics scoring the same at 76 both years.
- For the current 2024-25 school year, the district lighthouse action teams will focus on the three lowest areas:
 - Family and Community Engagement at 73; Supportive Environment for students (trusted relationships) was 73 and Empowering Teachers (instructional efficacy) was also 73
- Culture continues to show the highest rating for the district at 79.

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 2024-25. The initiative includes professional development sessions for all new teachers with monthly follow-up coaching for every teacher.

Digitize TISD is at the forefront of our professional learning with all students now having technology readily available, 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 2023-24 school year indicates that the overall number of incidents decreased in 2023-24 as compared to 2022-23. In 2022-23 at the end of the year, the district collectively documented 4,964 total referrals through the end of the year, while the 2023-24 data showed 4,738 referrals. African American students and students in the two or more races both saw declines in total number of incidents from 2022-23 to 2023-24. White and Hispanic both saw slight decreases in total number of incidents from the previous school year to 2023-24.

- Special education ISS placements decreased slightly from 1,190 in 2022-23 to 928 in 2023-24.
- Total number of ISS placements decreased from 2,015 in 2023-23 to 1,563 in 2024.
- However, DAEP placements increased from 122 to 288.

Additional discipline information show that:

- The majority of incidences come from failure to comply, scuffling, disrespectful behavior and profanity in 2023-24.
- Scuffling was documented 732 times and fighting 291 times throughout the 2023-24 school year.

TISD is committed to student safety and creating positive school environments for all students. The district approved the addition of 504 specialists 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 specialists, TISD has invested in a behavior coordinator and additional behavior specialists across the district to provide positive behavior support. Training is 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 2023-24 school year based on needs assessment survey data and discipline data for the previous school year.

Attendance continues to be 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 93.0%. The first six weeks ADA was 95.1%; however, the district percentage did not go above 95.1%, and the lowest percentage occurred during the 3rd six weeks at 92.0%. 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 2024-25 school year and will continue 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. In addition, the district has invested an additional 10 days to support campuses in their goal to achieve Lighthouse certification. 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 implementing 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. 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: 37% of Texarkana ISD teachers have 5 or less years of experience with 58-60% 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

Problem Statement 3: 24% of Texarkana ISD students attend A and B rated schools.

Root Cause 3: Lack of a systemic process and tools for progress monitoring student growth.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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: By June 2025, 75% of all students will master 80% of skills practiced in IXL for grades PK-3 in reading.





Evaluation Data Sources: IXL PK-3 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize IXL at least 2 times per week in reading grades PK-3 for 20 minutes per day.</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will answer at least 30 questions in reading per week using IXL</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: By June 2025, 75% of all students will master 80% of skills practiced in IXL for grades PK-3 in mathematics.





Evaluation Data Sources: IXL PK-3 Mathematics Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize IXL at least 2 times per week in mathematics grades PK-3 for 20 minutes per day.</p> <p>Strategy's Expected Result/Impact: Increase student performance in mathematics on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will answer at least 30 questions in mathematics per week using IXL</p> <p>Strategy's Expected Result/Impact: Increase student performance in mathematics on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: By June 2025, 75% of all students will meet or exceed expected growth for grades 4-8 STAAR RLA, SLA, English I, and English II EOC.





Evaluation Data Sources: STAAR Assessment Results
 District/Campus Benchmarks
 IXL Data in Reading, SLA, and English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize IXL at least 2 times per week in reading grades 4-8 and English I/II for 20 minutes per day.</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will answer at least 30 questions per week in reading grades 4-8 and English I/II.</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will show mastery of 80% of skills practiced per week in reading grades 4-8 and English I/II.</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: By June 2025, 75% of all students will meet or exceed expected growth for grades 4-8 STAAR Mathematics and Algebra I EOC





Evaluation Data Sources: STAAR Assessment Results
 District/Campus Benchmarks
 IXL Data in mathematics and Algebra

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize IXL at least 2 times per week in mathematics grades 4-8 and Algebra I for 20 minutes per day.</p> <p>Strategy's Expected Result/Impact: Increase student performance in mathematics and Algebra I on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will answer at least 30 questions per week in mathematics 4-8 and Algebra I.</p> <p>Strategy's Expected Result/Impact: Increase student performance in mathematics and Algebra I on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will show mastery of 80% of skills practiced per week in mathematics grades 4-8 and Algebra I.</p> <p>Strategy's Expected Result/Impact: Increase student performance in mathematics and Algebra I on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 5: By June 2025, 75% of all students will master 80% of the skills practiced in IXL for grades 3-8 science and Biology EOC





Evaluation Data Sources: STAAR Assessment Results
 District/Campus Benchmarks
 IXL Data in science and Biology

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize IXL at least 2 times per week in science grades 3-8 and Biology for 20 minutes per day</p> <p>Strategy's Expected Result/Impact: Increase student performance in science and biology on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will answer at least 30 questions per week in science grades 3-8 and biology.</p> <p>Strategy's Expected Result/Impact: Increase student performance in science and biology on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 6: By June 2025, 75% of all students will master 80% of the skills practiced in IXL for grades 6-8 social studies and US History EOC





Evaluation Data Sources: STAAR Assessment Results
 District/Campus Benchmarks
 IXL Data in social studies and US History

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize IXL at least 2 times per week in social studies grades 6-8 and US History for 20 minutes per day.</p> <p>Strategy's Expected Result/Impact: Increase student performance in social studies and US History on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will answer at least 30 questions per week in social studies grades 6-8 and US History.</p> <p>Strategy's Expected Result/Impact: Increase student performance in social studies and US History on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 7: By May 2025, 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
Completed Curriculum Documents

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule monthly meetings with key staff members to monitor the development of core and non-core curriculum documents.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Revise and check monthly the completion status for all curriculum documents created at the district level.</p> <p>Strategy's Expected Result/Impact: Curriculum Documents for all courses.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 8: 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			
<p>Strategy 1: Middle and High School campuses will have transition meetings, presentations over pathways to support students in making informed choices as they navigate moving into the workforce and/or college.</p> <p>Strategy's Expected Result/Impact: Students will better understand how their course choices affect future choices once they graduate high school.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish partnerships with local businesses to provide student involvement and future job opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a district-wide College and Career Prep model for PK-12 in connection with the K-8 College and Career Prep model developed through the School Action Fund for Parks Elementary.</p> <p>Strategy's Expected Result/Impact: Increase student awareness at earlier ages regarding opportunities for career and college pathways to improve CCMR for all students.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness.</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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, decrease discipline referrals by 7%.

Evaluation Data Sources: Discipline reports





Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reduced student discipline referrals and class removals.</p> <p>Staff Responsible for Monitoring: Director of Special Populations</p> <p>Title I: 2.6 - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each teacher will receive coaching on cooperative learning structures at least once per month.</p> <p>Strategy's Expected Result/Impact: Students will engage in the content through research-based collaborative structures.</p> <p>Teachers will become more proficient routinely incorporating structures during instruction.</p> <p>Culture of the classroom is enhanced through class and team building structures.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses create and implement a behavior matrix to establish consistency in expectations of behavior throughout the campus (transitions, hallways, bathrooms, classrooms, cafeteria, playground, etc.)</p> <p>Strategy's Expected Result/Impact: Decrease in behavior referrals.</p> <p>Promotes positive school culture.</p> <p>Students and staff have a clear understanding of the expectations identified within the behavior matrix.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Develop an MTSS plan for behavior. Strategy's Expected Result/Impact: Teachers will have strategies to implement with students exhibiting high behavior. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 2025, TISD Blended Learning Model at Texas Middle School will be implemented to transform teaching and learning in all 6th grade in reading and math.





Evaluation Data Sources: Walkthroughs and observations.
Increase student performance in reading and math.

Strategy 1 Details	Reviews			
Strategy 1: Utilize a blended learning coach to support implementation. Strategy's Expected Result/Impact: Stronger implementation Teacher coaching and support to build capacity. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the selected HQIM's for reading (Study Sync) and math (Carnegie). Strategy's Expected Result/Impact: Ongoing training for teachers on the new HQIM curriculum. Coaching and support to ensure implementation. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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			
<p>Strategy 1: Coordinator of Early Learning and Literacy will lead the development of curriculum documents for Pre-K. Strategy's Expected Result/Impact: Each theme based room will have a scope and sequence for reading and math. Teachers will have station activities aligned to the room theme and PK guidelines. Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Transition team will have an opportunity to provide input in the creation and implementation of curriculum ideas Strategy's Expected Result/Impact: Fully developed curriculum. Teachers knowledgeable about the curriculum. Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 4: By June 2027, Texarkana ISD will achieve Lighthouse Certification

Evaluation Data Sources: Completion of Rubric and evidence supporting implementation district wide.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a regular cadence of meetings for district adult and student lighthouse teams. Strategy's Expected Result/Impact: District Lighthouse Team meeting sign-in sheets and agendas. Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue development of a District Lighthouse Assessment Rubric and submit for Approval with Franklin Covey. 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</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a training plan to ensure that all district staff campus and non-campus based receive the foundational 7 Habits training. Strategy's Expected Result/Impact: All district staff will have knowledge of the 7 Habits. All departments and staff will set personal and professional WIGS. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2025, increase the percentage of Tier 1 and 2 teachers to 80% across all campuses.

High Priority

Evaluation Data Sources: Campus Tiering Meetings and Tiering Coach Meetings
 Feedback from Look Fors and Walkthroughs
 PLC agendas and Lesson Plans
 Coaching Documentation from Kagan Coaching forms and Student Engagement Coaching Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity of teachers to ensure growth for ALL students through the implementation of collaborative professional learning communities at all campuses.</p> <p>Strategy's Expected Result/Impact: Improved teacher capacity. Increased student growth and learning Increased collaboration among and across teams and grade levels</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule campus support meetings based on 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.</p> <p>Strategy's Expected Result/Impact: Student growth Teacher growth</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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, student engagement structures, Leader in Me, and Gomez and Gomez).</p> <p>Strategy's Expected Result/Impact: Improved student achievement Teacher capacity Teacher retention</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will receive two classroom visits using the 2024-25 Classroom Expectations Look-For form at BOY (by Sept 13, 2024); MOY (by Dec 18, 2024); and EOY (by April 4, 2025) to determine strengths and areas for growth in tiering teachers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a district-level coaching model that provides intentional coaching support for Tier 3 teachers identified by the campus.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness and retention.</p> <p>Staff Responsible for Monitoring: Director of Academics</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All new hires to TISD will receive Days 1 and 2 of Cooperative Learning Training to ensure increased levels of student engagement and social skills.</p> <p>Strategy's Expected Result/Impact: Teachers will plan instruction that implements structures to increase engagement and lower discipline referrals. Increase student performance</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: All teachers will be coached on a student engagement structure monthly in the 2024-25 school year. Student engagement coaches (teachers, campus admin, and district admin) will use Kagan Coaching Forms to provide feedback to the teacher</p> <p>Strategy's Expected Result/Impact: Increased student engagement, better instructional delivery, and increased student achievement. Monitor saved coaching formed in shared Student Engagement Folder on Google Drive.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Implement tiering coach meetings with campus leaders based on frequency outlined in the tiering levels of support (weekly-Tier 3; every three weeks-Tier 2; monthly-Tier 1). Schedule tiering coach meetings at the beginning of the school year to establish a regular cadence of meetings.</p> <p>Strategy's Expected Result/Impact: Additional supports designated for priority areas. Ongoing data analysis and professional development through collaborative processes. Ensure student and teacher growth through targeted supports.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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 2025, increase the teacher retention rate to 88%.

Evaluation Data Sources: Retention Data
 Evaluation Data
 Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a mentor for all newly hired 0-3 year teachers to provide guidance and support for classroom organization and instructional planning.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness, student performance, and teacher retention.</p> <p>Staff Responsible for Monitoring: Coordinator of Accountability and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and revise the application process for the Pathway to Teaching program to support growing our own teachers and increasing our applicant pool.</p> <p>Strategy's Expected Result/Impact: Increased number of participants resulting in increased teacher applicant pool.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Participation in program leading to increased pool of teacher applicants</p> <p>Staff Responsible for Monitoring: Executive Director of Student and Family Support Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased participation in TEACH TISD with increase student diversity.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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 2025, increase parent and community encounters by two percent.





Evaluation Data Sources: Calendar of Events
Sign in sheets
Agendas

Strategy 1 Details	Reviews			
<p>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</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 2: By May 2025, 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 style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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			
<p>Strategy 1: Increase REACH student involvement in community events (example: main speakers for Superintendents Leader in Me Luncheons each six weeks)</p> <p>Strategy's Expected Result/Impact: Retention of the enrolled REACH students and increased diverse enrollment.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and Family Support Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase enrollment in REACH from these organizations.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and Family Support Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase exposure opportunities within the REACH program to higher learning opportunities. (Example: guest speakers from TAMU-Texarkana, college tours, etc.)</p> <p>Strategy's Expected Result/Impact: Increase interest and enrollment in the REACH program by a more diverse student population.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and Family Support Services</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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






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 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <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.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <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.
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <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)

continued educational, career, personal, or social development at risk;

- 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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